



HCCPS Board of Trustees

Meeting Agenda

October 8, 2025 6:30pm

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Or Join Zoom Meeting

<https://us02web.zoom.us/j/84948181413?pwd=OO475dU8403OfbwMCEdidBM7z2IU9D.1>

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: Medical Policy, [HOS](#) and [DOTL](#) Annotated Job Descriptions, Finance Report

Facilitator: Lily Newman

Topic	Who	Action	Est. Time
Welcoming (read mission statement): (5 min) <ul style="list-style-type: none"> ● Announcements, appreciations, acknowledgement ● Agenda Check: Appoint timekeeper, list keeper ● BOT Visibility leading into start of year ● Approve minutes from Sept BoT mtg 	Lily Newman	Decision	6:30 pm
Public Comment (5 min)	Lily Newman		6:35
Financial Audit Summary Report (15 mins) <ul style="list-style-type: none"> - Summary presented by Daniel Dennis & Company team - Discussion - Next steps 	Kylan Mandile Kris Lane, James Meehan	Discussion and vote	6:40
MCAS Update and Next Steps (10 mins)	Rebecca Belcher-Timme	Discussion	6:50
School Leader Updates (10 min) <ol style="list-style-type: none"> a. Staffing b. Initiatives and Events c. Other 	Chris Kusek, Rebecca Belcher-Timme	Discussion	7:00



<p>Leadership and Staffing Structure (15 mins)</p> <ul style="list-style-type: none"> - After a year of implementation, review and discuss HOS leadership structure - Strengths, challenges, recommendations 	<p>Lily Newman, Chris Kusek, Rebecca Belcher-Timme</p>	<p>Discussion</p>	<p>7:10</p>
<p>HOS Goals (10 mins)</p> <ul style="list-style-type: none"> - Updates and rationale - Discussion and feedback - Vote 	<p>Chris Kusek</p>	<p>Discussion and Vote</p>	<p>7:25</p>
<p>BOT and Committee Goals (20 mins)</p> <ul style="list-style-type: none"> - Proposed updates to 2 year BOT goals from SY24-25 - Discussion and vote - Aligned Committee Goals: Share Out 	<p>Lily Newman Neal Teague Committee Chairs</p>	<p>Discussion & Vote Discussion</p>	<p>7:35</p>
<p>Updates (5 mins)</p> <ul style="list-style-type: none"> - Education/Accountability Committee Update - LRP Update and Next Steps - HOS Rubric Task Force - JEDI Committee Chair 	<p>Kathleen Hulton, GABS, Chris Kusek, Lily Newman</p>	<p>Discussion</p>	<p>7:55</p>
<p>Medical policy updates and vote (5 min)</p>	<p>Chris Kusek</p>	<p>Vote</p>	<p>8:00</p>
<p>BOT Roles, Responsibilities, Approach</p> <ul style="list-style-type: none"> - Essential BOT roles - DESE guidance - HCCPS Bylaws and approach - Implications for members (us) 	<p>Kathleen Hulton</p>	<p>Discussion</p>	<p>8:05</p>
<p>Wrap Up (5 mins)</p> <ul style="list-style-type: none"> - Action items review - Next steps/October meeting agenda items - Minutes finalization, Newsletter blurb - Snacks and drinks for October 	<p>Lily Newman</p>	<p>Decision</p>	<p>8:10</p>
<p>Adjournment</p>	<p>Lily Newman</p>	<p>Decision</p>	<p>8:15</p>



HCCPS Board of Trustees

Meeting Agenda

September 10, 2025 6:30pm

At HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

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

Present: Chris Kusek, Rebecca Belcher-Timme, Grace Mrowicki, Tala Elia, Lily Newman, Ben Carlis, Emily Boddy, Kylan Mandile, Lauren Ames, Kathleen Hulton, Adam Szymkowicz

By Zoom: Neal Teague

Regrets: Andrea Hermans, Steve Sell

Guests:

By Zoom:

Facilitator: Lily Newman

Notetaker: Emily Boddy

List keeper: Grace Mrowicki

Timekeeper: Tala Elia

Mission statement read by: Kylan

Topic (estimated time)	Discussion	Action (if necessary)
<p>Welcoming (read mission statement) (Tala Elia): (5 min)</p> <ul style="list-style-type: none"> ● Announcements, appreciations, acknowledgement ● Agenda Check: Appoint timekeeper, list keeper ● BOT Visibility leading into start of year ● Approve minutes from August BoT mtg <p>Lily Newman</p>	<p>Kylan Acknowledges the people who volunteered to get the playground up and ready.</p> <p>Chris acknowledges all the people who volunteered to get the building ready - paint and prep.</p> <p>Lily acknowledges the work on the Annual Report.</p> <p>Board Visibility: Had first Friday and Welcome ceremony.</p> <p>Close to setting a date for Welcome back nights for families, which will be more consolidated this year to enable more visibility for specials teachers, special ed, etc. And perhaps BoT can have a table and board members can</p>	<p>Tala motioned to approve and Kathleen seconded; the Board approved meeting minutes by consensus.</p>

Final Minutes Approved on:

	introduce themselves to their kids' groups.	
Public Comment (5 min)	None.	
Welcoming BOT New Members, Update. Emily Boddy	Emily welcomed new members. Kathleen and Emily are updating the board handbook to include in the Orientation, which will be coordinated with Adam and Lauren to get onboarded.	
School Leader Updates, Updates. a. Staffing b. Curriculum/Initiatives c. Capital Improvements d. Infinite Campus Chris Kusek, Rebecca Belcher-Timme	<p>a. Staffing: 6 new teachers across the building. Helping them acclimate through mentorship, new teacher meetings and informal opportunities to connect. It's been great to see fresh energy and welcoming from existing staff members.</p> <p>New TAs have been great and new health teacher, Natalia has been great.</p> <p>Resignation letter submitted by Amy Linnell, special ed coordinator. She has served hilltown for a long time, and she has been supportive and enthusiastic in helping with the transition. Chris has been supporting the role already to prepare for the transition, and while they will be hiring a new special ed coordinator, they will have temporary contracted help to facilitate meetings. Good structures in place to ensure we maintain services while we rehire.</p> <p>Our needs have grown and complexity of the role has changed, so will reassess the role description ahead of hiring.</p> <p>b. Curriculum and Initiatives:</p> <p>A lot of interconnected training initiatives over PD week, along the lines of training that happened in the spring:</p> <p>EL - ELA curriculum training took place.</p> <p>Crew Curriculum, also from EL, about building community. Has been lovely to see</p>	

Final Minutes Approved on:

	<p>the kids connecting in the morning every morning doing activities that center connection and getting to know each other.</p> <p>Common Threads civic action block in the Prisms, kids wanting choice around what they do example- buddy time might take place here, a valuable time for connection between age groups.</p> <p>Inclusive practice for special ed. and co-teaching - organization brought training and will provide continued training for teachers and TAs. Making a greater effort to bring services into classes, rather than pulling kids out, and through this co-teaching model that benefits all kids in the classroom, whether or not they receive services.</p> <p>c. Capital Improvements Playground - phenomenal, exceeded expectations. It is used by K-8 Everyday.</p> <p>d. Infinite Campus It is going really well. Next big announcement will be that we have the ability for payments to be accepted through infinite campus, and sign up for events through the portal. There is no directory feature, so a family directory in pdf form will be made available.</p>	
<p>Head of School Evaluation & Next Steps</p> <ul style="list-style-type: none"> - Review, discuss and approve the Head of School Performance Evaluation for SY24-25 - Discuss and provide feedback on draft HOS 25-26 goals <p>Lily Newman</p>	<p>Lily walked us through the review (in packet).</p> <p>Opened up for questions, comments, feedback.</p> <p>Kathleen described the bylaw that describes the channel of communication between school leadership and board leadership is reflected in the creation and pursuit of the goals as set forth.</p> <p>Describes that Chris' connection, outreach and accessibility to staff, students and community was a key goal for him, and a priority.</p>	<p>Tala moved to approve the HoS Evaluation, Kylan seconded. Board approves by consensus.</p>

Final Minutes Approved on:

	<p>Kathleen advocates strongly for the amazing job that Chris has done and for approval of the evaluation.</p> <p>Chris responded, with appreciation for Rebecca and for the community for support and trust in making big changes.</p> <p>Describes his ongoing commitment to support community, staff, students through changes. Time of great change, ushering in sustainability and growth.</p> <p>Chris presented his goals moving forward and explained how he will address them. (Included in the packet). This is a draft and members are welcome to provide feedback ahead of the final version.</p>	
<p>Accountability Plan & Annual Report (15 mins)</p> <ul style="list-style-type: none"> - Purpose and use - Role and responsibility of the BOT <p>Chris and Rebecca</p>	<p>Annual Report: Included in packet. Most of what's in the plan has been presented to the board over the past year. Opened up for questions.</p> <p>Question about a specific class/cohort and reading and math achievement was answered - that this is understood and not a surprise.</p> <p>Question about looking at trends over time with other achievement levels was set forth; this is what an education committee will be looking at, should we approve the committee.</p> <p>Accountability Plan: Included in packet. Provisionally approved by DESE - been a great collaborative process with DESE. Needs board approval.</p> <p>Key design elements have changed significantly from past years. Now design elements align with our mission, per the suggestion of DESE.</p> <p>Chris and Rebecca moved us through each objective, measure, data to be reported and how it is to be collected.</p>	<p>Lily motioned to approve the 25-26 Accountability plan. Ben seconded. The board approved by consensus.</p>

Final Minutes Approved on:

	<p>The board's role and responsibility it to keep the school accountable to the Accountability plan.</p> <p>Tala asks about discipline section fo the Annual Report, how we track. Chris explains that Infinite Campus has a way for teachers and staff to enter discipline issues that require attention - help drive data so we can have better information to direct change. Commitment to restorative practices leads to drop in discipline also.</p>	
<p>BOT and Committee Goals</p> <ul style="list-style-type: none"> - Review 2 year BOT goals from SY24-25 - Discuss role of committees and their goals - Syncing meetings, objectives, reporting - Next Steps: Committee goals, deliverables and reporting timelines for October mtg 	<p>Lily went through a review of the 2 year BOT goals</p> <p>Think about how we might realign/update the goals.</p> <p>How do we strengthen our goals to include advocacy for charter schools be added to our goals, and to better support Chris' goals?</p> <p>Reiterates that we need to sync up committee goals and BoT goals and timing. Thinking through when committees meet to be in sync.</p> <p>See: proposed meeting calendar in the item included in the packet.</p> <p>Explains how committees can set forth their needed agenda items on the Monday in the week prior to the week of the board meeting.</p>	
<p>Finance Committee Updates, Kylan</p>	<p>Finances included in the packet. Chris shared a small slideshow to frame things.</p> <p>Kylan explains some of the figures not reflected in this report. Though we have a surplus, it remains to be seen what will be left after covering other expenses. Other expenses coming up = HVAC, sprinklers, parking lot.</p>	

Final Minutes Approved on:

	<p>Good capital position now, but certainly need to be conservative, especially with potential funding shifts - eg at state or federal level.</p>	
<p>Education/Accountability Committee, Emily B and Kathleen H</p> <ul style="list-style-type: none"> - Recap of the purpose and process thus far - Findings and recommendations from GABS - Next steps 	<p>Kathleen introduced with the background how this idea emerged - inspired by another charter school with similar committee.</p> <p>Board retreat led by Julia Bowen from the Association addressed what this committee might look like.</p> <p>Kathleen has done continued research and brought it to GABS to assess if/should/can we do this and determined we can.</p> <p>Kathleen included materials and summary of her research in the packet. Determined that most charter schools in MA have a committee for this purpose.</p> <p>Describes the core responsibility of the board through analogy - as the finance committee gets into depth around the financial health of the school and brings it forth to the whole board. Academic committees function in a similar way - looking deeper into the academics to bring it forth to the full board, eg using test scores but also more qualitative analysis of the things our mission statement lays out, eg hands on, arts integrated, experiential learning.</p> <p>GABS will bring a proposal to our next board meeting.</p>	
<p>Wrap Up (5 mins)</p> <ul style="list-style-type: none"> - Action items review - Next steps/October meeting agenda items - Minutes finalization, Newsletter blurb - Snacks and drinks for October 	<p>Action items:</p> <p>Next Meeting Date: 10/8 at 6:30, Prisms Science Room NL Blurb: Emily Boddy Drinks: Emily Snacks: Tala</p> <p>Next Meeting: Finalizing new Committee Committee Goals Chris' goals</p>	<p>Tala motioned to move into executive session and adjourn the open meeting from executive session; Lauren seconded.</p>

Final Minutes Approved on:

	Update on HoS rubric task force	
<p>Executive Session</p> <ul style="list-style-type: none"> - To approve August Executive Session minutes <p><i>Executive session pursuant to M.G.L. c. 30A, s. 21(a)(1) to discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual.</i></p>		<p>Tala motioned to approve minutes from executive session on 6/19/25. Ben seconded. Minutes from Executive session approved by consensus.</p>
<p>Adjournment Lily Newman</p>	Meeting adjourned at 8:39pm	<p>Tala motioned to adjourn; Ben seconded.</p>

Final Minutes Approved on:

Hilltown Cooperative Charter Public School

Financial Statements and
Independent Auditors' Report in Accordance with
Governmental Auditing Standards

June 30, 2025

Draft For Discussion Only

Hilltown Cooperative Charter Public School

Contents

	Page
Independent Auditors' Report	1
Management's Discussion and Analysis	4
Financial Statements:	
Statements of Net Position	10
Statements of Revenue, Expenses, and Changes in Net Position	11
Statements of Cash Flows	12
Notes to the Financial Statements	13
Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on An Audit Of Financial Statements Performed In Accordance With <i>Government Auditing Standards</i>	22
Schedule of Findings and Responses	25
Summary Schedule of Prior Audit Findings	27
Board Acceptance Letter	29



Independent Auditors' Report

To The Board of Trustees
Hilltown Cooperative Charter Public School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying statements of net position of Hilltown Cooperative Charter Public School (a Governmental Entity) (the School), as of and for the years ended June 30, 2025 and 2024, and the related statements of revenues, expenses and changes in net position and cash flows for the years then ended and the related notes to the financial statements, which collectively comprise Hilltown Cooperative Charter Public School's financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Hilltown Cooperative Charter Public School, as of June 30, 2025 and 2024, and the respective changes in financial position, cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit 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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Hilltown Cooperative Charter Public School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

Component Unit

As discussed in Note 1 to the financial statements, The Friends of the Hilltown Cooperative Charter Public School, Inc., a related nonprofit organization, was evaluated in conformance with GASB No. 80, Blending Requirements for Certain Component Units and it was determined that it should be reported as a blended component unit of Hilltown Cooperative Charter Public School, and consequently the financial information included within Hilltown Cooperative Charter Public School's financial statements. The nature and extent of the financial activity was not significant to the School overall, therefore it was excluded from Hilltown Cooperative Charter Public School's financial statement presentation.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Hilltown Cooperative Charter Public School's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Hilltown Cooperative Charter Public School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Hilltown Cooperative Charter Public School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 9 be presented to supplement the financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the financial statements, and other knowledge we obtained during our audit of the financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated XXXX, on our consideration of Hilltown Cooperative Charter Public School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Hilltown Cooperative Charter Public School's 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 Hilltown Cooperative Charter Public School's internal control over financial reporting and compliance.

Date XXXX

Hilltown Cooperative Charter Public School
Management's Discussion and Analysis
June 30, 2025 (unaudited)

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, 2025 and comparative information for 2024. Please read it in conjunction with the School's basic financial statements and the related notes to the financial statements, which begin on page 10.

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, 2025 through June 30, 2030. During the fiscal years ended June 30, 2025 and 2024, the School operated kindergarten through eighth grade and enrollment was comprised of 218 students. Maximum capacity of the School is 218 students.

The School's mission statement is: *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, sustain a cooperative, intimate community of students, staff, families, and local community members, which guides and supports the School and its educational program. Lastly, to cultivate children's individual voices and a shared respect for each other, our community, and the world around us.*

Financial Reporting Entity

As required by generally accepted accounting principles, and in conformance with Government Accounting Standards Board (GASB) *Statement No. 14, The Financial Reporting Entity* and *GASB Statement No. 39, Determining Whether Certain Schools Are Component Units and subsequently amended by GASB No. 61, The Financial Reporting Entity: Omnibus – an amendment of GASB Statements No. 14 and No. 34* and *GASB No. 80, Blending Requirements for Certain Component Units*, the School evaluated its potential component unit and determined that The Friends of the Hilltown Cooperative Charter Public School, Inc. (Friends) is a component unit of the School. Management determined that the nature and extent of the financial activity of Friends was not significant to the School as a whole, therefore it was not included as a blended component unit of the School.

