



HCCPS Board of Trustees

Meeting Agenda

Wednesday September 9, 2026 6:30pm

Join Zoom Meeting

<https://us02web.zoom.us/j/84948181413?pwd=OQ475dU8403OfbwMCEdidBM7z2IU9D.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.*

Facilitator: Neal Teague

Topic	Who	Action	Est. Start Time
Welcoming (read mission statement): (5 min) • Announcements, appreciations, acknowledgements • Agenda Check: Appoint timekeeper, list keeper, norm review • BOT visibility this month • Approve minutes from July BoT mtg	Neal Teague	Decision	6:30 pm
Public Comment (5 min)	Neal Teague		6:35
Board Recruitment (5 min)	Neal Teague	Discussion	6:40
School Leader Updates (10 min)	Chris Kusek, Rebecca Belcher-Timme, Meghan Carroll	Discussion	6:45
Present and approve HOS evaluation (15 mins)	Neal Teague	Decision	6:55
Share draft HOS goals (10 mins)	Chris Kusek	Discussion	7:10
Handbook approval- (15 min)	Chris Kusek	Decision	7:20



Accountability Plan and Annual Report Review (10 min)	Chris Kusek, Rebecca Belcher-Timme, Meghan Carroll	Discussion	7:35
Protect Act and Hilltown Policy Implications (10 min)	Chris Kusek	Decision	7:45
Q4 Financial Review (10 min)	Kylan Mandile	Discussion	7:55
Long Range Planning Committee (10 min)	Chris Kusek	Discussion	8:05
Board Goals, Committee Goals, Roles (10 min)	Neal Teague	Discussion	8:15
Year overview (5min)	Neal Teague Chris Kusek	Discussion	8:25
Wrap Up (5 mins) • Norm review • Action items review • Minutes finalization, Newsletter blurb • Do we want to move the next meeting 11/11 due to Veterans' Day? • Next steps/ October meeting agenda items	Neal Teague	Discussion and Decision	8:30
Adjournment	Neal Teague	Decision	8:30

Board Collaboration Norms - Working Draft

1. Assume Positive Intent and Honor Impact

We approach one another with trust, curiosity, and generosity. We acknowledge that our words and decisions have real impact and take responsibility for listening, clarifying, and adjusting when needed.

2. Shared Voice and Attentive Listening

We ensure one speaker at a time, with full presence and attention. We contribute thoughtfully, make space for all voices, and work to elevate perspectives from across our community.



3. Focus on Our Role and Work

We remain grounded in our role as a Board of Trustees: we hold the charter, the legal agreement with the state and are responsible for the oversight that ensures fidelity to our mission, organizational viability and student results. We support, collaborate with and ensure leadership has the resources and strategies to advance this work.

4. Commitment to Preparation, Process and Due Diligence

We honor the importance of our work and our limited time by consistently meeting our commitments, running efficient meetings, and coming prepared with materials reviewed and key questions considered in advance. We engage deeply to ensure sound, mission-centered decision-making. We follow OML and all BOT policies and bylaws in our processes.

5. Consensus Decision-Making

We commit to making all decisions by consensus, as is outlined in our bylaws.

6. Rigorous Dialogue with Respect and Care

We welcome healthy debate and examine ideas fully and collaboratively. We work diligently while maintaining respect and care for one another. Disagreement is a contribution, not a conflict.

7. Collective Well-Being and Sustainable Participation

We take care of ourselves and others. We acknowledge professional and personal demands—including the need for virtual participation at times—while committing to consistent engagement, follow-through, and presence.



**HCCPS Board of Trustees
Meeting & Retreat Agenda**

June 9, 2026 6:30pm

At HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

On Zoom Only.

Present (Zoom): Chris Kusek, Meghan Carroll, Rebecca Belcher-Timme, Emily Boddy, Lauren Ames, Neal Teague, Lauren Ames, Sarah Bittenweiser, Hunter Kiel, Kylan Mandile

Regrets: Steve Sell, Adam Szymkowicz, Kathleen Hulton

Guests: Grace Mrowicki

By Zoom: None

Facilitator: Lily Newman

Notetaker: Emily Boddy

List keeper: Sarah B.

Timekeeper: Lauren

Mission statement read by: Tala

Topic (estimated time)	Discussion	Action (if necessary)
Welcoming (read mission statement) (Tala Elia): (5 min) • Announcements, appreciations, acknowledgement • Agenda Check: Appoint timekeeper, list keeper • BOT Visibility leading into start of year • Approve minutes from May BoT mtg Lily Newman	No visibility, (summer)	Lauren motioned to approve and Sarah seconded; the Board approved meeting June minutes by consensus.
Public Comment (5 min)	None.	
School Leader Updates Rebecca, Chris, Meghan • Staffing • Schedule	Chris: LT spending summer reflecting. Preparing Annual Report.	ue

Final Minutes Approved on:

• Student work • Other	Cleaning Company came in with a much higher rate than previously charged. Chris will get quotes from other cleaning cos and may need treasurer approval. (Under current policy, this does not need whole board approval) Rebecca: Update on Greens' teacher, Cecilia - contributions from our community were impactful and deeply felt. Leadership Team has developed a solid, supportive, responsible plan for Cecilia to have autonomy and also a licensed teacher in the classroom in her absence. Civic Action - team of teachers doing a summer stipend initiative working with Reneee from MAine to do a scope and sequence. Co-teaching teams are having training and support for next year. Meghan: Open positions hired: Nia Hostetter hired as OT Special Ed 1-4 teacher: Nicki Darling.	
GABS: Board Leadership (5 min) Emily	GABS proposed Board Leadership: Neal - President Lauren + Kathleen co-Vice Presidents Kylan - Treasurer Emily - Clerk	Sarah motioned to approve board leadership positions and Hunter seconded; the Board approved Board Leadership by consensus.
Surveys (10 min) Neal		

Final Minutes Approved on:

Wrap Up (5 mins) Lily • Norm review • Action items review • Minutes finalization, Newsletter blurb • Next steps/September meeting agenda items	September Meeting: Sept 9 Drinks: Neal Snacks: Lauren Emily will arrange orientation: prioritize Hunter's schedule	
Adjournment Lily Newman	Meeting adjourned at 7pm	Emily motioned to adjourn; Kylan seconded.

Final Minutes Approved on:



Head of School Performance Evaluation

Name: Chris Kusek

Evaluation Period: August 1, 2025–July 31, 2026

Evaluator(s): Lily Newman, President, Board of Trustees

Date: August 31, 2026

Background & Context

In Chris Kusek's second year as Head of School, he built on the trust and foundation established in Year One. While the first year centered on stepping into a new role, building understanding of Hilltown's mission, vision, and community, and establishing presence, this year focused on implementing critical components of the Long Range Plan (LRP) and the systems all learners need to succeed. At the same time, the year brought significant, and at times unanticipated, organizational change, including a vacancy in the Academic Support Coordinator role, a redesign of student support systems, and the hiring and onboarding of Hilltown's first Director of Student Support (DOSS), Meghan Carroll.

As anticipated, Board leadership is also transitioning: Neal Teague, who is stepping into the role of President following a year as Vice President, participated in this performance review as part of the intentional transition to the year ahead.

Also relevant to this context: the Board voted to establish a new, four-year Long Range Plan for SY26–27 to align with charter renewal. Chris will lead this work with the Board of Trustees.

The Process

Goal Setting: The BOT President and HOS identified four professional practice goals aligned with the job description, Hilltown's Long Range Plan, and strong leadership practice, each with specific measures and timelines (see Professional Practice Goals, 2025–2026).

Check-Ins: The President and HOS held regular bi-weekly check-ins throughout the year to share updates and reflections.

Midyear Reflection: [Link to the Midyear Progress Update](#)

In February 2026, the President prepared a Midyear Feedback Summary reviewing progress toward each goal using observations, check-in data, staff survey data, a 360 process, and the HOS's own reflections.

Evidence Gathering & Review: In June, the HOS and President gathered data to inform the end-of-year reflections, including:

- Faculty Survey
- Family Survey
- BOT Feedback: a survey of the full Board
- HOS Goals and Evidence Reflection, including the Midyear Progress Update

Summative Discussion: The HOS and both the outgoing and incoming Presidents discussed highlights, progress, areas for growth, and next steps to inform goals and plans for the year ahead.