Hilltown Cooperative Charter Public School
Management's Discussion and Analysis - *Continued*
June 30, 2025 (unaudited)

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, liabilities, 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. 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.

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.

Hilltown Cooperative Charter Public School
Management's Discussion and Analysis - *Continued*
June 30, 2025 (unaudited)

Financial Statements - *Continued*

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 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 fiscal year. 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 2025 with comparative information for fiscal year 2024:

Financial highlights 2025 to 2024

- The School had total assets of \$4,326,839 and \$4,266,513 at June 30, 2025 and 2024, respectively, of which \$3,333,688 and \$3,222,556 were investments in capital assets (net of depreciation), respectively, and the remaining assets consisted of cash, other - certificates of deposit, and prepaid expenses.

Hilltown Cooperative Charter Public School
Management's Discussion and Analysis - *Continued*
June 30, 2025 (unaudited)

Financial Highlights – Continued

- The School had total liabilities of \$3,403,177 and \$3,438,643 at June 30, 2025 and 2024, respectively. Of these liabilities, \$399,631 and \$372,090 were current and \$3,003,546 and \$3,066,553 were non-current, respectively.
- Total net position for the School was \$923,662 and \$827,870 at June 30, 2025 and 2024, respectively, of which \$656,665 and \$733,299 was unrestricted, and \$266,997 and \$94,571 was investments in capital assets, respectively.
- The School earned total revenues of \$4,627,902 and \$4,464,476 for the years ended June 30, 2025 and 2024, respectively, of which 98% and 99%, respectively were operating revenues. For the years ended June 30, 2025 and 2024, 2% and 1%, respectively was from non-operating revenues in each year. The non-operating revenue amount for 2025 and 2024 included fundraising income of \$13,158 and \$12,823, respectively. Included in total revenues was on-behalf of pension contributions in the amount of \$437,661 and \$531,396, 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 \$4,532,110 and \$4,429,487 for the years ended June 30, 2025 and 2024, respectively. Included in the 2025 and 2024 total expenses was on-behalf of pension contributions of \$437,661 and \$531,396, 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 surplus of change in net position for the year ended June 30, 2025 and 2024 of \$95,792 and \$34,989, respectively. In fiscal year 2025, the surplus was comprised of an operating surplus of \$23,721, and a non-operating surplus of \$72,071. In fiscal year 2024, the surplus was comprised of an operating deficit of \$8,657, and a non-operating surplus of \$43,646.

The following financial highlights are for the School for fiscal year 2024 and include comparative information from fiscal year 2023:

Financial highlights 2024 to 2023

- The School had total assets of \$4,266,513 and \$4,233,615 at June 30, 2024 and 2023, respectively, of which \$3,222,556 and \$3,330,385 were investments in capital assets (net of depreciation), respectively, and the remaining assets consisted of cash, certificates of deposit, and prepaid expenses.
- The School had total liabilities of \$3,438,643 and \$3,440,734 at June 30, 2024 and 2023, respectively. Of these liabilities, \$372,090 and \$312,724 were current and \$3,066,553 and \$3,128,010 were non-current, respectively.

Hilltown Cooperative Charter Public School
Management's Discussion and Analysis - *Continued*
June 30, 2025 (unaudited)

Financial Highlights – *Continued*

- Total net position for the School was \$827,870 and \$792,881 at June 30, 2024 and 2023, respectively, of which \$733,299 and \$650,113 was unrestricted, and \$94,571 and \$142,768 was investments in capital assets, respectively.
- The School earned total revenues of \$4,464,476 and \$4,203,969 for the years ended June 30, 2024 and 2023, respectively, of which 96% were operating revenues. For the years ended June 30, 2024 and 2023, 4% was from non-operating revenues in each year. The non-operating revenue amount for 2024 and 2023 included fundraising income of \$12,823 and \$3,130, respectively. Included in total revenues was on-behalf of pension contributions in the amount of \$531,396 and \$457,660, 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 \$4,429,487 and \$4,243,958 for the years ended June 30, 2024 and 2023, respectively. Included in the 2024 and 2023 total expenses was on-behalf of pension contributions of \$531,396 and \$457,660, 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 surplus of change in net position for the year ended June 30, 2024 of \$34,989, and a deficit for June 30, 2023 of \$39,989. In fiscal year 2024, the surplus was comprised of an operating deficit of \$8,657, and a non-operating surplus of \$43,646. In fiscal year 2023, the net surplus was comprised of an operating deficit of \$58,211, and a non-operating surplus of \$18,222.

Budgetary Highlights

The School's annual budget was amended as the year progressed. For the fiscal year ended June 30, 2025, the School incurred \$3,988,064 in actual expenditures (exclusive of on-behalf of pension contributions of \$437,661 and depreciation of \$106,385) compared to budgeted expenditures of \$4,025,739. The School received \$4,150,596 in income for the fiscal year ended June 30, 2025 (exclusive of the on-behalf of pension contributions) compared to budgeted income of \$4,075,739.

The School budgeted tuition for fiscal years 2025 and 2024, based on enrollment of 218 for each year, respectively, and using the average per pupil rate from the sending districts of the previous year.

Hilltown Cooperative Charter Public School
Management's Discussion and Analysis - *Continued*
June 30, 2025 (unaudited)

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 \$3,851,183 in per pupil funding in fiscal year 2025, versus \$3,556,109 in per pupil funding in fiscal year 2024. This represents 92% and 90% 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 \$96,744 and \$174,237 for fiscal years 2025 and 2024, 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.

Draft For Discussion Only

Hilltown Cooperative Charter Public School
 Statements of Net Position
 June 30, 2025 and 2024

Assets		
	<i>2025</i>	<i>2024</i>
<i>Current Assets:</i>		
Cash and cash equivalents	\$ 697,710	\$ 671,167
Security deposit	7,479	7,579
Prepaid expenses	<u>21,086</u>	<u>29,857</u>
Total current assets	<u>726,275</u>	<u>708,603</u>
<i>Other Assets:</i>		
Other - certificates of deposit	<u>266,876</u>	<u>335,354</u>
Total other assets	<u>266,876</u>	<u>335,354</u>
<i>Noncurrent Assets:</i>		
Capital assets, net	<u>3,333,688</u>	<u>3,222,556</u>
Total noncurrent assets	<u>3,333,688</u>	<u>3,222,556</u>
Total assets	<u>\$ 4,326,839</u>	<u>\$ 4,266,513</u>
Liabilities and Net Position		
<i>Current Liabilities:</i>		
Accrued payroll	\$ 241,261	\$ 228,338
Accounts payable and accrued expenses	94,234	81,262
Advances	991	1,058
Note payable - current portion	<u>63,145</u>	<u>61,432</u>
Total current liabilities	<u>399,631</u>	<u>372,090</u>
<i>Noncurrent Liabilities:</i>		
Note payable	<u>3,003,546</u>	<u>3,066,553</u>
Total liabilities	<u>3,403,177</u>	<u>3,438,643</u>
<i>Net Position:</i>		
Net investments in capital assets	266,997	94,571
Unrestricted	<u>656,665</u>	<u>733,299</u>
Total net position	<u>923,662</u>	<u>827,870</u>
Total liabilities and net position	<u>\$ 4,326,839</u>	<u>\$ 4,266,513</u>

See accompanying notes to financial statements.

Hilltown Cooperative Charter Public School
Statements of Revenues, Expenses, and Changes in Net Position
For the Years Ended June 30, 2025 and 2024

	2025	2024
<i>Operating revenues:</i>		
Tuition	\$ 3,851,183	\$ 3,556,109
Governmental grants	96,744	174,237
Kids club	99,599	100,397
School lunch	21,528	24,454
On behalf pension contributions	437,661	531,396
Miscellaneous income	49,116	34,237
Total operating revenues	4,555,831	4,420,830
<i>Operating expenses:</i>		
Personnel costs	2,794,650	2,738,405
Payroll taxes	116,418	110,884
Fringe benefits	395,970	351,985
On behalf pension contributions	437,661	531,396
Occupancy	196,791	177,203
Interest expense	85,251	86,912
Classroom supplies	39,365	35,848
Food	129	259
Professional fees	243,364	187,855
Office supplies	4,950	4,499
Depreciation	106,385	107,828
Miscellaneous	78,489	74,537
Equipment - non capital	30,761	19,922
Grant expenses	1,926	1,954
Total operating expenses	4,532,110	4,429,487
Net operating surplus/(deficit)	23,721	(8,657)
<i>Non-operating revenues:</i>		
Fundraising, (net)	13,158	12,823
Private grants	5,000	-
Related party contribution	27,426	4,454
Interest	26,487	26,369
Net non-operating revenue	72,071	43,646
Change in net position	95,792	34,989
Net position, beginning of the year	827,870	792,881
Net position, end of the year	\$ 923,662	\$ 827,870

See accompanying notes to financial statements.

Hilltown Cooperative Charter Public School
Statements of Cash flows
For the Years Ended June 30, 2025 and 2024

	2025	2024
Cash flows from operating activities:		
Receipts from tuition	\$ 3,851,183	\$ 3,556,109
Receipts from governmental grants	96,744	174,237
Receipts from other sources	170,176	119,365
Payments to employees	(3,294,115)	(3,209,313)
Payments to suppliers and vendors	<u>(659,283)</u>	<u>(518,761)</u>
Net cash provided by operating activities	<u>164,705</u>	<u>121,637</u>
Cash flows from investing activities:		
Changes to certificate of deposits	<u>68,578</u>	<u>22,513</u>
Net cash provided by investing activities	<u>68,578</u>	<u>22,513</u>
Cash flows from non-capital financing activities:		
Non operating revenue	<u>72,071</u>	<u>43,646</u>
Net cash provided by non operating activities	<u>72,071</u>	<u>43,646</u>
Cash flows from capital and related financing activities:		
Principal payments on note payable	(61,294)	(59,632)
Purchase of capital assets	<u>(217,517)</u>	<u>-</u>
Net cash used in capital and related financing activities	<u>(278,811)</u>	<u>(59,632)</u>
Change in cash	26,543	128,164
Cash and cash equivalents, beginning of year	<u>671,167</u>	<u>543,003</u>
Cash and cash equivalents, end of year	<u>\$ 697,710</u>	<u>\$ 671,167</u>
Reconciliation of net operating deficit to net cash provided by operating activities:		
Operating surplus/(deficit)	\$ 23,721	\$ (8,657)
<i>Adjustments to reconcile operating surplus/(deficit) to net cash provided by operating activities:</i>		
Depreciation	106,385	107,829
<i>Change in assets and liabilities:</i>		
Decrease in prepaid expenses	8,771	4,116
Increase in accounts payable and accrued expenses	25,895	18,880
Decrease in advances	<u>(67)</u>	<u>(531)</u>
Net cash provided by operating activities	<u>\$ 164,705</u>	<u>\$ 121,637</u>

See accompanying notes to financial statements.

Hilltown Cooperative Charter Public School

Notes to the Financials
June 30, 2025 and 2024

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 current 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 95% 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 of America, 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 *GASB Statement No. 34 - Basic Financial Statement – 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 of the activity is recorded in the enterprise fund.

Financial Reporting Entity

As required by generally accepted accounting principles, and in conformance with Government Accounting Standards Board (GASB) *Statement No. 14, The Financial Reporting Entity* and *GASB Statement No. 39, Determining Whether Certain Schools Are Component Units and subsequently amended by GASB No. 61, The Financial Reporting Entity: Omnibus – an amendment of GASB Statements No. 14 and No. 34* and *GASB No. 80, Blending Requirements for Certain Component Units*, the School evaluated its potential component unit and determined that The Friends of the Hilltown Cooperative Charter Public School, Inc. (Friends) is a component unit of the School. Management determined that the nature and extent of the financial activity of Friends was not significant to the School as a whole, therefore it was not included as a blended component unit of the School.

Hilltown Cooperative Charter Public School

Notes to the Financial Statements - *Continued*

June 30, 2025 and 2024

2. *Summary of Significant Accounting Policies - Continued*

Tax Status

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

Basis of Accounting

The accrual basis 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. Grants and contributions are recognized when all eligible requirements are met.

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.

Cash and Cash Equivalents

For the purpose of the *Statement of Net Position* and the *Statement 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, 2025 and 2024, respectively, the School held cash equivalents of \$231,570 and \$220,254, respectively.

Grants and Accounts Receivable

Grants and accounts receivables are presented net of the allowance for doubtful accounts. Management's periodic evaluation of the adequacy of the allowance is based on its past experience. These receivables are written off when deemed uncollectible. At both June 30, 2025 and 2024, the grants and accounts receivable balance was \$0.

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 Federal and Commonwealth of Massachusetts grants. Operating expenses include educational costs, administrative expenses and depreciation on capital assets. All other revenue and expenses not meeting this definition are reported as non-operating revenues and expenses.

Advances

Revenue is recognized when earned, however funds received that are not earned as of year-end are recorded within the liabilities as advances.

On-Behalf Payments

The School recognizes its proportional share of pension revenue and expense, as reported by Massachusetts Teachers' Retirement System (MTRS), as on-behalf payments in the *Statement of Revenues, Expenses, and Changes in Net Position*.

Hilltown Cooperative Charter Public School

Notes to the Financial Statements - *Continued*

June 30, 2025 and 2024

2. *Summary of Significant Accounting Policies - Continued*

Capital Assets

Capital assets 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 3-5 years for equipment, 5-40 years for buildings and building improvements and the remaining life of the lease for leasehold improvements or equipment under leases.

Classification of Net Position

The following are the net position classifications:

- Net Investment in Capital Assets – book value of capital assets net of any related debt
- Restricted – amounts that can be spent only for specific purposes because of externally imposed restrictions by grantors and contributors.
- Unrestricted – portion of funds to support operations

The School applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United 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.

In-Kind Contributions

The School receives donated services in support of the School. Donated services are recorded at fair value. Donated services that (a) create or enhance a nonfinancial asset or (b) require specialized skills, are provided by individuals possessing those skills, and would need to be purchased if they were not donated are recorded as in-kind contributions in the financial statements. Donated services such as fund-raising, clerical assistance or other volunteer efforts not requiring specialized skills are not recorded in the financial statements.

Other Assets

Certificates of deposit are investments that are not debt securities, which are recorded at cost and included in “Cash and Cash Equivalents” with maturities less than three months and “Other Assets”. Certificates of deposit with maturities less than one year are classified as “Current Assets - Other Assets”. Certificates of deposit with remaining maturities greater than one year are classified as Other Assets.

Hilltown Cooperative Charter Public School
Notes to the Financial Statements - *Continued*
June 30, 2025 and 2024

2. *Summary of Significant Accounting Policies – Continued*

Leases

For leases with a maximum possible term of 12 months or less at commencement, including any options, the School recognizes the expense based on the provisions of the lease contract. For all other leases, if material, the School recognizes a lease liability and an intangible right-to-use lease asset.

Adoption of Accounting Standard

The School adopted GASB Statement No. 101, *Compensated Absences* (GASB No. 101), effective for the fiscal year ended June 30, 2025. GASB No. 101 establishes a single recognition and measurement model related to compensated absences and clarifies disclosure requirements. These changes were incorporated in the 2025 financial statements and did not have a material effect on the School’s beginning net position or any material adjustments to the Statement of Net Position related to compensated absences.

3. *Deposits with Financial Institutions*

At June 30, 2025 and 2024, the School's total bank account balance was \$964,586 and \$1,006,521, respectively. The School maintains its cash accounts at one financial institution. 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, 2025 and 2024:

	<i>2025</i>	<i>2024</i>
Insured by Federal Deposit Insurance Corporation	\$ 250,000	\$ 250,000
Insured by Depositors Insurance Fund	<u>714,586</u>	<u>756,521</u>
Total	<u>\$ 964,586</u>	<u>\$ 1,006,521</u>

4. *Line of Credit*

The School has a line of credit with a financial institution. 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%. The line of credit is secured with the certificate of deposit that the School has with the bank. As of June 30, 2025 and 2024, there were no amounts outstanding on the line of credit. The School is subject to a certain covenant as specified in the line of credit agreement. The School was in compliance with the covenant as of June 30, 2025 and 2024.

Hilltown Cooperative Charter Public School
Notes to the Financial Statements - *Continued*
June 30, 2025 and 2024

5. *Accounts Payable and Accrued Expenses*

Accounts payable and accrued expenses at June 30, 2025 and 2024 are as follows:

	2025	2024
Payables to vendors	\$ 94,234	\$ 81,262
Accrued salaries and benefits	<u>241,261</u>	<u>228,338</u>
Total	<u>\$ 335,495</u>	<u>\$ 309,600</u>

6. *Related Party Transactions*

The Friends of the Hilltown Cooperative Charter Public School, Inc. is a tax exempt 501(c)(3) charitable School 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, 2025 and 2024, the School received \$27,426 and \$4,454, respectively, in contributions from the Friends of the Hilltown Cooperative Charter Public School, Inc.