Performance Evaluation Report: Drafted by the outgoing President for BOT review and September 2026 vote. The [HCCPS Draft Head of School Rubric](#) is also included at key points.

Draft Goals for SY26–27: Goals will be developed by the HOS and incoming BOT President, informed by the evaluation process and the [Action Steps to Consider](#) from the Summative Discussion, and included in this report.

Performance Evaluation Summary

Chris's second year as Head of School was a clear success, marked by significant milestones and the realization of key components of the LRP that had long been under development and, in some cases, stalled.

Major accomplishments this year included the successful rollout of the new grade configuration, completion of the long-awaited playground, and physical plant changes that improved operations and traffic flow, among other upgrades. Other critical successes included supporting the BOT's Personnel Committee in developing a new three-year staff compensation structure to strengthen recruitment and retention, successfully managing the dual role of HOS and Interim Academic Support Coordinator following an unanticipated vacancy, and chairing the search that hired Meghan Carroll as Hilltown's first Director of Student Support (DOSS). Chris and the leadership team also shifted the coming year's master-schedule process to one led "from the ground up" by a representative committee of teachers and administrators, a model he identified for collaborative leadership going forward.

Stakeholder feedback again affirmed Chris's presence, visibility, and approachability, and his consistent focus on Hilltown's mission and community. In the words of one caregiver, *"Chris is a strong leader and is a highly involved and visible member of the school community. He seems to connect well with the students, shows up to events with enthusiasm, and seems invested and supportive across the board."*

At the same time, the year was defined by significant organizational change and, by Chris's own account, a meaningful evolution in his understanding of school leadership. He entered the year focused on vision, systems, and implementation, and left it with a deeper appreciation that *"leadership is equally about helping people experience change in ways that build trust, confidence, and shared ownership."*

This year's feedback, particularly the staff surveys and Chris's own reflection, consistently pointed to a desire to deepen current work rather than introduce new changes, while supporting staff to have agency and ownership over process and outcomes. While 58% of staff felt they had opportunities for meaningful input into decisions, this area was significantly split, with roughly 42% disagreeing.

Three other themes arose across data and reflections, including a need for:

- Clear and timely communication and information sharing.
- Full and consistent implementation of the behavior support system.
- Coaching and professional learning for teachers that advances their practice and aligns with the Hilltown mission and vision. While this was not part of Chris's goals, staff feedback pointed to a critical need for work in this area.

See subsequent sections for more details.



Given that behavior support and coaching fall under the purview of Chris's direct reports, the DOSS and Director of Teaching and Learning (DOTL), respectively, his key next steps in this area include ensuring both have clear goals and plans, fostering a shared vision across stakeholders of what success looks like, and developing systems to monitor progress and support consistent, quality implementation.

Goals and Progress

Goal 1: Lead with Presence, Trust, and Transparent Communication

Chris continued to build strong visibility and trust in his second year. Staff survey results were strong on several core measures: 92% agreed that HCCPS promoted an inclusive and welcoming environment for all, and nearly 90% agreed that they felt a sense of belonging at Hilltown and that Hilltown's mission and values were reflected in their daily work. Almost 90% of caregivers surveyed agreed or strongly agreed across all survey items, including effective communication, accessibility, responsiveness, and the creation of an inclusive community.

Additional feedback pointed to presence and transparency as strengths, especially with families, and trust-building in key areas with staff and community enabled the successful implementation of significant changes such as the grade-level realignment. BOT members surveyed unanimously agreed that Chris communicated effectively with the BOT to advance the school mission and vision.

Rubric Alignment: These strengths align with the following standards in Hilltown's Head of School Rubric:

- **Shared Vision & Mission Alignment:** Collaborates with stakeholders to ensure a shared vision of success and fidelity to the Hilltown mission and charter goals.
- **Upholds Mission, Vision, and Values Through Daily Leadership:** Ensures decisions, policies, and practices are fully aligned with Hilltown's mission, vision, and values.
- **Board Partnership & Governance Alignment:** Partners with the Board of Trustees (BOT) to ensure coherence at all levels of the organization and that governance and policy advance the school mission and vision.