7. *Concentration Revenue*

During both fiscal year 2025 and 2024, DESE provided approximately 95% of the School's revenue (excluding on-behalf fringe benefits) through Federal and Commonwealth funding.

8. *Risk Management*

The School is exposed to various risks of loss related to general liability, property and casualty, workers' compensation and unemployment.

The School carries commercial insurance for general liability, property and casualty, and workers' compensation. Losses are insured to the extent the losses exceed the deductibles. There have been no significant reductions in insurance coverage during fiscal year 2025 and 2024.

9. *Contingencies*

Grant Funding

The School is subject to an audit of its Commonwealth of Massachusetts and Federal funding and as such, if determined that funds are not expended in accordance with the grant agreements, the grantor agency has the right to recapture these funds. Therefore, final acceptance of costs incurred under these grants and contracts resides with the grantors. As of the date of these statements, the materiality of adjustments to final costs, if any, cannot be determined and management does not anticipate any adjustments.

Hilltown Cooperative Charter Public School
Notes to the Financial Statements - *Continued*
June 30, 2025 and 2024

9. Contingencies - Continued

Cumulative Surplus Revenue

Effective July 1, 2010, any cumulative surplus revenue generated by the School must comply with M.G.L c. 71, §89 (as amended by Chapter 12 of the Acts of 2010 under §7(hh)). In accordance with this legislation and subsequent DESE regulations, if the School's cumulative surplus revenue, as defined, exceeds 20% of its operating budget and its budgeted capital costs for the succeeding year, the amount in excess of said 20% shall be returned by the School to the sending district or districts and the Commonwealth in the proportion to their share of tuition paid during the fiscal year. Management does not anticipate any repayment for fiscal year 2025.

10. Capital Assets

Changes in capital assets of the School for the year ended June 30, 2025 and 2024 are as follows:

	<i>Balance</i> <i>July 1, 2024</i>	<i>Additions</i>	<i>Deletions</i>	<i>Balance</i> <i>June 30, 2025</i>
<i>Capital Assets</i>				
Land, building and improvements	\$ 3,982,532	\$ 217,517	\$ -	\$ 4,200,049
Furniture and equipment	<u>34,508</u>	<u>-</u>	<u>-</u>	<u>34,508</u>
Total capital assets being depreciated	<u>4,017,040</u>	<u>217,517</u>	<u>-</u>	<u>4,234,557</u>
<i>Less accumulated depreciation</i>				
Building and improvements	(763,771)	(104,386)	-	(868,157)
Furniture and equipment	<u>(30,713)</u>	<u>(1,999)</u>	<u>-</u>	<u>(32,712)</u>
Total accumulated depreciation	<u>(794,484)</u>	<u>(106,385)</u>	<u>-</u>	<u>(900,869)</u>
Capital assets, net	<u>\$ 3,222,556</u>	<u>\$ 323,902</u>	<u>\$ -</u>	<u>\$ 3,333,688</u>
	<i>Balance</i> <i>July 1, 2023</i>	<i>Additions</i>	<i>Deletions</i>	<i>Balance</i> <i>June 30, 2024</i>
<i>Capital Assets</i>				
Land, building and improvements	\$ 3,982,532	\$ -	\$ -	\$ 3,982,532
Furniture and equipment	<u>34,508</u>	<u>-</u>	<u>-</u>	<u>34,508</u>
Total capital assets	<u>4,017,040</u>	<u>-</u>	<u>-</u>	<u>4,017,040</u>
<i>Less accumulated depreciation</i>				
Building and improvements	(658,743)	(105,028)	-	(763,771)
Furniture and equipment	<u>(27,912)</u>	<u>(2,801)</u>	<u>-</u>	<u>(30,713)</u>
Total accumulated depreciation	<u>(686,655)</u>	<u>(107,829)</u>	<u>-</u>	<u>(794,484)</u>
Capital assets, net	<u>\$ 3,330,385</u>	<u>\$ 107,829</u>	<u>\$ -</u>	<u>\$ 3,222,556</u>

Hilltown Cooperative Charter Public School
Notes to the Financial Statements - *Continued*
June 30, 2025 and 2024

11. 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 on-behalf payments in their basic financial statements. As of June 30, 2025 and 2024, the School recognized \$437,661 and \$531,396, respectively, of on-behalf revenues and expenses.

12. Note Payable

The School has a note payable with the United States Department of Agriculture dated September 15, 2016. The School's assets secure the note. The note required the School to be compliant with certain covenants. The School was compliant with the covenants for the years ended June 30, 2025 and 2024. The note is for \$3,550,000 and is payable in monthly installments over 40 years. Monthly principal and interest payments are \$12,212. The interest rate on the note is fixed at 2.75%. The principal balance outstanding as of June 30, 2025 and 2024 was \$3,066,691 and \$3,127,985, respectively. Interest expense was \$85,251 and \$86,912 for the years ended June 30, 2025 and 2024, respectively.

The following summarizes the long-term debt activity if the School for the years ended June 30, 2025 and 2024:

	<i>Beginning Balance</i>	<i>Additions</i>	<i>Principal Payments</i>	<i>Ending Balance</i>	<i>Amounts Due Within One Year</i>
June 30, 2025	\$ 3,127,985	\$ -	\$ 61,294	\$ 3,066,691	\$ 63,145
June 30, 2024	\$ 3,187,617	\$ -	\$ 59,632	\$ 3,127,985	\$ 61,432

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

<i>Fiscal Year</i>	<i>Ending</i>	<i>Principal</i>	<i>Interest</i>	<i>Total</i>
2026	\$ 63,145	\$ 83,399	\$ 146,544	
2027	64,903	81,641	146,544	
2028	66,710	79,834	146,544	
2029	68,566	77,978	146,544	
2030	70,477	76,067	146,544	
2031-2035	382,950	349,770	732,720	
2036-2040	439,322	293,398	732,720	
2041-2045	504,002	228,718	732,720	
2046-2050	578,202	154,518	732,720	
2051-2055	663,325	69,395	732,720	
2056-2057	165,089	2,628	167,717	
Total	<u>\$3,066,691</u>	<u>\$ 1,497,346</u>	<u>\$ 4,564,037</u>	

Hilltown Cooperative Charter Public School
Notes to the Financial Statements - *Continued*
June 30, 2025 and 2024

13. Retirement Plan

Massachusetts Teachers Retirement System

The Commonwealth of Massachusetts provides for retirement benefits to the School's eligible teachers through the MTRS, a contributory retirement system administered by the Massachusetts Teachers' Retirement Board. The MTRS is governed by Massachusetts General Laws (M.G.L.), Chapter 32, as well as regulations contained in the Code of Massachusetts Regulations (CMR). Oversight is provided by a seven-member board. The MTRS issues a publicly available annual report that includes financial statements and required supplementary information, which may be obtained by writing to Public Employee Retirement Administration Commission (PERAC), 5 Middlesex Avenue, Suite 304, Somerville, Massachusetts, 02145.

This retirement plan requires an employee contribution of five, seven, eight, or eleven percent (depending on the plan and the employment date) of the employee's compensation. The School is not assessed under this plan. This retirement system is a contributory defined benefit plan covering all the employees deemed eligible. Members of the plan become vested after 10 years of creditable service. A retirement allowance may be received upon reaching age 55 and upon attaining 20 years of service.

The plan also provides for retirement at age 55 if the participant (1) has a record of 10 years of creditable 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.

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, 2024 measurement date was determined by an actuarial valuation prepared as of January 1, 2013, rolled forward to June 30, 2024. The School's share of MTRS net pension liability is \$5,302,303.

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

14. Subsequent Events

The School has evaluated subsequent events through **Date XXXX**, which is the date the combined financial statements were available to be issued. There are no recognized subsequent events, events that provide additional evidence about conditions that existed at the *Statement of Net Position* date, or non-recognized subsequent events, or events that provide evidence about conditions that did not exist at the *Statement of Net Position* date, which are necessary to disclose to keep the combined financial statements from being misleading.

**REPORT ON INTERNAL CONTROLS AND
ON COMPLIANCE IN ACCORDANCE
WITH
GOVERNMENT AUDITING STANDARDS**

Draft For Discussion Only



DANIEL DENNIS & Co
Certified Public Accountants

*Independent Auditors' 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 of
Hilltown Cooperative Charter Public School

We have audited, in accordance with the 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 statement of net position of Hilltown Cooperative Charter Public School (the School), as of and for the year ended June 30, 2025, and the statements of revenue, expenses and changes in net position and cash flows and the related notes to the financial statements, which comprise the School's financial statements and have issued our report thereon dated XXXX.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 a 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.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Draft For Discussion Only

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our 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 our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Date XXXX

Draft For Discussion Only

**SCHEDULE OF FINDINGS
AND RESPONSES**

Draft For Discussion Only

Hilltown Cooperative Charter Public School
Schedule of Findings and Responses
For the Year Ended June 30, 2025

No Current Year Findings

Draft For Discussion Only

SCHEDULE OF PRIOR YEAR AUDIT FINDINGS

Draft For Discussion Only

Hilltown Cooperative Charter Public School
Schedule of Prior Year Audit Findings
For the Year Ended June 30, 2025

No Prior Year Findings

Draft For Discussion Only

BOARD ACCEPTANCE LETTER

Draft For Discussion Only

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 opinion made by Daniel Dennis & Company LLP as embodied in the financial statements and independent auditors' reports for the year ended June 30, 2025.

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 year ended June 30, 2025.

Board Chair or Treasurer

Date

Draft For Discussion Only

**Hilltown Cooperative Charter Public School
Finance Committee Presentation**

October 1, 2025



DANIEL DENNIS & Co
Certified Public Accountants

990 Washington Street, Suite 203
Dedham, MA 02026
(617) 262-9898
Fax: (617) 279-0837

Website: <http://www.danieldennis.com>

TABLE OF CONTENTS

<i>Section</i>	<i>Page #</i>
Summary of Audit Results -----	1
Financial Ratios -----	2
Historical Results -----	3
Discussion Items -----	8
Auditors' Letter -----	9

Summary of Audit Results

Hilltown Cooperative Charter Public School

Description

- Audited Financial Statements

Status

Issued draft

Independent Auditors' Report

- Unmodified Opinion on the Financial Statements
- No Opinion on MD&A (Unaudited Information)

Report on Compliance and 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

- No material weaknesses over financial reporting
- No reportable instances of non-compliance

Hilltown Cooperative Charter Public School

June 30, 2025

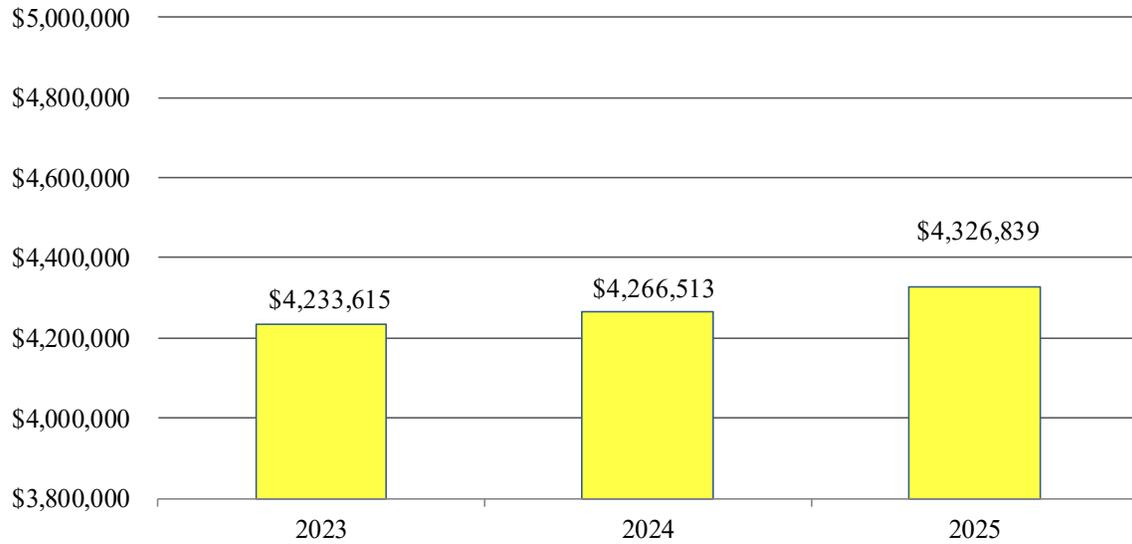
Financial Ratios

Description	2025	2024	FY24 State Average	DESE BENCHMARK*		
				Low Risk	Moderate Risk	High Risk
Current ratio <i>Measures short-term financial health</i>	2.5:1	2.8:1	4.1:1	>=1.5	Between 1.0 and 1.5	< 1.0
Unrestricted Days Cash <i>Indicates how many days a school can pay its operating expenses without another inflow of cash.</i>	59	57	108	>=60 days	Between 30 and 60 days	< 30 days
Percentage of Program Paid by Tuition <i>Measures the percentage of the school's total expenses that are funded entirely by tuition.</i>	95%	92%	88%	>=90%	Between 75% and 90%	< 75%
Percentage of Program Paid by Tuition & Federal Grants <i>Measures the percentage of the school's total expenses that are funded entirely by tuition and federal grants.</i>	97%	96%	96%	>=90%	Between 75% and 90%	< 75%
Debt to Asst <i>Measures the extent to which the school relies on borrowed funds to finance its operations.</i>	0.79	0.81	0.50	< = .9	Between .9 and 1	> 1