However, the pace and volume of change remained a challenge, compounded by the fall's unanticipated staffing vacancy. About 70% of staff disagreed that important decisions were communicated effectively, and 50% cited the level of changes and initiatives as one of their biggest challenges. As Chris noted in his reflection: *"Even thoughtful, mission-aligned decisions can create uncertainty, excitement, anxiety, and grief. Supporting people through those emotions became just as important as the initiatives themselves."* This will continue to be a priority in the coming year.

Next Steps: Continue strengthening two-way communication through responsiveness, regular information sharing, and tracking, particularly with staff. Cultivate shared ownership of mission, vision, and initiatives by building on the SY26–27 master-schedule process as a model for future collaborative work, and expand opportunities so more staff feel invested and heard.

Actions to Consider for SY26–27

- Communicate how specific staff feedback informs school decisions and how staff can be involved
- Identify quick, tangible wins to demonstrate investment and responsiveness (e.g., shifting faculty meetings to a biweekly cadence with dedicated planning time on off-weeks)



- Continue feedback surveys and other means to monitor communication, clarity, and change management
- Invest staff in a range of leadership opportunities, from small actions to broader leadership including the LRP and BOT. Identify potential stipend funding
- Publish a Long Range Plan Implementation Report with regular updates to the Board (e.g., every other month) and the community
- Draw on change-leadership frameworks (e.g., CBAM, Heifetz's Adaptive Leadership) to continue informing how people are supported through change at HCCPS

Goal 2: Strengthen Inclusive Special Education and Student Services

This goal remained on track throughout the year despite an unanticipated disruption. When the Academic Support Coordinator resigned in the fall, Chris stepped in to lead the department while simultaneously chairing the search that hired Meghan Carroll as Hilltown's first Director of Student Support (DOSS). Notably, no concerns related to this work rose to the BOT level during the year, despite such a significant transition in an area that had previously been a challenge for the school. Chris also led a broader redesign of student support systems and expansion of multi-tiered systems of support (MTSS), investing in new specialists, professional learning, and assessment tools.

Rubric Alignment: These strengths correspond to the following standards in Hilltown's Head of School Rubric:

- **Special Education:** Builds and supports structures that ensure inclusive practices that accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness.
- **Demonstrates Responsive Leadership:** Models integrity and empathy in support of all stakeholders in the community.
- **Recruitment and Hiring:** Leads, in collaboration with stakeholders (including students, families, staff, and community members, particularly those from historically marginalized communities), an inclusive recruitment and hiring process.

Next Steps: With the DOSS now in place and MTSS developed, the focus shifts to tracking intervention efficacy and refining supports so all learners can thrive in an inclusive setting. This work will continue, with Chris's focus shifting primarily to supporting Meghan Carroll's leadership of implementation.

Actions to Consider for SY26–27

- Support Meghan Carroll's full implementation and leadership of MTSS through personalized support and program-oversight systems.
- Continue advancing co-teaching implementation, building on well-received professional development and including classroom coaching in collaboration with the DOTL.
- Strengthen collaboration and role clarity between the DOSS and DOTL so each can focus on their core areas of responsibility.
- Continue family engagement through SEPAC forums and clear progress-monitoring communication.



Goal 3: Embed Restorative, SEL, and Tier 1 Behavior Supports

Many foundational systems and practices were established this year for proactive SEL, restorative practice, and tiered behavior supports, including Crew/Advisory curriculum, other targeted SEL work, and the development of MTSS for behavior. Several key culture indicators were strong: more than 85% of staff agreed that Hilltown creates an inclusive, welcoming environment and has built a strong sense of community for all. Over 80% of families agreed, with most strongly agreeing, that Hilltown is a positive and inclusive community.

Rubric Alignment: These strengths correspond to the following standards in Hilltown's Head of School Rubric:

- **Cultivates a Safe, Inclusive, and Student-Centered School Culture:** Ensures all students and staff experience a supportive, trauma-informed, identity-affirming environment that promotes belonging, high expectations, and equitable access to opportunities.
 - Promotes belonging and relationships by building and sustaining conditions in which students and staff feel known, valued, and supported; models warm-demanding mindsets and high expectations.

However, this was also the area of greatest stakeholder concern. Nearly 60% of staff disagreed or strongly disagreed that behavior expectations and support are clear and fair, and this was identified as one of the top areas for focus in staff comments. Concerns also arose in the caregiver and BOT feedback. Chris has already directed his attention to this, and the team is implementing specific Tier 1 professional learning this fall. It will be critical that this remains an area of intentional focus. Challenges in this domain have long been present at the school, but the systems and staffing should now be in place to make the necessary shifts.

Next Steps: Support full implementation of a strong, restorative behavior system with specific emphasis on Tier 1 classroom-level expectations, supported by coaching, professional development, and progress monitoring. Ensure effective resource allocation and systematic oversight for success.

Actions to Consider for SY26–27

- Oversee the DOSS's work to identify implementation gaps in the current behavior support system and finalize a clear plan for full, consistent implementation
- Monitor and support implementation of that plan through coaching and feedback, along with systems for reporting, check-ins, progress monitoring, and adaptation
- Support and oversee collaboration between the DOTL and DOSS to ensure schoolwide Tier 1 behavior expectations and supports are consistently implemented, with professional learning, coaching, and monitoring systems in place
- Ensure clear communication in this area with staff, students, and families

Goal 4: Lead with Justice, Equity, Diversity, and Inclusion (JEDI)

Annual survey data for SY25–26 reflected that JEDI values continued to be embedded in daily practice: 97% of students reported positive representation in classes and curriculum, 100% of staff reported positive collegial relationships that value one another's identities and include open dialogue, and 85%



agreed or strongly agreed that leaders help staff incorporate JEDI into the curriculum. JEDI was woven intentionally into the staff compensation process, and the Equity Team focused this year's work on equitable access to the Hilltown program through targeted recruitment efforts and new support structures, including before-care, to ensure Hilltown remains a viable option for families with a variety of circumstances.

Rubric Alignment:

- **Shared Vision & Mission Alignment:** Collaborates with stakeholders to ensure a shared vision of success and fidelity to the Hilltown mission and charter goals.
 - Centers JEDI (justice, equity, diversity and inclusion) in the school vision and mission, in decisions, policies, and school culture.
- **Cultivates a Safe, Inclusive, and Student-Centered School Culture:** Ensures all students and staff experience a supportive, trauma-informed, identity-affirming environment that promotes belonging, high expectations, and equitable access to opportunities.
 - Ensures equity and inclusion with policies, systems, and daily practices that actively identify and remove barriers caused by systemic inequities; leads ongoing equity-centered professional learning.

Challenges remain around clarity of BOT involvement with the Equity Team and how the new BOT-representative structure will advance JEDI work between the BOT and the school. It will also be valuable to work toward the previously identified goal of a consistent way for stakeholders to ensure a JEDI focus in decision-making.

Next Steps: Strengthen the approach to BOT representation on the Equity Team and identify concrete systems and practices that will ensure a JEDI focus in decision-making, initiative development, and implementation.

Actions to Consider for SY26–27

- Identify and support a BOT Equity Team representative to deepen this work and ensure clear direction, aligned support, and accountability for outcomes going forward.
- Create and pilot a JEDI decision-making tool with the administrative team and BOT committees.
- Continue integrating JEDI considerations into the behavior support system as it is strengthened.

Overall Summary and Next Steps

Chris's second year as Head of School was marked by many major accomplishments, including successful implementation of a new, sustainable grade and staffing configuration, a new three-year staff compensation structure, a collaborative decision-making process that can be applied across initiatives, and more. Chris led with consistent presence and steady leadership through changes and challenges, and noted that the year brought a genuine evolution in how he sees leadership: *"I leave the year with a deeper appreciation that leadership is equally about helping people experience change in ways that build trust, confidence, and shared ownership."*

As we head into a new year guided by Chris's leadership and his team, foundations of trust and collaboration are in place, the mission and work are in alignment, and organizational systems and infrastructure are in place to build on, deepen, and improve what's been started. As Chris noted in his



reflection, *"I leave this year believing that the school is better positioned for long-term success than it was a year ago, which, in many ways, is the most meaningful indicator of progress I have as Head of School."*

We are deeply grateful for Chris's leadership and the team he continues to build and cultivate. We look forward to another year in which Chris builds on his many successes, applying growing insight about leading people to all aspects of the work ahead.

Next steps: Work with incoming BOT leadership to finalize SY26–27 goals from the Actions to Consider in this report and the items below, identifying specific strategies, clear metrics for monitoring, and the collaboration and support needed to sustain progress.