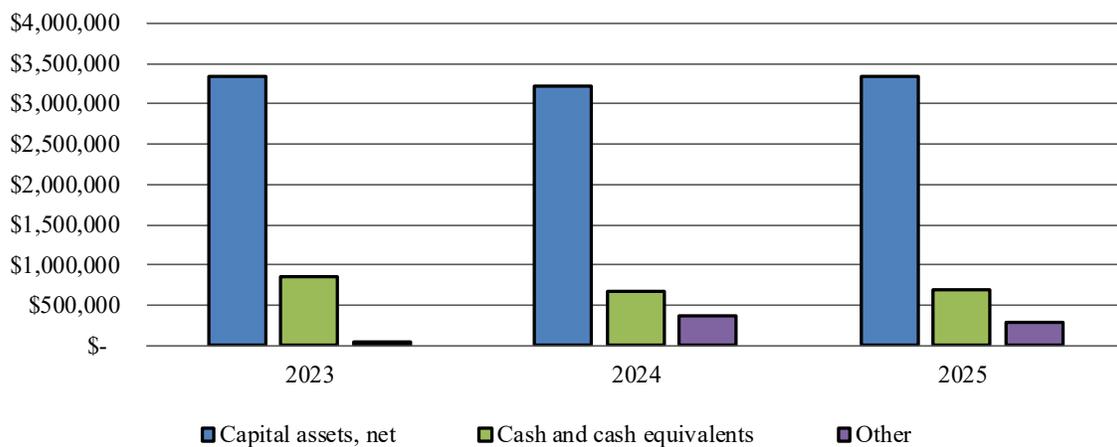
*The risk levels are set by DESE

Historical Results

TOTAL ASSETS

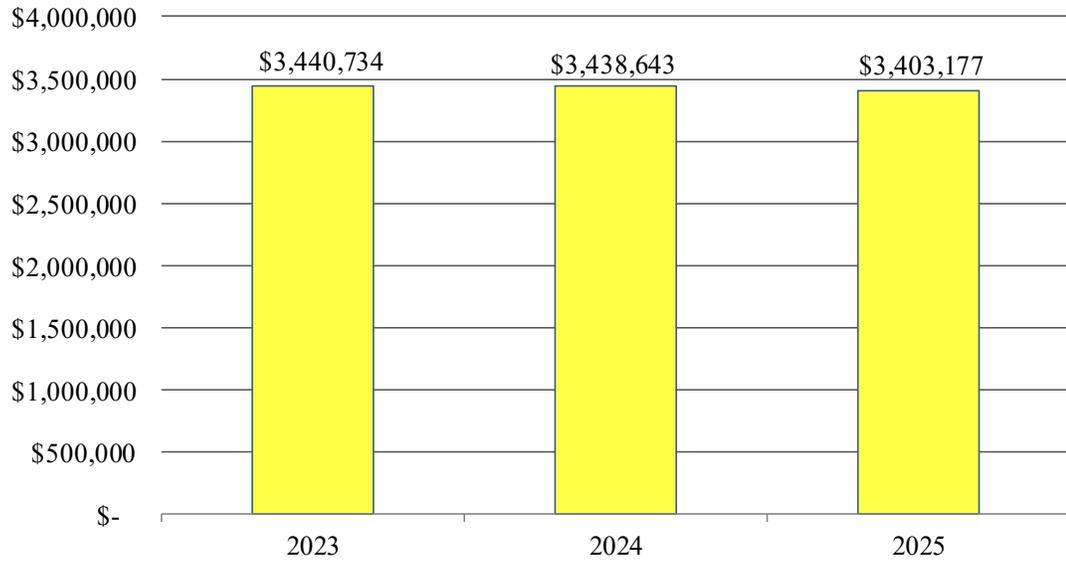


ASSETS DETAIL

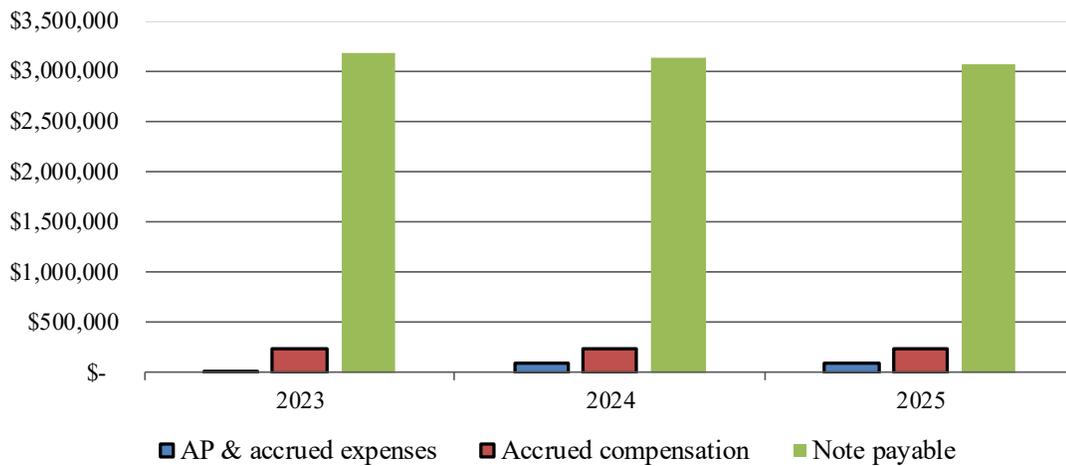


Historical Results – Continued

TOTAL LIABILITIES



LIABILITIES DETAIL

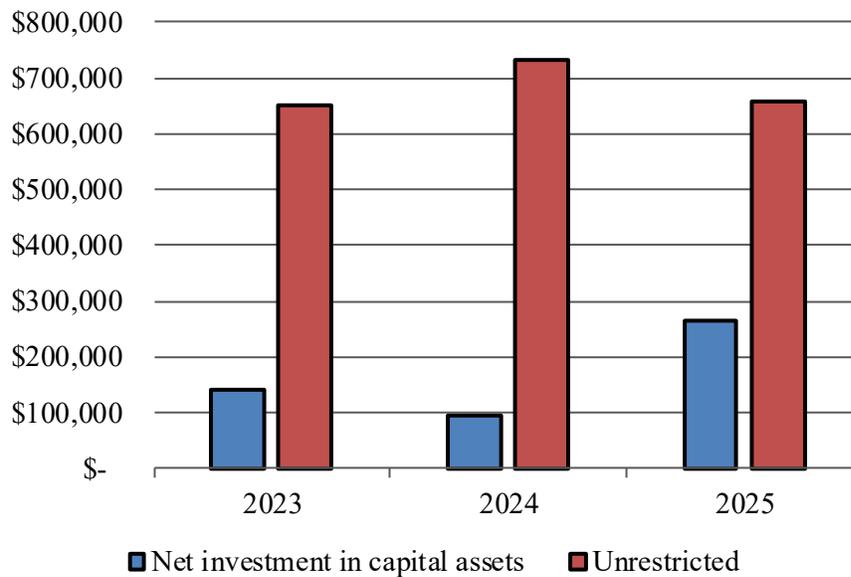


Historical Results – Continued

TOTAL NET POSITION



TOTAL NET POSITION DETAIL

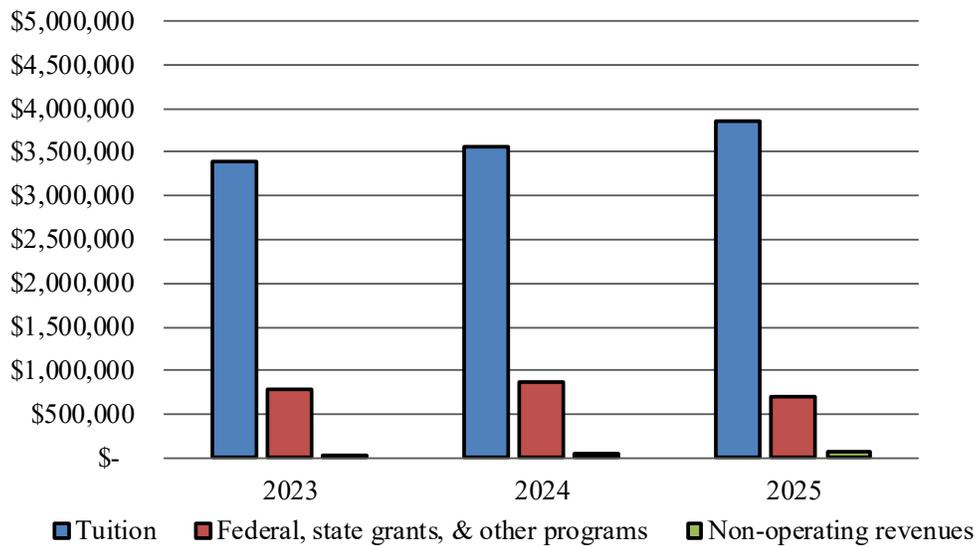


Historical Results – Continued

TOTAL REVENUE

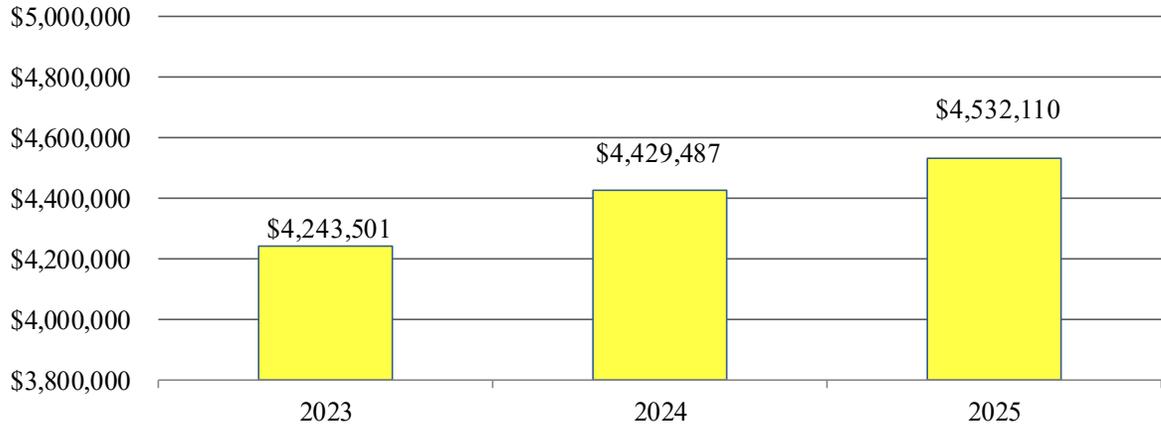


REVENUE DETAIL

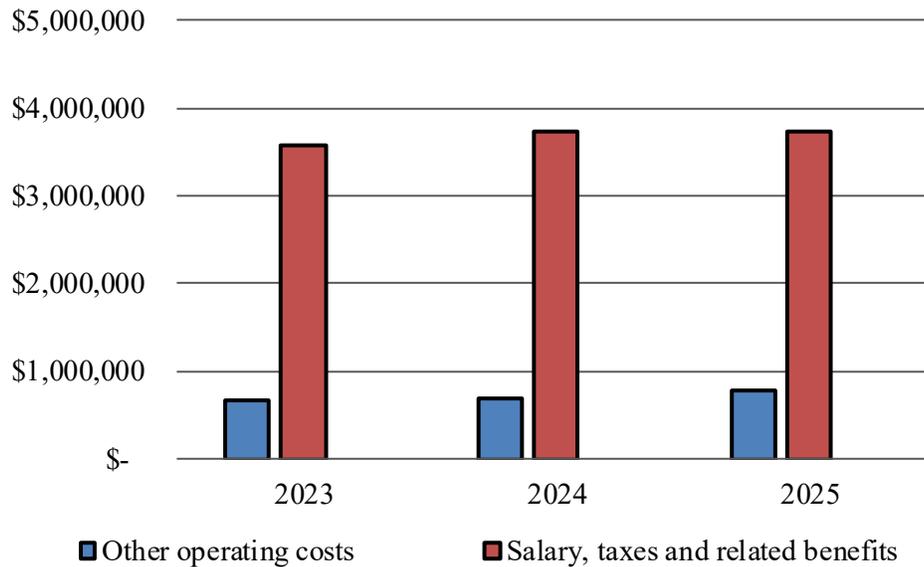


Historical Results – Continued

TOTAL EXPENSES



EXPENSE DETAIL



Discussion Items

- Monitor the extent of additional Federal funding. Federal expenditures in excess of \$1,000,000 will trigger a single audit
- Adoption of GASB Statement No. 101, Compensated Absences

Due Dates

- Audit Report: October 31, 2025
- End of Year Report: November 21, 2025



DANIEL DENNIS & Co
Certified Public Accountants

October 8, 2025

To the Finance Committee of
Hilltown Cooperative Charter Public School

We have audited the financial statements of Hilltown Cooperative Charter Public School (the Organization), for the year ended June 30, 2025. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audits. We have communicated such information in our letter engagement letter. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Organization are described in Note 2 to the financial statements. During the fiscal year, the Organization adopted GASB Statement No. 101, *Compensated Absences* (GASB No. 101) the adoption did not have a material effect on the Organization's financial statements. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or 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.

The most sensitive estimates affecting the Organization's financial statements were:

- Management's allocation of expenditures to grants. The allocation methodology used is based on management's estimate of the equitable share of expenditures applicable to each grant. We evaluated the key factors and assumptions used to develop the allocation of expenditures in determining that it is reasonable in relation to the financial statements taken as a whole.
- The amount of on-behalf fringe benefit payments recorded in accordance with GASB No. 68 in the *Statements of Revenues, Expenses and Change and Net Position*. This is an estimate based on the report provided by the Massachusetts Teachers Retirement System.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

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 our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We will request certain representations from management that will be 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 governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

We applied certain limited procedures to the *Management Discussion and Analysis* (MD&A), which is required supplementary information (RSI) that supplements the financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

Restriction on Use

This information is intended solely for the information and use of the Finance Committee and management of the Organization and is not intended to be, and should not be used by anyone other than these specified parties.

Very truly yours,

Daniel Dennis & Company LLP



MCAS 2025

Hilltown Cooperative Charter Public School



Understanding MCAS and School Accountability

- **MCAS is not a measure of individual intelligence or potential**, but one of many data points used to inform school-wide support and resource allocation.
- **Public opinion on standardized testing is mixed**, but MCAS remains a key component of DESE's school accountability system.
- **MCAS results directly impact charter schools**, influencing state oversight and autonomy.
- **While a passing score on MCAS is no longer required for high school graduation**, this change does **not affect its role** in determining overall school performance and accountability.

THE HEADLINES

- **Strong performance across subject areas; most exceeded state-defined targets set by DESE.**
- We continue to have low participation amongst students with disabilities, and saw lower than expected growth among certain grade levels, and subgroups
- Students showed improved growth in ELA and Math
- Our chronic absenteeism rate remains static, impacting our overall performance
- Full results are available on the [DESE District Profile Page](#)

Grades 3-8 Cumulative ELA Results (% meeting/exceeding expectations)

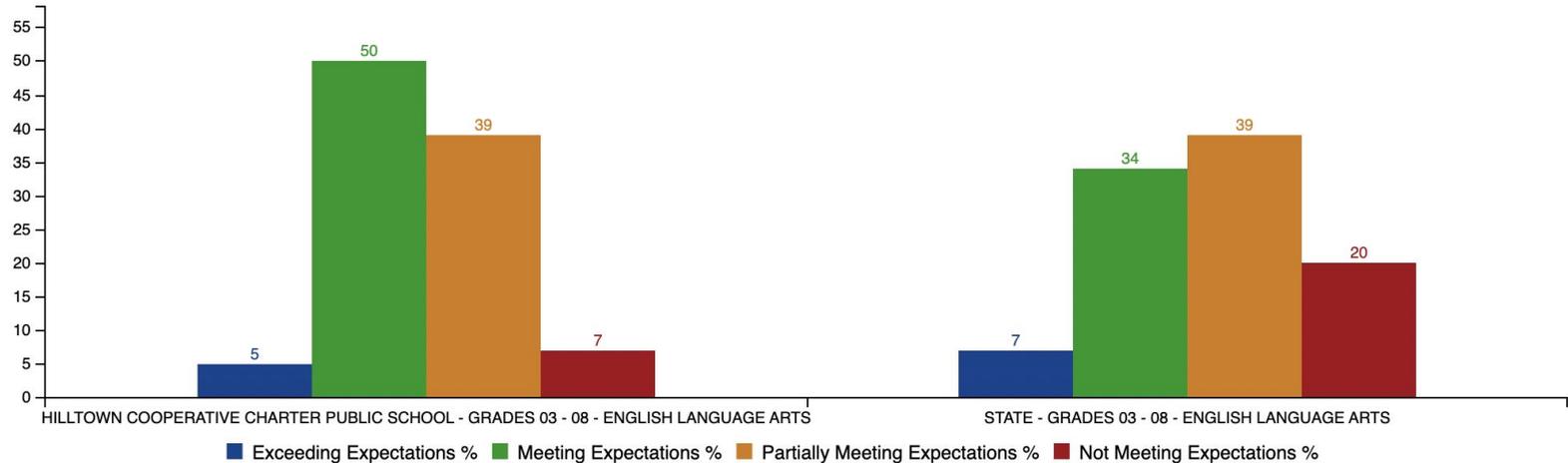
MCAS Tests 2025

Percent of Students at Each Achievement Level for Hilltown Cooperative Charter Public School



Data Last Updated September 29, 2025.