Focus Areas to Consider:

1. **Strategic and Mission-Focused Long Range Planning:**
 - a. Leverage the LRP process to invest key stakeholders in articulating the vision for the next phase of Hilltown's work.
 - b. Collaborate with the BOT and the LRP Committee to align the LRP process and insights with the on-the-ground realities of the school and ensure the path forward reflects the full community vision.
2. **Sustainable steady leadership through continuous improvement:**
 - a. Build deeper knowledge of relational trust and change management, and set and implement a concrete goal related to leading people.
 - b. Increase efficacy of communication across all stakeholders, especially staff.
3. **Staff empowerment, enablement and investment:**
 - a. From the DOSS and DOTL to faculty, TAs, and more, ensure opportunities large and small are available for staff engagement and investment in the mission, vision, and direction of HCCPS.
 - b. Oversee implementation of a high-quality professional learning system with meaningful PD and coaching that advances teacher practice and the school's mission and priorities.
4. **Restorative, student-centered culture:**
 - a. Oversee and support consistent implementation of the behavior support system so all students can focus on learning.
 - b. Continue leveraging student voice and agency in the life of the school and identify ongoing ways to position students as leaders of their learning.



Head of School Rubric - January 2026 WORKING DRAFT

Background and Development:

This rubric is a work in progress and in the coming months sample evidence points will be added. After use for a year the BOT and HOS should consider adding levels of proficiency (e.g., beginning, developing, proficient, advanced). It was developed after many changes in leadership and an evolving performance evaluation process. With the establishment of a new Head of School role launched in 2024-2025, work to establish a rubric for this critical primary leader of the school got underway with a Board working group. This group crafted the draft below from the Massachusetts DESE administrator rubrics, prior Hilltown competencies and leader standards, faculty input and an open meeting process that enabled any interested parties to join.

Purpose and Use:

This rubric is intended to capture the Hilltown Head of School (HOS) key functions, competencies and responsibilities to establish a shared understanding of the essential elements of the role and what it looks like to achieve them. It currently includes the indicators for proficiency.

It is designed to be a foundation for reflection and feedback on areas of strength and growth, to inform the goal setting that is the core of the performance evaluation process, and to provide a holistic, high level summary of progress and growth areas. It is used as part of the summative evaluation, coupled with evidence of progress towards the specific leadership goals articulated by the HOS in partnership with the BOT president. Both of these are then considered, with heavier emphasis on progress towards the goals, in the final evaluation.

This rubric is not intended to be the sole basis of or used in its entirety for performance evaluation, such as assessing what percentage of the standards are met to achieve a score.

How this rubric is used in the Head of School evaluation, goal setting and development process:

1. **Self-Assessment & Goal Setting:** The HOS uses the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development. The HOS uses this along with any relevant data and reflections from prior evaluation cycles or work to develop draft goals.



2. **Goals, Metrics & Learning Plan Development:** The HOS and BOT President together review the rubric along with the HOS's draft goals and other relevant data such as the prior year's evaluation, to finalize the goals, identify specific Indicators for focus during the year and aligned evidence that will serve as measures of progress. Together they identify what supports and professional learning will help the HOS move forward, outlining this in an annual HOS Goals and Learning Plan.
 3. **Implementation of the Goals and Learning Plan:** The HOS and BOT President use the goals established to regularly check in on progress and gather and review the evidence from multiple sources outlined in Step 2 that will support a fair and comprehensive assessment of practice on the goals. Prioritizing indicators aligned to school-wide goals and other leader and staff professional priorities is recommended.
 4. **Formative and Summative Evaluation:**
 - The goals serve as the organizing framework for formative check-ins with data and progress reviews, as well as a formative mid-year progress check and report to the BOT.
 - The rubric is used in the summative evaluation with a high level assessment of overall progress towards the standards.
 - While the HOS and BOT president may decide to set 2-year goals, annual indicators should be established which are the basis for the final annual evaluation report that includes a summary of progress on the rubric as a whole. An explanation of how both the goals and the rubric inform potential areas for further learning and new or adjusted annual goals are also included.
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THE RUBRIC

Organization/Structure:

- **STRAND:** This is the category of leadership, such as Vision and Strategy
- **Standards:** These fall under the strand and each strand varies in how many there are. Each standard is broad with the overarching language that encapsulates much of the indicators
- **Indicators:** More detailed bullets that show what this looks like under the Standard.