[More about the data](#)



English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	494.1	500.2	6.1	497.8	153	4	Recovery Path: Exceeded Target
Lowest Performing	468.5	477.9	9.4	472.7	24	4	Recovery Path: Exceeded Target
High Needs	482.2	485.3	3.1	485.0	49	3	Path Forward: Met Target
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	484.8	489.2	4.4	487.1	29	4	Path Forward: Exceeded Target
Students with Disabilities	477.0	479.4	2.4	479.9	34	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	6	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	12	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	15	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	495.8	502.4	6.6	497.9	120	4	Recovery Path: Exceeded Target

English language arts growth - Non-high school					About the Data
Group	2025 Mean SGP	N	Points	Reason	
All Students	48.1	119	2	Typical Growth - Low	
Lowest Performing	58.3	24	3	Typical Growth - High	
High Needs	43.0	38	2	Typical Growth - Low	
English Learners and Former English Learners	-	-	-	-	
Low Income	47.2	21	2	Typical Growth - Low	
Students with Disabilities	43.3	29	2	Typical Growth - Low	
American Indian or Alaska Native	-	-	-	-	
Asian	-	4	-	-	
Black or African American	-	-	-	-	
Hispanic or Latino	-	9	-	-	
Multi-Race, Not Hispanic or Latino	-	14	-	-	
Native Hawaiian or Other Pacific Islander	-	-	-	-	
White	48.5	92	2	Typical Growth - Low	

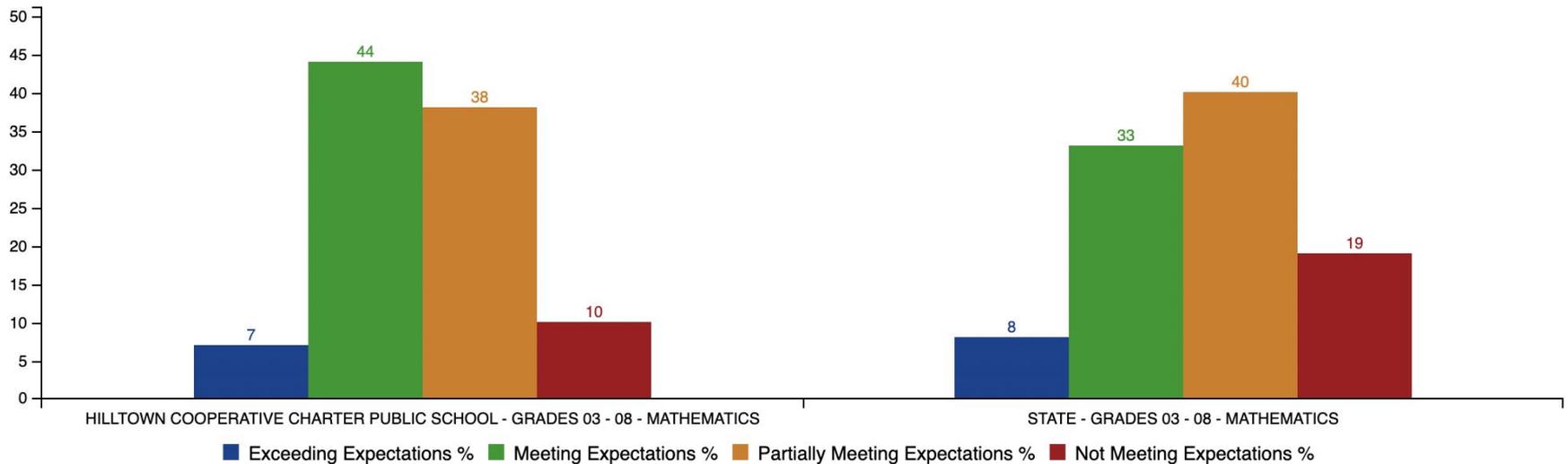
Grades 3-8 Cumulative Math Results (% meeting/exceeding expectations)

MCAS Tests 2025 Percent of Students at Each Achievement Level for Hilltown Cooperative Charter Public School



Data Last Updated September 29, 2025.

[More about the data](#)



Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	496.8	500.1	3.3	498.9	153	4	Recovery Path: Exceeded Target
Lowest Performing	473.2	477.1	3.9	479.0	24	2	Recovery Path: Improved Below Target
High Needs	484.8	484.3	-0.5	487.4	49	1	Path Forward: No Change
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	489.0	483.9	-5.1	491.4	29	0	Path Forward: Declined
Students with Disabilities	478.4	481.7	3.3	481.7	34	3	Path Forward: Met Target
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	6	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	13	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	14	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	497.6	501.5	3.9	499.3	120	4	Recovery Path: Exceeded Target

Mathematics growth - Non-high school					About the Data
Group	2025 Mean SGP	N	Points	Reason	
All Students	50.7	118	3	Typical Growth - High	
Lowest Performing	55.3	24	3	Typical Growth - High	
High Needs	43.2	37	2	Typical Growth - Low	
English Learners and Former English Learners	-	-	-	-	
Low Income	38.8	21	1	Low Growth	
Students with Disabilities	47.0	28	2	Typical Growth - Low	
American Indian or Alaska Native	-	-	-	-	
Asian	-	4	-	-	
Black or African American	-	-	-	-	
Hispanic or Latino	-	10	-	-	
Multi-Race, Not Hispanic or Latino	-	13	-	-	
Native Hawaiian or Other Pacific Islander	-	-	-	-	
White	50.1	91	3	Typical Growth - High	

Grade 5 & 8 Cumulative Science & Tech Results (% meeting/exceeding expectations)

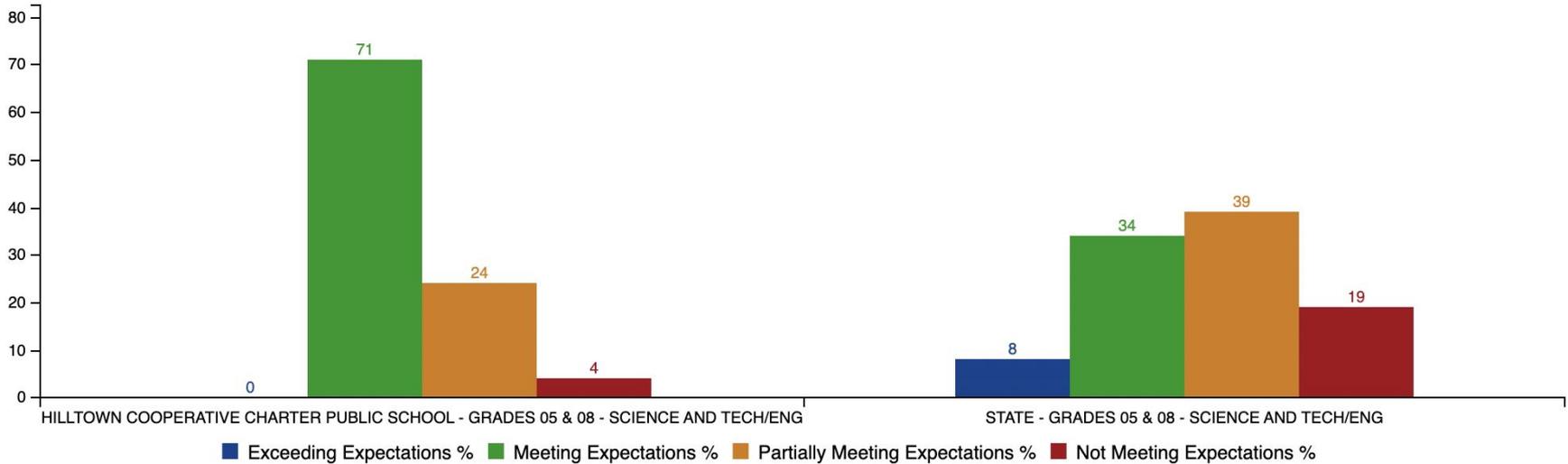
MCAS Tests 2025

Percent of Students at Each Achievement Level for Hilltown Cooperative Charter Public School



Data Last Updated September 29, 2025.

[More about the data](#)



Science achievement - MCAS average composite scaled score - Non-high school
[About the Data](#)

Group	2024 Achievement	2025 Achievement	Change	2025 Target	N	Points	Reason
All Students	503.4	503.6	0.2	506.1	45	2	Path Forward: Improved Below Target
Lowest Performing	-	-	-	-	12	-	-
High Needs	-	-	-	-	14	-	-
English Learners and Former English Learners	-	-	-	-	-	-	-
Low Income	-	-	-	-	6	-	-
Students with Disabilities	-	-	-	-	12	-	-
American Indian or Alaska Native	-	-	-	-	-	-	-
Asian	-	-	-	-	4	-	-
Black or African American	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	4	-	-
Multi-Race, Not Hispanic or Latino	-	-	-	-	4	-	-
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-
White	502.0	505.6	3.6	505.0	33	4	Path Forward: Exceeded Target

Accountability measures used by DESE:

In spring 2024, we saw a significant reduction in student growth (i.e., how much students improved compared to similar students across the state)

Overall progress toward improvement targets

	2024	2025
Annual criterion-referenced target percentage	21%	74%
Weight	40%	60%
Cumulative Criterion-referenced target percentage (2024 x 40%) + (2025 x 60%)	53%	
	Substantial progress toward targets	

2025-26 Strategies and Interventions

- The addition of a math interventionist allows us to offer more targeted math support across grade levels.
- An increase in the FTE of our reading specialist from .8 to 1.0 has built capacity for increased literacy support across grades.
- Implementation of a co-teaching model model with robust training for co-teaching teams in inclusive practices offers increased support for students with disabilities, and benefits all students.
- We will continue to communicate the importance of full participation, particularly to our families of students with disabilities.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

DIRECTOR OF TEACHING & LEARNING

Job description

Hilltown Cooperative Charter Public School (HCCPS) is a K-8 public school in Easthampton, Massachusetts. Our school features mixed-age classrooms, an emphasis on community building, and hands-on, arts-integrated projects. Hilltown is at an exciting moment of transition and seeks an experienced, collaborative and passionate school leader to serve as Director of Teaching and Learning (DoTL) for the 2024-2025 school year, with the opportunity for a permanent role in 2025-2026 and beyond.

A successful candidate will have a strong background K-8 curriculum, instruction and assessment, demonstrated success in relationship and team building with children and adults, and a commitment to collaboration, equity and social justice. The DoTL has a unique opportunity to collaborate with the incoming Head of School (HOS) and the HCCPS team to take the exceptional work of the school's last 20 years into the future, fostering a thriving and equitable community and success for all students.

The DoTL will contribute to this work, laid out in the school's Long Range Plan, deepening arts integration, moving equity goals forward, and solidifying the right structures and staffing for the school into the future.

RESPONSIBILITIES - some may be adjusted based on candidate background and expertise.

Academic & Arts Leadership:

- Develop a unified vision for a thriving academic and arts program, aligned to the school's mission and goals, ensuring materials and approaches drive student success
- Establish, monitor and support effective implementation of shared goals and metrics for academics and arts
- Oversee curriculum, instruction, and staff development across all subjects and grade levels
- Lead arts integration efforts and collaborate with staff to continuously improve this area
- ~~Oversee~~ Support Special Education at a high level, **particularly with inclusion efforts, and general education partnership with Special Education** and ~~oversee the part-time Special Ed Director or Consultant~~
- Represent the school in mediation, due process, **and Title IX** hearings, and **assist in** ~~primary contact~~ reporting related to special education and student services
- ~~Partner with the Academic Support Coordinator~~ **Oversee** multi-tiered systems of support ~~and 504 plans~~
- Collaborate with the HOS on the Long Range Plan, Charter Renewal, and other reporting requirements
- Utilize data and JEDI (justice, equity, diversity and inclusion) practices to guide continuous growth

Additional responsibilities of the DoTL include significant, regular, and in depth collaboration with the HoS on both big picture and day to day aspects of the academic vision. In addition to the responsibilities listed, the DoTL and HoS jointly coordinate dissemination efforts, including developing partnerships with local public school districts and higher education institutions, and oversight of graduate interns. Additionally, there is partnership with local organizations to bring in high quality outside programming to students and staff, and the necessary follow up to support initiatives. The DoTL and HoS are also currently overseeing the development and implementation of a more comprehensive multi-tiered systems of support model in conjunction with the school psychologist. Many current systems need to be constructed and implemented, or rebuilt and reorganized for better functionality and sustainability.

Leading People:

- Cultivate a shared sense of purpose, community, and equity



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

- Supervise, coach, and evaluate all teacher leaders, classroom and Specials teachers, and Teaching Assistants,
- Establish and oversee teacher leadership and **co-lead** the School Leadership Team with teacher and staff representation
- Clearly define and communicate roles and responsibilities for direct reports
- Partner with the HOS to recruit, develop, and retain top talent aligned with HCCPS's core values
- Foster a culture of staff support and development through aligned onboarding, mentoring, coaching, and evaluation
- Champion cultural competence and seek feedback to reflect and improve

The DoTL supervises 21 classroom teachers, specialists, and interventionists, as well as 15 TAs. The level of involvement in day to day operations makes it incredibly challenging to offer consistent cycles of coaching, feedback, and evaluation. The daily demand on both the DoTL and HoS does not leave space or time for thoughtful, ongoing engagement at the classroom level. Our school psychologist has helped us analyze our current Tier I practices and has identified gaps in consistency around basic classroom management strategies. Supporting teachers in a consistent, school-wide approach will require the ability to step away from day to day operations with enough frequency to make classroom visits a daily priority.

Building Community:

- Put students at the center of all decisions related to culture and community
- Build trusting relationships with students, teachers, and caregivers
- Foster positive communication and collaboration throughout the school community
- Support the Community Engagement Coordinator on relevant events

Additional responsibilities of the DoTL and HoS related to community include:

Communication:

- Regular family communication to the whole community, and daily communication to individual families
- Regular staff communication (weekly staff updates with all events and logistics)
- Communicate about day to day operations as needed (schedule changes, coverage, events, etc.)

Behavior/Discipline/Student Support:

- High level regular support the Student Behavior Support Coordinator in responding to day to day behavior, and decision making related to behavior
- Oversee student discipline investigations and decisions
- Oversee bullying investigations and decisions
- Meeting and communicating with families regarding discipline

Operations & Finance:

- Oversee systems, tracking, and maintenance of teaching and learning materials
- Oversee classroom substitutes, **including regularly hiring new substitutes**, and coverage ~~in support of~~ **Logistics Coordinator**
- Collaborate with the HOS on budgets for academics and arts
- Manage academic operations, including logistics for MCAS and other assessments
- Contribute to the school schedule and procedures for maximizing student success
- Lead in managing and utilizing student achievement data for informed decision-making
- Secure grants and resources to advance programs



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

In reality, the DoTL and HoS collaborate on all of the above, and the DoTL is involved at a high level with recruitment, admissions, all budget and building decisions, grant writing, building maintenance, and ongoing support for all members of the administrative team in support of the HoS.

Other duties as assigned

The bottom line: The HoS and DoTL alone are running a K-8 school, and also a district. We do this without a central office to support the many complex aspects of district management that other districts rely on, or the more robust administrative staffing models of other charter schools. Our administrative team has many wonderful people doing important work, but there is no one else to support true big-picture administrative responsibilities. Our small size does not mean we have any fewer state reporting requirements, fewer civil rights policies, a lower standard for high level disciplinary matters, etc. Without a restructuring that distributes some of these responsibilities, the DoTL and HoS will continue to have to put attention to day to day management of the school rather than supporting school initiatives, improving systems, and offering appropriate coaching and feedback to teachers.

QUALIFICATIONS:

- Bachelor's degree in education or related field, Master's preferred
- Minimum 5 years of K-8 school experience in teaching, leading, managing initiatives
- Track record of success with K-8 students
- Experience leading academics and arts integration (preferred)
- Proven success with adult collaboration and leadership
- Deep knowledge of K-8 curriculum, instruction, and assessment
- Commitment to effective and innovative K-8 practices
- Alignment with HCCPS's inclusive, arts-focused approach
- Excellent communication and interpersonal skills
- Strong systems and organizational skills
- Exceptional team leader with the ability to inspire and motivate staff
- Strong understanding of adult learners and instructional coaching
- Skillful at change management and complex problem-solving
- Demonstrated success in staff development, team building, and cross-team collaboration
- Highly reflective practitioner committed to transparency and seeking feedback

Benefits:

Competitive salary and benefits package commensurate with experience

For additional questions about this position or to speak with someone about your interest, please contact the President of the Board of Trustees at botpresident@hilltowncharter.org.

Hilltown Cooperative Charter Public School is an equal opportunity employer and does not discriminate against race, color, religion, national origin, sex, gender, sexual orientation, gender identity, pregnancy or pregnancy status, age, genetic information, ethnic background, ancestry, disability, or any category protected by state or federal law.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

HEAD OF SCHOOL

Job description

Hilltown Cooperative Charter Public School (HCCPS) is a K-8 public school in Easthampton, Massachusetts. Our school features mixed-age classrooms, an emphasis on community building, and hands-on, arts-integrated projects. Hilltown is at an exciting moment of transition and seeks an experienced, collaborative and passionate school administrator to serve as Head of School (HOS) for the 2024-2025 school year, with the opportunity for a permanent role in 2025-2026 and beyond.

A successful candidate will have a strong background in school administration and leadership, demonstrated success in team leadership and coalition building across stakeholder groups, as well as a commitment to collaboration, equity and social justice. The HOS has a unique opportunity to collaborate with the incoming Director of Teaching and Learning (DoTL) and the HCCPS team to take the exceptional work of the school's last 20 years into the future, fostering a thriving and equitable community and success for all students.

The HOS will guide this work, laid out in the school's Long Range Plan, deepening arts integration, moving forward equity and other schoolwide goals, and solidifying the right structures and staffing for the school going forward.

RESPONSIBILITIES - some may be adjusted based on candidate background and expertise.

Leading People

- Lead organizational initiatives in collaboration with the DoTL, empowering and engaging staff at all levels
- Establish shared leadership structures, including a School Leadership Team with teachers and staff members, that mobilize the talents of the team and maximize efficiency
- Clearly define and communicate roles and responsibilities
- In partnership with the Board of Trustees (BoT) and leadership team, foster a shared sense of purpose, community, and equity
- Strengthen internal communications
- Manage HR and personnel aspects of the school in collaboration with the DoTL
- Supervise and evaluate DoTL, Student Behavior Support Coordinator, Finance Manager, Family and Community Engagement Coordinator and additional management and office staff
- Collaborate with the DoTL to support and grow our excellent team: develop and implement a refined system of staff support and development, including onboarding, mentoring, goal setting, coaching and evaluation; recruit, hire, and retain top talent
- Demonstrate cultural competence; engage in continual self-reflection and seek feedback to grow

***Actual:** The HOS and DoTL collaborate closely to lead initiatives, build leadership structures, and support staff. Together, they share responsibility for hiring, evaluations, performance management, and staff development. The Finance Manager manages most administrative HR functions such as work agreements, payroll, and benefits.*

In practice, the HOS also directly supervises special educators, related service providers, and social and emotional staff. These duties combine superintendent, principal, and special education administrator functions. This reduces the capacity of the HOS and DoTL to focus together on staff growth, instructional excellence, and strategic leadership.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Mission, Vision and Strategic Planning

- Center students, families, staff and the HCCPS mission in all decisions and processes
- Guide the HCCPS community through implementation of the Long Range Plan, including establishing a clear shared vision of HCCPS going forward and the right structures and staffing for sustainability
- Collaborate with the DoTL to deepen arts integration and ensure school programming aligns with HCCPS's mission and goals
- Ensure budgets, grants and resources are effectively allocated according to HCCPS priorities
- Ensure policies and processes align with JEDI and our school mission
- Lead and manage the Annual Report, Charter Renewal, strategic planning and oversee other accountability and reporting requirements
- Establish, communicate, implement, and monitor shared goals and metrics for initiatives, adjusting strategically to meet longer term outcomes
- Use data and JEDI practices to inform continuous growth
- Serve on the BoT, Finance and Facilities Committees, Domain Council

***Actual:** The HOS and DoTL collaborate on vision, curriculum, and integration initiatives. They also work together on DESE Integrated Monitoring, Coordinated Program Reviews, and other state accountability processes. They share responsibility for grant applications and reporting. This includes compliance-driven pieces such as Student Opportunity Act progress reports, Safe and Supportive Schools grants, and Title I/II/IV requirements. These compliance demands can overshadow the ability of the HOS and DoTL to prioritize the Board's original goals of advancing arts integration, strengthening project-based learning, and building long-range capacity.*

External Engagement and Accountability

- Lead and manage all accountability reports, including Charter Renewal, Annual Report, Accountability Plan
- Serve as the primary spokesperson, managing communications with external entities, including the Department of Elementary and Secondary Education, governmental leaders, Easthampton Public Schools, the Massachusetts Public Charter School Association, Friends of Hilltown, other funding organizations, donors, community partners, and the media
- Collaborate with the BoT to ensure alignment between the mission, charter, and accountability plan

***Actual:** The HOS and DoTL jointly represent the school in many external arenas. The HOS carries the majority of DESE communication for special education, civil rights, and grants, while the DoTL leads in areas of curriculum and instructional partnership. Without a dedicated student services administrator, the HOS and DoTL spend significant time on compliance and reporting that could otherwise be shared more strategically.*

Finance and Budget

- Partner with the Finance Manager to drive financial leadership, and develop sustainable budgets and long-term financing strategies that enable the vision and strategic priorities of the school
- Oversee management of the school's budget to uphold a strong financial position, maintain full compliance with all fiscal requirements, and support improved financial management practices
- Establish fundraising opportunities and contribute to and secure grant and other funds

***Actual:** The HOS partners with the Finance Manager and DoTL on budgetary decisions. The Finance Manager oversees daily fiscal management and administrative HR. The HOS and DoTL guide staffing priorities, personnel leadership, and grant strategy. The HOS often takes responsibility for compliance-related allocations tied to student support services.*

Operations and School Management



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

- Oversee the daily operations of the school, including all procedures and practices to ensure a smooth, safe experience for students, families, faculty and staff (arrival, lunch, dismissal, after school activities, athletics)
- Develop and refine the school schedules and calendar, aligned with internal, external and local criteria
- Oversee and manage facilities
- Oversee crisis team and school safety plan
- Collaborate with local officials as needed to ensure smooth operations and coordinate transportation
- Partner with team members to ensure systems, processes, facilities, and technology meet compliance requirements, gain new efficiencies, and be sustainable now and in the future
- Oversee and support administrative staff around admissions

Actual: *The HOS and DoTL work together on operations, schedules, and systems. In practice, both leaders spend substantial time on immediate student needs, including behavioral crisis response, student discipline, and parent communication. The HOS role has also expanded into facilities planning such as traffic redesign and playground construction, and itinerant building repair needs. This operational and behavioral load reduces the capacity of the HOS and DoTL to engage at the strategic level.*

Building Community

- Center students in all decisions, systems and protocols related to culture and community
- Supervise, coach and evaluate Student Behavior Support Coordinator and mental health/SEL team
- Serve as primary contact for disciplinary hearings and reporting related to behavior response and bullying
- Cultivate strong relationships with students and ensure leadership opportunities, and ongoing engagement
- Build trusting, supportive relationships with teachers to maximize their investment in the school
- Lead caregivers and staff in upholding positive, community sustaining communication and collaboration
- Engage students, caregivers, staff and community members through two-way communication and opportunities to contribute
- Collaborate with the Community Engagement Coordinator on events and community engagement
- Elicit ongoing feedback and leverage data to improve our community connection

Actual: *The HOS and DoTL work as a team to sustain Hilltown's cooperative community. They regularly engage together in behavioral response, restorative practices, and direct parent communication. The HOS also directly supervises the full continuum of student services including special education, speech and occupational therapy, counseling, and behavioral support. The HOS additionally provides staff professional development in behavioral crisis management, restorative practices, and MTSS. These responsibilities can draw focus away from long-term vision work around community partnerships, academic excellence, arts integration, and project-based learning.*

Other duties as assigned

Actual: *The HOS and DoTL together have absorbed superintendent-level, principal-level, and special education administrator responsibilities. This concentration of duties within two roles constrains the leadership team's ability to fulfill the Board's original vision. A broader administrative structure is needed to ensure sustainability.*

Summary of Misalignment

The Head of School role currently combines:

- *Superintendent-level responsibilities such as vision, Board liaison, and compliance*
- *Principal-level responsibilities such as daily operations, discipline, and community culture*



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

- *Special Education Administrator responsibilities such as IEP oversight, OCR and IMR compliance, and related services supervision*

The HOS and DoTL work as a highly collaborative pair and jointly cover nearly all leadership functions of the school. However, their time is disproportionately consumed by immediate behavioral response, discipline, parent communication, and compliance reporting. These duties should be distributed across a broader team.

Recommendation

*Creation of a **Director of Student Services** role would:*

- *Take on supervision of special education, related services, SEL, and behavioral supports*
- *Lead DESE compliance and reporting related to student services, easing the load on the HOS and DoTL*
- *Free the HOS and DoTL to focus more fully on Board priorities such as visionary leadership, curriculum and instruction, arts integration, staff growth, and community partnerships*
- *Broaden the leadership team so Hilltown has a sustainable three-person structure rather than an overextended two-person model*

HCCPS Board Goals and Notes SY 2024-2025

Important Links: [Role of the Board](#) [BOT Goals](#) [Committee Goals](#) [SY24-25 Self Evaluation](#) [LRP Tracker](#)

ROLE OF THE BOARD (from MCPSA):



GOALS SY24-26

Link to Slide Deck: [HCCPS Board Goals 2024](#)

Board Goals for SY24-26	BOT Role	Alignment (LRP, Committees)	Measures
<p>1. Communicate clearly and be effective messengers for HCCPS’s mission:</p> <ul style="list-style-type: none"> a. Communicate clearly about the work of the BOT, the school direction and priorities b. Model the tone we want to set in the community c. Establish and share detailed BOT and committee roles, responsibilities, and decision-making 	Exemplary Governance	LRP: Goal 1C Communication & Decision-Making	
<p>2. Promote school leaders’ success with resources and supports aligned to their goals and needs.</p> <ul style="list-style-type: none"> a. Collaborate with HOS to implement an effective performance review process and development plan, built on the recent model b. Support development of clear leader goals and metrics c. Align resources and support to leader goals, including coaching, regular reflection and data review. In 2025-26 the following goals 	Leadership Retention	BOT President: A, B, C	

<p>include specific opportunities for board input and collaboration:</p> <ul style="list-style-type: none"> i. Publish and maintain a Long Range Plan Implementation Report by January 2026, documenting progress on key initiatives, upcoming decision points, and opportunities for community input. ii. Create and pilot a clear JEDI decision-making tool with the admin team and Board committees by January 2026. <p>d. Track progress towards goals and leader experience to adapt effectively for success</p>			
<p>3. Advance JEDI work at all levels of HCCPS.</p> <ul style="list-style-type: none"> a. Ensure clear long term and immediate JEDI goals and actions are in place b. Ensure clear JEDI policies, procedures and roles are in place at the school and system level (e.g., in handbooks and job descriptions, in BOT and HOS roles) c. Enable JEDI goals and actions with resources, advocacy and support and consistent progress monitoring and reporting. <i>In 2025-26 the HOS goals are to:</i> <ul style="list-style-type: none"> i. <i>Create and pilot a clear JEDI decision-making tool with the admin team and Board committees by January 2026.</i> ii. <i>Conduct one curriculum audit focused on equity and representation by July 2026.</i> iii. <i>Create at least one new structured opportunity for student leadership and voice (e.g., student council Bot liaison) by January 2026.</i> 	<p>High Quality Schools; Student Achievement</p>	<p>LRP Goal 2C Revise BOT structures aligned to JEDI</p>	
<p>4. Catalyze school priorities through a dedicated investment in resource generation, sustainability, and continuous improvement.</p> <ul style="list-style-type: none"> a. Establish a focus and specific actions steps around BOT fundraising and collaboration with FOT b. Expand and diversify BOT membership to include fundraising capacity 	<p>Raise Resources</p>		

<p>and community representation</p> <p>c. Establish meaningful local connections to increase the visibility of HCCPS and its connection to local arts and initiatives</p> <p>d. Finalize clear succession plans for the BOT and school leaders</p> <p>e. Ensure school policies and resources support staff sustainability and retention</p> <p>f. <i>ADD? Contribute to statewide policy advocacy that supports charter sustainability and advances the charter mission in the state.</i></p>			
<p>5. Ensure fidelity to the mission of the charter by supporting the school to implement mission aligned programming, staffing, and student outcomes.</p> <p>g. <i>Ensure progress towards DESE accountability measures</i></p>	High Quality Schools; Act Strategically		

COMMITTEE GOALS 2024-2025

Committee	Goals	DRAFT GOALS 2025-2026
GABS 2024-25 Committee Goals	<ol style="list-style-type: none"> 1. Recruitment and Succession Planning 2. Board book - finalize, determine where it 'lives', who maintains certain pieces, integrate 3. Establish board feedback process 4. Clarify board's role in Fundraising 	
JEDI Committee Goals	<ol style="list-style-type: none"> 1. Create JEDI volunteer group to support school efforts 2. Engage families in JEDI 3. Support school leadership in JEDI work 	
Personnel	<ol style="list-style-type: none"> 1. Evaluation of teacher prep time and related equity issues 2. Enhancing shared resources within the committee and effectively archiving 	

Finance	<ol style="list-style-type: none">1. Ensure HCCPS has the funds necessary to address long term capital needs, including preventative maintenance and proactive strategies2. Ongoing review and approval of balanced budget and audit of annual financials for Board review3. Take specific steps to more effectively integrate JEDI into Finance Committee work4. Recruit and onboard at least one new parent member	
----------------	---	--

BOARD SELF-EVALUATION: MCPSA supported this survey - Results here:

 [Hilltown Cooperative Charter Public School - BED Report 2025.pdf](#)



GABS Committee Goals FY2026 (DRAFT)

Members: Emily Boddy (Chair), Kathleen Hulton (Board Member), Tiffany Ross (Staff Representative), Sara Scheffelin (Community Member), Lindsay Fogg-Willits (Community Member)

GABS Goal 1: Recruitment & Succession Planning

Objective:

Establish clear expectations for board member participation in recruiting and welcoming new members to ensure the board is capable, sustainable, and representative of the broader community.

Alignment:

- **Board Goals:**

- *Goal 1 – Communicate clearly & be effective messengers:* Ensures clarity around board roles and responsibilities.
-
- *Goal 3 – Structured oversight & board collaboration:* Supports consistent board practices and provides a reference for committees to follow shared processes.
- *Goal 5 – Resource generation, sustainability & community representation:* Expands and diversifies board membership while building meaningful local connections.

- **Long Range Plan:**

- *Goal 1C – Communication & Decision-Making:* Strengthens governance transparency and clarity.
- *Goal 2C – Board Structures for Equity and Clarity:* Ensures the board reflects and engages the broader community.

- **Head of School:**
 - *Goal 1 – Lead with Presence, Trust, and Transparent Communication:* Models transparent recruitment processes that build trust and clarity.
 - *Goal 4 – Lead with Justice, Equity, Diversity, and Inclusion:* Promotes diverse board representation and inclusive governance practices.

●

GABS Goal 2: Develop a Board Member Handbook

Objective:

Create a comprehensive board member handbook including bylaws, school and board policies, and key governance processes.

Alignment:

- **Board Goals:**
 - *Goal 1 – Communicate clearly & be effective messengers:* Supports clear onboarding and understanding of board responsibilities.
 - *Goal 2 – Promote school leaders' success:* Provides leaders with clarity on board processes and expectations.
 - *Goal 3 – Structured oversight & board collaboration:* Supports consistent board practices and provides a reference for committees to follow shared processes.
- **Long Range Plan:**
 - *Goal 1C – Communication & Decision-Making:* Improves clarity and consistency of board operations.
- **Head of School:**
 - *Goal 1 – Lead with Presence, Trust, and Transparent Communication:* Promotes shared understanding of governance roles and policies.

GABS Goal 3: Establish Systems for Board Policy Management

Objective:

Formalize processes for compiling, tracking, and renewing all board policies, including timelines, responsibilities, and version control.

Alignment:

- **Board Goals:**

- *Goal 3 – Structured oversight & board collaboration:* Provides clear processes for tracking, reviewing, and updating policies.
- *Goal 5 – Mission fidelity & accountability:* Supports compliance with DESE measures and alignment with charter mission.
- **Long Range Plan:**
 - *Goal 1C – Communication & Decision-Making:* Improves transparency and consistency in board decision-making.
- **Head of School:**
 - *Goal 1 – Lead with Presence, Trust, and Transparent Communication:* Ensures clarity and accountability between board and school leadership.

GABS Goal 4: Evaluate and Update Bylaws

Objective:

Conduct a comprehensive review of bylaws to ensure compliance with state law and alignment with best practices in charter school governance. Update bylaws as needed.

Alignment:

- **Board Goals:**
 - *Goal 6 – Mission fidelity & accountability:* Ensures bylaws support compliance, ethical standards, and mission alignment.
- **Long Range Plan:**
 - *Goal 3 – Align Schoolwide Systems & Structures:* Ensures governance systems support organizational excellence and clarity.
- **Head of School:**
 - *Goal 1 – Lead with Presence, Trust, and Transparent Communication:* Models transparency and accountability in governance structures.



Concussion Policy (2025-2026)

[The Commonwealth of Massachusetts' Executive Office of Health and Human Services requires](#) that all public middle and high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the state law entitled HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES (105 CMR 201.000)

The purpose of this policy is to provide information and standardized procedures for persons involved in the prevention, training, management and return to activity decisions regarding students who incur head injuries while involved in extracurricular athletic activities on behalf of Hilltown Cooperative Public Charter School, including, but not limited to, interscholastic sports and other, non-interscholastic athletic programs, in order to protect their health and safety as required by Massachusetts law and regulations.

Student-athletes who sustain a concussion can fully recover as long as their brain has time to heal before sustaining another hit; however, relying only on an athlete's self-report of symptoms to determine injury recovery is inadequate as many athletes are not aware of the signs and symptoms or the severity concussive injuries pose, or they may feel pressure from coaches, parents/guardians, and/or teammates to return to play as quickly as possible.

One or more of these factors will likely result in under-diagnosing the injury and a premature return to play. Massachusetts General Laws and Massachusetts Department of Health ("DPH") regulations make it imperative to accurately assess and treat student-athletes when concussions are suspected.

Student-athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young athletes who sustain concussions and return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndromes or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

The requirements of the law and related regulations (G.L. c. 111, § 222; 105 CMR 201.000) apply to all public middle and high schools, however configured, serving grades six through high school graduation. Notwithstanding the grade limitations of the law, Hilltown Cooperative Public Charter School shall apply this Policy to all students who participate in extracurricular athletic activities. In addition to any training required by law, the following persons shall complete one of the required head injury safety training options detailed below:

- Coaches
- Physical education teacher
- Volunteers who assist with extracurricular athletic activities
- School Nurses
- Students who participate in an extracurricular athletic activity and their parents

This requirement may be met by:

- Completing an online training program approved by the Massachusetts Department of Public Health (DPH), as found on its website and as updated from time to time (<https://www.mass.gov/service-details/concussion-trainings>)

The Coach shall be responsible for collecting and maintaining records evidencing HCCPS's compliance with this policy. The Coach will keep all certificates, signed acknowledgements and training session rosters for three years.

The School Nurse shall be responsible for maintaining and reporting annual statistics on a DPH form or electronic format that, at a minimum, reports:

- 1) the total number of Report of Head injury Forms received by the school; and
- 2) the total number of students who incur head injuries and suspected concussions when engaged in any extracurricular athletic activities.

Upon the adoption of this policy by the Board of Trustees, the Head of School or designee shall ensure that DPH receives an affirmation on school letterhead that Hilltown Cooperative Charter School has developed policies and the Board of Trustees has adopted a final policy in accordance with law. This affirmation shall be updated every two years.

What is a Concussion?

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

Mechanism of Injury:

A concussion is caused by a bump, blow or jolt to the head or body. Any force that causes the brain to bounce around or twist within the skull can cause a concussion. A bump, blow or jolt to the head or body can be caused by either indirect or direct trauma. The two direct mechanisms of injury are coup-type and contrecoup-type. Coup-type injury is when the head is stationary and struck by a moving object such as another player's helmet, a ball, or sport implement, causing brain injury at the location of impact. Contrecoup-type injury occurs when the head is moving and makes contact with an immovable or slowly moving object as a result of deceleration, causing brain injury away from the sight of impact. Indirect forces are transmitted through the spine and jaw or blows to the thorax that whip the head while the neck muscles are relaxed. Understanding the way in which an injury occurred is vital in understanding and having a watchful eye for athletes who may exhibit symptoms of a concussion so these student athletes can receive the appropriate care.athletics following a concussion.

Signs and Symptoms:

Signs (what you see):

- | | | |
|---|--|--|
| <ul style="list-style-type: none">● Confusion● Forgets plays● Unsure about game, score, opponent● Altered coordination | <ul style="list-style-type: none">● Balance problems● Personality change● Slow response to questions● Forgets events prior to injury (retrograde amnesia) | <ul style="list-style-type: none">● Forgets events after injury (anterograde amnesia)● Loss of consciousness (any duration) |
|---|--|--|

Symptoms (reported by athlete):

- | | | |
|---|--|--|
| <ul style="list-style-type: none">● Headache● Fatigue● Nausea or vomiting● Double vision/ blurry vision● Sensitivity to light (photophobia) | <ul style="list-style-type: none">● Sensitivity to noise (tinnitus)● Feels sluggish● Feels foggy● Problems concentrating● Problems remembering● Trouble with sleeping/ excess sleep | <ul style="list-style-type: none">● Dizziness● Sadness● Seeing stars● Vacant stare/ glassy eyed● Nervousness● Irritability● Inappropriate emotions |
|---|--|--|

If any of the above signs or symptoms are observed after a suspected blow to the head, jaw, spine or body, they may be indicative of a concussion and the student athlete must be removed from play immediately and not allowed to return until cleared by an appropriate allied health professional.

Management and Referral Guidelines:

1. When an athlete loses consciousness for any reason, the Coach will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance.

2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP.

3. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.

a. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the Coach in person.

b. If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) after talking with the Coach

c. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/ guardian(s), as well as student athletes, must read and sign the Post Sports-Related Head Injury Medical Clearance and Authorization Form and bring it back to the Nurse before starting with the return to play protocol.

Graduated Reentry Plans:

Each student athlete who is removed from practice or competition and subsequently diagnosed with a concussion or head injury shall have a written graduated reentry plan for return to full academic activities and extracurricular athletic activities. The student athlete must be completely symptom free and medically cleared as required by the policy in order to begin graduated reentry to extracurricular athletic activities.

School Nurse Responsibilities:

- Complete the required annual training
- Participate in the annual review of this Policy
- Review information from Pre-participation forms and Report of Head Injury forms
- Maintain the following forms in the health record: Pre-participation forms, Report of Head Injury Forms and Medical Clearance and Authorization form
- Participate in the graduated reentry plan for student athletes who have been diagnosed with a concussion or head injury to discuss any necessary accommodations or modifications with respect to academics and other aspects of school and revise the health care plan as needed
- Monitor recuperating student athletes with head injuries and collaborate with teachers, staff and student athletes to ensure that the graduated reentry plan for return to full academic and extracurricular athletic activities is being followed
- Provide ongoing educational materials on head injury and concussions to teachers, staff and student athletes

School Responsibilities:

1. Review and, if necessary, revise the concussion policy every 2 years.
2. Once the school is informed of the student's concussion, a contact or "point person" should be identified (teacher).
3. Assign a point person to work with the student on organizing work assignments, making up work and giving extra time for assignments and tests/quizzes.
4. Assist teachers in following the recovery stage for students.
5. Convene meeting and develop a rehabilitative plan.
6. Decrease workload if symptoms appear.

PE teacher/School Coach Responsibilities:

1. Provide parents, athletes and volunteers with educational training and concussion materials yearly.
2. Ensure that all educational training programs are completed and recorded.
3. Ensure that all students meet the physical exam requirements consistent with 105 CMR 200.000 prior to participation in any extracurricular athletic activity
4. Ensure that all students participating in extracurricular athletic activity have completed and submitted their pre-participation forms
5. Ensure that athletes are prohibited from engaging in any unreasonably dangerous athletic technique that endangers the health or safety of an athlete.
6. Ensure that all head injury forms are completed by parent/guardian(s) or coaches and reviewed by the coach and the school nurse.

Parent/Guardian Responsibilities:

1. Complete and return concussion history form to the coach.
2. Inform school if a student sustains a concussion outside of school hours. Complete new concussion history form following new injury.
3. If a student suffers a concussion outside of school, complete head injury form and return it to the school nurse.
4. Complete a training provided by the school on concussions.
5. Watch for changes in your child that may indicate that your child does have a concussion or that your child's concussion may be worsening and report them to your child's medical provider.
6. Encourage your child to follow concussion protocol.
7. Enforce restrictions on rest, electronics and screen time.
8. Reinforce recovery plan.
9. Request a contact person from the school with whom you may communicate about your child's progress and academic needs.
10. Observe and monitor your child for any physical or emotional changes.
11. Request to extend make up time for work if necessary.
12. Recognize that your child will be excluded from participation in any extracurricular athletic event if all forms are not completed and on file with the coach.

Student and Student Athlete Responsibilities:

- Return required concussion history form prior to participation in athletics. Participate in all concussion training and education and return a certificate of completion to the athletic department prior to participation in athletics.
- Report all symptoms to the coach and/ or school nurse.
- Follow recovery plan.
- REST.
- NO ATHLETICS.
- BE HONEST!
- Keep strict limits on screen time and electronics.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork.
- Return to sports only when cleared by physician
- Report any symptoms to the coach and/or school nurse and parent(s)/guardian(s) if any occur after return to play.

When it comes to concussions, everyone needs to be aware of the potential dangers and remember that a concussion is a brain injury. Whenever anyone has a doubt about a student athlete with a concussion, SIT THEM OUT and have them see the appropriate health care provider!

Forms:

- [Pre-participation form](#)
- [Medical clearance and authorization form](#)
- [Report of head injury form](#)
- [Returning to School After Concussion: Guidelines for Massachusetts School](#)



Human Sexual Education Opt-Out Policy

Purpose: The Commonwealth of Massachusetts requires all public schools to provide health and physical education (G.L. c. 71, §§ 1 and 3). Under G.L. c. 71, § 32A, parents/guardians have the right to exempt their children from lessons, courses, or instructional programs that primarily involve human sexual education or human sexuality issues.

The purpose of this policy is to establish clear procedures for parental/guardian notification, exemption requests, and access to instructional materials related to human sexual education at Hilltown Cooperative Charter Public School (HCCPS). This policy ensures compliance with Massachusetts law while upholding HCCPS's commitment to family partnership, transparency, and student well-being.

Notification

HCCPS shall:

1. Provide parents/guardians with advance notice when human sexual education curriculum, lessons, or activities are scheduled.
2. Make all instructional materials for human sexual education reasonably accessible for review by parents/guardians, educators, administrators, and others, to the extent practicable.
3. Distribute this policy annually to parents/guardians and submit a copy to the Massachusetts Department of Elementary and Secondary Education (DESE), as required.

Opt-Out Procedure

Parents/guardians may exempt their child from any portion of the human sexual education curriculum by completing an Opt-out form provided by the Director of Teaching and Learning at any time prior to scheduled instruction. No student shall be penalized or disadvantaged in academic standing, school activities, or access to other curriculum as a result of an exemption. Students who are exempted will be provided with appropriate alternative activities or supervision during the period of instruction.

Instructional Standards Subject to Opt-Out

Consistent with DESE guidance, parents/guardians may request exemption from instructional standards and practices that primarily involve human sexual education or human sexuality issues. These include, but are not limited to, standards in the 2023 Comprehensive Health and Physical Education Framework such as:

- Explanation of the relationship between sexual intercourse and reproduction.
- Analysis of ways to prevent pregnancy and sexually transmitted infections (STIs).
- Consideration of personal values, readiness, and decision-making regarding sexual activity.
- Instruction on methods of contraception, consent, and healthy sexual behaviors.

Responsibilities

Director of Teaching and Learning or Designee

- Ensure parents/guardians receive timely notice of human sexual education curriculum.
- Maintain records of all opt-out requests.
- Ensure that exempted students are provided appropriate alternative educational experiences.

Teachers

- Provide advance notice of upcoming human sexual education lessons.
- Offer parents/guardians reasonable access to curriculum materials.
- Coordinate with the Director of Teaching and Learning regarding students who are exempted.

Parents/Guardians

- Review instructional materials as desired.
- Submit written notification to the Director of Teaching & Learning or Head of School if requesting exemption.
- Communicate with the school regarding any questions or concerns about the curriculum.

Students

- Participate in assigned instruction unless exempted by parental/guardian request.
- Respect the confidentiality and perspectives of peers regarding matters of health and sexuality.



Medication Policy (2025–2026)

The Hilltown Cooperative Charter Public School Board of Trustees approves the following policies governing administration of medications in the schools under its jurisdiction, based on [105 CMR 210.000](#).

Management of the Medication Administration Program

The school nurse shall be the supervisor of the medication administration program in the school.

Medication Orders / Parental Consent

1. Medication Orders from a Licensed Prescriber
 - The school nurse shall ensure there is a proper medication order from a licensed prescriber, renewed as necessary, including at the beginning of each academic year.
 - Telephone or verbal orders may be received only by the school nurse and must be followed by a written order within three school days.
 - Whenever possible, the order shall be obtained, and the plan developed before the student enters or reenters school.
2. a. In accordance with standard medical practice, a medication order from a licensed prescriber shall include:
 - Student's name
 - Name and signature of prescriber, with business and emergency phone numbers
 - Name of medication
 - Route, dosage, frequency, and time of administration
 - Date of order and discontinuation date
 - Diagnosis or condition requiring medication (if deemed confidential)
 - Specific directions for administration
3. b. Every effort shall be made to obtain from the licensed prescriber the following additional information, if appropriate:
 - Side effects, contraindications, adverse reactions

- Other medications the student is taking
 - Date of next scheduled visit
4. c. Special Medication Situations
- *For Short-term medications (those requiring administration for ten school days or fewer):* pharmacy-labeled containers may be used in lieu of prescriber's order (nurse may request written order if needed).
 - *Over-the-counter medications:* nurse follows Board of Registration in Nursing protocols.
 - *Investigational new drugs:* may be administered in the school with a written order by a licensed prescriber, parent/guardian written consent, and pharmacy-labeled container for dispensing. If there is a question, the school nurse may seek consultation and/or approval from the school physician to administer the medication.
5. The school nurse shall ensure that there is written authorization by the parent/guardian which contains:
- Printed name, signature, and emergency phone number
 - List of all medications the student is receiving (unless confidential)
 - Approval for nurse or designated personnel to administer
 - Persons to be notified in case of a medication emergency

Medication Administration Plan

The school nurse, in collaboration with the caregiver whenever possible, shall establish a medication administration plan for each student receiving medication. Whenever possible, a student who understands the issues of medication administration shall be involved in the decision-making process and their preferences respected to the maximum extent possible. If appropriate, the medication administration plan shall be referenced in any other health or educational plan developed pursuant to St. 1972, c. 766 the Massachusetts Special Education Law (Individual Education Plan under Chapter 766) or federal laws, such as the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

The plan shall include:

- Student's name
- Licensed prescriber's order and contact information
- Parent/guardian's signed authorization and contact information
- Any known allergies to food or medication
- Diagnosis (unless confidential)
- Name, dosage, frequency, and route of administration
- Specific directions and possible side effects/adverse reactions
- Quantity of medication to be provided to the school
- Storage requirements
- Duration of prescription

- The designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the nurse, and plans for back-up if the designated personnel are unavailable. Written consent from the parent/guardian for the named responsible adult to administer the medication shall be obtained. The school nurse shall instruct the responsible adult on how to administer the medication to the child.
- Plans for self-administration, if appropriate
- Notification of relevant teachers (with permission)
- Other medications student is taking (unless confidential)
- Location of administration
- Monitoring plan and procedures for field trips/special events

The nurse will ensure student identification prior to administration and will communicate significant observations (effectiveness, adverse reactions) to parents/guardians and prescribers.

The nurse may refuse to administer any medication deemed harmful, with immediate notification to parent/guardian and prescriber.

Licensed Practical Nurses may administer under supervision of the school nurse.

Delegation and Supervision

The Board approves that responsibility for medication administration may be delegated to trained unlicensed personnel (administrative staff, teaching staff), in accordance with CMR 210.004.

- Epinephrine may be administered by trained personnel in emergencies, as designated in the medication administration plan.
- The nurse, in consultation with the school physician, has final authority regarding delegation.
- Delegated personnel remain under the supervision of the school nurse, who must be on duty and available by phone.
- Parenteral medications may not be delegated, except epinephrine where the child has a known allergy and there is an order for administration and consent from parent/guardian.
- PRN (“as needed”) medications require nurse assessment or consultation for each dose.
- An updated list of trained unlicensed personnel shall be maintained and provided to parents upon request.

Supervision of Unlicensed Personnel:

a. Authorized unlicensed personnel administering medications shall be under the supervision of the school nurse. The school nurse is responsible for selecting, training, and supervising staff designated to administer medications, in consultation with the administrator and, when appropriate, the Board of Health.

b. The school nurse determines the number of unlicensed personnel that can be adequately supervised.

c. The school nurse oversees training consistent with DPH regulations (CMR 210.007)

d. The school nurse shall provide a training review and informational update, at least annually, for those school staff authorized to administer medications.

The school nurse shall document the training and competency of unlicensed personnel designated to assume the responsibility for medication administration.

For the individual child, the school nurse shall:

- (1) determine whether or not it is medically safe and appropriate to delegate medication administration;
- (2) administer the first dose of the medication, if (a) there is reason to believe there is a risk to the child as indicated by the health assessment, or (b) if the student has not previously received this medication in any setting;
- (3) review the initial orders, possible side effects, adverse reactions and other pertinent information with the person to whom medication administration has been delegated;
- (4) provide supervision and consultation as needed to ensure that the student is receiving the medication appropriately. Supervision and consultation may include record review, on-site observation and/or student assessment.

Self Administration of Medications

"Self administration" means that the student is able to consume or apply medication in the manner directed by the licensed prescriber, without additional assistance or direction.

A student may be responsible for taking his/her own medication after the school nurse has determined that the following requirements are met:

- A. the student, school nurse and parent/guardian, where appropriate, enter into an agreement, which specifies the conditions under which medication may be self administered;
- B. the school nurse, as appropriate, develops a medication administration plan, which contains only those elements necessary to ensure safe self-administration of medication;
- C. the student's health status and abilities have been evaluated by the school nurse who then deems self-administration safe and appropriate. As necessary, the school nurse shall observe initial self-administration of the medication;
- D. the school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered;
- E. there is written authorization from the student's parent or guardian that the student may self medicate;
- F. if requested by the school nurse, the licensed prescriber provides a written order for self-Administration;
- G. the student's self-administration is monitored based on his/her abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, reminding the student to take the medication, visual observation to ensure compliance, recording that the medication was taken, and notifying the parent, guardian or licensed

prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication; and with parental/guardian and student permission, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering a medication.

Handling, Storage and Disposal of Medications:

A parent, guardian or parent/guardian-designated responsible adult shall deliver all medications to be administered by school personnel or to be taken by self medicating students to the school nurse or other responsible person designated by the school nurse.

1. The medication must be in a pharmacy or manufacturer labeled container.
2. The school nurse or other responsible person receiving the medication shall document the quantity of the medication delivered.

All medications shall be stored in their original pharmacy labeled containers and in such a manner as to render them safe and effective. Expiration dates shall be checked.

All medications to be administered by school personnel shall be kept in a securely locked cabinet used exclusively for medications, which is kept locked except when opened to obtain medications. The cabinet shall be substantially constructed and anchored securely to a solid surface. Medications requiring refrigeration shall be stored in either a locked box in a refrigerator or in a locked refrigerator maintained at temperatures of 38 to 42 degrees Fahrenheit.

Access to stored medications shall be limited to persons authorized to administer medications and to self-medicating students. Access to keys and knowledge of the location of keys shall be restricted to the maximum extent possible.

Parents or guardians may retrieve the medications from the school at any time.

No more than a thirty (30) school day supply of the medication for a student shall be stored at the school.

Where possible, all unused, discontinued or outdated medications shall be returned to the parent or guardian and the return appropriately documented. In extenuating circumstances, with parental consent when possible, such medications may be destroyed by the school nurse in accordance with any applicable policies of the Massachusetts Department of Public Health, Division of Food and Drugs. All medications should be returned at the end of the school year.

Documentation and Record Keeping:

A medication administration record shall be kept for each student who receives medication during school hours. Including a daily log, medication order, parent authorization and medication administration plan.

The school nurse shall document in the student's electronic medical record the dose, the date and time of administration of any medication being administered during the school day.

The school nurse shall also document any significant observations including any adverse reactions or other harmful effects.

The school nurse will complete the School Controlled Substance Registration in accordance with the provision of Massachusetts General Laws, Chapter 94C and renew it yearly as required by the Massachusetts Department of Public Health.

Reporting and Documentation of Medication Errors:

A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:

1. within appropriate time frames (the appropriate time frame should be addressed in the medication administration plan);
2. in the correct dosage;
3. in accordance with accepted practice; and
4. to the correct student.

In the event of a medication error, the school nurse shall notify the parent or guardian immediately. (The school nurse shall document the effort to reach the parent or guardian.) If there is a question of potential harm to the student, the nurse shall also notify the student's licensed prescriber or school physician.

Medication errors shall be documented by the school nurse on the accident/incident report form. These reports shall be retained in the student health record. They shall be made available to the Department of Public Health upon request.

All medication errors resulting in serious illness requiring medical care shall be reported to the Department of Public Health, Bureau of Family and Community Health., School Health Unit. All suspected diversion or tampering of drugs shall be reported to the Department of Public Health, Division of Food and Drugs.

Response to Medication Emergencies:

The school nurse shall develop procedures for responding to medication emergencies, i.e., any

reaction or condition related to administration of medication which poses an immediate threat to the health or well-being of the student. These procedures shall be consistent with the school's policy for handling all health emergencies and shall include maintaining a list of persons to be notified in case of a medication emergency.

Administration of Epinephrine by Auto-injector to Individuals Experiencing Life-Threatening Allergic Reactions

If the school district/school is registered with the Department of Public Health the school nurse may train unlicensed personnel to administer epinephrine by auto-injector to individuals with diagnosed life-threatening allergic events. The training program is managed, with full decision-making authority, by the designated school nurse leader or responsible school nurse, in consultation with the school physician. This person, or school nurses designated by this person, shall select the individuals authorized to administer epinephrine by auto injector. Persons authorized to administer epinephrine shall meet the requirements of section 210.004(B)(2):

The school personnel authorized to administer epinephrine by auto injector are trained and tested for competency by the responsible school nurse in accordance with standards and a curriculum established by the Department.

1. The designated school nurse shall document the training and testing of competency.
2. The responsible school nurse shall provide a training review and informational update at least twice a year.
3. The school shall maintain and make available, upon request by parents or staff, a list of those school personnel authorized and trained to administer epinephrine by auto injector in an emergency, when the school nurse is not immediately available.

Epinephrine shall be administered only in accordance with an individualized medication administration plan satisfying the applicable requirements of 105 CMR 210.005(E) and 210.009(A)(6), updated every year, which includes the following:

- (1) a diagnosis by a physician that the child is at risk of a life threatening allergic reaction and a medication order containing proper dosage and indications for administration of epinephrine;
- (2) written authorization by a parent or legal guardian;
- (3) home and emergency number for the parent(s) or legal guardian(s), as well as the names(s) and phone number(s) of any other person(s) to be notified if the parent(s) or guardian(s) are unavailable;

Epinephrine is to be stored in such a manner as to allow rapid access by authorized persons, including possession by the student when appropriate; and in a place accessible only to authorized persons. The storage location should be secure, but not locked during those times when epinephrine is most likely to be administered, as determined by the school nurse;

When epinephrine is administered, there shall be immediate notification of the local emergency medical services system (generally 911), followed by notification of the student's parent(s) or guardian(s) or, if the parent(s) or guardian(s) are not available, any other designated person(s), the school nurse, the student's physician, and the school physician, to the extent possible; Because of the danger of biphasic reactions, the child should be transported by trained emergency medical personnel to the nearest emergency medical facility.

The school nurse shall submit a written report to the Department of Public Health each time epinephrine is administered to a student or staff, on a form obtained from the Department; and permitting the Department of Public Health to inspect any record related to the administration of epinephrine without prior notice, to ensure compliance with 105 CMR210.100.

Epinephrine may be administered in accordance with these regulations in before and after school programs offered or provided by a school, such as athletic programs, special school events and school-sponsored programs on week-ends, provided that the public school district is registered with the Department pursuant to section 210.100(A) and meets the requirements set forth in section 210.000(B).

In addition to the above policies the Department recommends that each school district have a written protocol (see standing orders), signed by the school physician, authorizing the school nurse to administer epinephrine to previously undiagnosed individuals who experience their first life threatening allergic event in the school setting. Stock supplies of epinephrine will be maintained by the school nurse for this purpose.

Policy Review and Revision

Review and revision of these policies and procedures shall occur as needed but at least every two years.

Approved by School Physician, Tala Elia, MD : _____ Date _____

Approved by School Nurse, Mary Price, RN: _____ Date _____

Approved by Head of School, Chris Kusek: _____ Date _____

Approved by President of the Board, Kathleen Hulton: _____ Date _____

Date Registered by the Massachusetts Department of Public Health for Approval to Delegate to Unlicensed Personnel, if applicable, **2/2025-2/2026**



Finance Committee Minutes

Group: Finance Committee	Date and time: Wed., September 3, 2025 8:30 am
Location/Link: https://us02web.zoom.us/j/88364987634?pwd=cFFOR081T3ViZjh0eTNTUEdOSWZldz09	
Online Meeting ID: 883 6498 7634	Online Meeting Password: budget
<p>Agenda:</p> <p>Attendees: Chris Kusek, Carla Clark, Lisa Plaza, Andrew Tilbe, Alex Porter, Grace Mrowicki, Kylan Mandile</p> <p>Regrets: None</p> <p>Approve Minutes: Andy motions to approve June minutes, Lisa seconds. Minutes approved by consensus. ACTION: Kylan to send approved minutes to Kate Aleo.</p> <p>FY25 Financials Discussion: Income was approximately \$60,000 over budget and expenses were in line with projections resulting in a surplus. However, some of the surplus will be used to pay grade realignment costs in FY2026 that were incurred in summer 2025. The FY25 budget factored in increases for grade realignment costs such as new textbooks, professional development, curriculum acquisition and other materials (shelving, painting, new projectors). It was unknown what curriculum and professional development training would be needed so it was not purchased until the summer so that will fall into FY2026. Half the cost of transition from Rediker to Infinite Campus will also fall into FY2026. New tables and locker costs were incurred in FY2025. ACTION: Kylan to send to Q4 2025 financials to Kate</p> <p>Playground Status: The playground is complete and the costs are now fully known. The cost came in approximately 1.9% (\$3,200) over budget. Free labor from the union internship kept costs down for demolition, but there were some small unforeseen removal and landscaping costs. It was unanticipated that Omasta needed a crane for the installation which we were able to rent at a discounted price. ACTION: Chris, Carla, & Andy to prepare summary of capital reserves for BoT presentation. HCCPS took \$75k out of the capital reserve for the playground project and the remainder was paid with donations and operating income.</p> <p>Capital Improvements: New parking lot exit open and new crosswalk painted. Another sprinkler test was conducted but the results were inconclusive and unclear so we are exploring other sprinkler repair companies. ACTION: Add new signs to help with vehicular traffic. Committee members to work on recruiting an hourly handy person or general maintenance person for odd jobs.</p> <p>JEDI: Interwoven into discussions. An example is the subsidized cost for lunch and kids club during discussion of financials. Another example is the discussion of playground accessibility and availability.</p> <p>New Business: Discuss audit for FY2025</p> <p>Next Meeting: October 1, 2025 at 9:00am ET by zoom</p> <p>Adjournment: 9:35am</p>	



GABS Committee Meeting Minutes – Thurs, Sept 4, 2025, 8:30 am

Meeting Location: HCCPS

Present: Emily Boddy; Tiffany Ross; Lindsay Fogg-Wilits;

Guests: Rebecca Belcher-Timme, Chris Kusek

Regrets: Sara Scheiffelin, Kathleen Hulton

Notetaker: Emily

Topic	Discussion	Action (if necessary)
Check-in/ Announcements	<p>Checked in.</p> <p>Kathleen Hulton will be on GABS officially once she has commissioner approval, which should be happening this week.</p>	
JEDI	Woven into other discussions	
Approve August 2025 Minutes	Approved by Consensus	
Succession Planning + Recruitment - Discussion and Decision	<p>Committees:</p> <p>Steve Sell chairing JEDI.</p> <p>Ben moved to support Tala on Personnel</p> <p>Neal and Tala are Co-VPs.</p> <p>Kathleen will join GABS once she's approved by the commissioner.</p> <p>Lauren and Adam await committee assignments. GABS will assess needs and balance with availability of new members (both teachers, so they have limited to no daytime availability)</p> <p>Kylan remains chair Finance + treasurer.</p> <p>GABS needs to look towards successor, though Kylan willing to stay on second term.</p> <p>Emily chair GABS and Clerk; meeting with</p>	<p>Emily will develop a template/overview to share out with GABS and then at a board meeting to solidify expectations and process.</p>



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	<p>Sarah Jane P. about succession. GABS working on other ideas for this role. We need to recruit a replacement to shadow, start 26-27.</p> <p>Looking ahead - other recruitment. How do we involve whole board in this effort? GABS manages what we need, but needs support from whole board with recruitment.</p> <p>Need a process - GABS communication to board about what's needed, what is recruitment/conversation, how do we track: who has been spoken with, outcomes, etc.</p> <p>Board members are having more outreach and conversations with people about joining the board, refers back to GABS - and/or GABS is delegating our to other board members for initial conversations. We need to be really clear about the expectations of ALL board members to be recruiting.</p> <p>Would we consider allocating 'recruitment' to a person versus holding in GABS? What about fundraising?</p> <p>Emily will develop a template/overview to share out with GABS and then at a board meeting to solidify expectations and process.</p> <p>Tap Mike Gove to help with recruitment, has offered to support.</p>	
<p>Orientation Plan - Discussion</p>	<p>Emily will clean up orientation packet from last year. Had hoped to have new Board book ready, but Kathleen and Emily are still working on it. Emily will connect with Adam and Lauren to arrange a time that works for orientation - can be online if necessary. a</p>	<p>Emily will amend Orientation packet.</p>



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

<p>Board Book Organization plan / Orientation - Update</p>	<p>Kathleen and Emily are working on this. Plan is to clean up - Policies will 'live' separately from board handbook Removing non relevant items. Include processes, bylaws, etc. Will live on our website, with a few printed versions available in the school.</p> <p>Kathleen and Emily will look to have a draft of the new board book at the next GABS meeting.</p>	
<p>New Committee - Discussion</p>	<p>Kathleen unable to join, but shared notes for preliminary discussion about her vision and ideas, including research of other schools with similar committees.</p> <p>Education committee or similar is the preferred title - description that points to the mission.</p> <p>How does this loop back to school operations? Similarly to JEDI - using school climate survey, and came back to faculty meetings to discuss challenges and successes. This would happen with this committee as well. Help inform decisions, though committee wouldn't make the decisions.</p> <p>Tiffany would be great holding the data piece, laying out data so it is more digestible for staff and paints a clear picture.</p> <p>Members: Chaired by Kathleen Hulton, Administrator rep - Rebecca Belcher-Timme, teacher/staff members, possibly Adam or Lauren</p> <p>What would we start with? MCAS, FastBridge, DIBELS</p> <p>Kathleen and GABS will bring this issue to the full board for discussion - not decision - at Sept Meeting.</p>	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

New Business	By-Law review, including official staff role on the board and addressing roles of what were the original domain on the board moving forward Fundraising - whose role, how is GABS involved?	
Next Meeting Date/Time/Location	Meeting dates for the year, 8:30am: TBD	
Adjournment	9:35 am	

Agenda items for next month:

GABS agenda items for next BOT meeting:

Personnel Committee Meeting Minutes

Date:

[Zoom Link](#)

Passcode: w8iLua

Present: Tala Elia, [Cecilia Darby](#), [Carla Clark](#), Ben Carlis, Rebecca Belcher-Timme,
Regrets:

Topic	Discussion	Action
Salary Review	<p>Discussed look at all the scales, including new scales in addition to traditional teacher and TA scale reviews</p> <p>Discussed researching ideal Cola increase to use as a starting point</p> <p>Discussed looking into incentive beyond masters such as doctorate or extra credits, , discussion of equity issues</p> <p>Plan to look at current board process and come back with suggestions for revisions to process or comparable districts</p> <p>Plan to discuss whether there are some salary groups that need more adjustments than others</p> <p>Discussed longevity pay, will plan to pull that policy and review</p> <p>Will need to also evaluate and set scale for stipend policy rate</p>	<p>Tala to send past processes</p> <p>Everyone to look at districts and process and come back with thoughts</p>
Annual Goals	<p>Will discuss more at next meeting after BoT goals are set</p> <p>Salary scales as one goal with eye towards retention, recruiting, equity</p> <p>What does a good personnel goal look like from other schools?</p>	<p>Follow up after board meeting</p> <p>Cecilia to ask staff if there are goals they'd like to see personnel address (tala to get board goals and personnel annual report from last year)</p>
Policy Review	<p>Discussed policies that we plan to review this year:</p> <p>Review hiring policy</p> <p>Work times- start and end</p> <p>Benefits policies</p>	
Group Make up	<p>Try to find TA rep</p>	
Meeting timing	<p>Will change to the last tuesday of the month</p>	

Adjournment	425pm	

Personnel Committee Meeting Minutes
Date: 9/30/25

Present: Tala Elia, Chris Kuszek, Rebecca Belcher-Timme, Carla Clark, Cecilia Darby, Ben Carlis

Regrets:

Topic	Discussion	Action
Minutes approval	Sept 9th meeting minutes approved without edits	
Salary Scales process discussion	<ul style="list-style-type: none"> -Reviewed the teacher/TA salary scale process from April 2020 -Discussed which districts to use for comparison. - Decision made to drop chesterfield-goshen district as they are not close in proximity as was the previous rationale -decision made to add PVPA to have another charter school comparison in addition to 4 rivers - decision to add Southampton as it is within close proximity and has been used in previous comparisons -discussed how to compare top tier scales with districts that have more or less than 12 scales. Previous analysis used the tiers that were most comparable but discussed either using top tiers or 12th tier for more transparent comparables. Decision made to look at those options more closely next meeting with data from comparable districts -discussed options of adding additional tiers would be beneficial for retention but will depend on multiple factors including financial feasibility 	Will plan to bring means of top tiers and 12th tiers from comparable district for discussion for next meeting
Policy Review- HR Benefits	-discussed feasibility of offering GIC insurance to MTRS eligible staff while maintaining current level of coverage for non-MTRS eligible staff	Obtain quotes from insurance broker re: coverage if both options are offered
Annual Goals	Goals will include salary scales for all staff as well as explore and work to implement measures for staff retention. Will discuss more specific goals as well as alignment to board goals at next meeting	
Tentative agenda topics for next meeting	<ul style="list-style-type: none"> -teacher/para salary scales review and process -discuss process for determining COLA increase in other scales -review and discuss health insurance options 	

	-discuss personnel annual goals	
Next meeting time/date/location	Oct 28th 3:15pm	
Adjournment	4:20	