STRAND 1: VISION & STRATEGY	
Standard	Indicators for Proficiency
A. Shared Vision & Mission Alignment: Collaborates with stakeholders to ensure a shared vision of success and fidelity to the Hilltown mission and charter goals.	1. Centers JEDI (justice, equity, diversity and inclusion) in the school vision and mission, in decisions, policies, and school culture.
	2. Ensures the vision and mission drives schoolwide priorities and instructional expectations.
	3. Effectively invests stakeholders, including students, families, community members, staff, Board of Trustees and partners, in the vision and mission, communicating its purpose and alignment to initiatives and programming.
B. Board Partnership & Governance Alignment: Partners with the Board of Trustees (BOT) to ensure coherence at all levels of the organization and that governance and policy advance the school mission and vision.	1. Communicates thoroughly and proactively with the Board.
	2. Aligns policy, resources, and decisions with mission and student needs.
	3. Ensures compliance with state, charter, and accountability requirements.
C. Strategic Planning, Prioritization and Progress Monitoring: Collaborates with the BOT to lead long range planning, along with aligned goal setting, prioritization and effective use of a variety of data to monitor progress and adjust accordingly.	1. Leads collaborative 5–7 year strategic plans aligned to mission, improvement cycles, and student learning goals.
	2. Establishes and monitors measurable goals and outcomes with clear multi-year and annual objectives aligned to strategic priorities and the long-range plan.
	3. Integrates accountability plans, timelines and priorities into an aligned system of progress monitoring and reporting (long-range planning, Charter Renewal, Accountability Plan, Annual Report).
	4. Communicates the purpose and rationale for initiatives and their connection to long and shorter term goals and plans.



	5. Leads and manages change with a people-centered approach, pacing initiatives for manageability and sustainability and providing aligned resources and supports.
D. Effective Data Use: Uses a variety of quantitative and qualitative data effectively to monitor progress, make appropriate adjustments and illuminate outcomes.	1. Monitors and uses a variety of qualitative and quantitative school-level and disaggregated data to evaluate initiatives, systems and programming to make evidence-based adjustments and set goals for continuous improvement
	2. Leverages a variety of data to eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities and support all students to meet or exceed grade-level standards and/or individual learning goals.
	3. Engages, supports and holds teams accountable to data analysis and action planning.
E. Institutional Advancement: Leverages advocacy, partnerships, dissemination and fundraising to advance the mission and work of the school.	1. Builds community, organizational, and family partnerships.
	2. Engages in advocacy that strengthens opportunities for students and the school, aligning with broader charter and public school advocacy initiatives where relevant.
	3. Aligns external opportunities, partnerships, and resources to long-term school needs.
	4. Plans for and supports dissemination of innovative practices to spread arts-integration practices, build community relationships and advance the work of charter schools in the state
	5. Partners with Friends of Hilltown and other committees and entities to identify and enable initiatives that expand Hilltown's goals and impact
	6. Partners with sending districts and the local school district (Easthampton Public Schools) to cultivate shared solutions and align strategies and resources in service of students and families.

STRAND 2: COMMUNICATION & DECISION-MAKING

Standard	Indicators for Proficiency
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A. Communication Across Stakeholders: Communicates effectively with the full range of stakeholder groups, adapting messaging and formats to the particular needs of each audience.	1. Communicates messages in a clear and timely way, using a range of formats aligned to each audience.
	2. Ensures families, staff, and students receive timely, relevant information pertaining to all aspects of the educational program.
	3. Fosters two-way communication with structures and practices that invite input and dialogue.
B. Decision-Making Processes: Leads clear and strategic decision-making processes that invest the right stakeholders with appropriate roles in key school decisions.	1. Establishes transparent structures for decision authority, collaboration, and input across program areas and stakeholders, ensuring clarity of roles.
	2. Applies decision-making processes consistently and fairly, explaining the rationale grounded in the school mission, data, and student needs.
	3. Creates opportunities for and engages a range of stakeholders, including students, families, staff and community, in relevant decision-making processes.

STRAND 3: LEADING PEOPLE	
Standard	Indicators for Proficiency
A. Staff Growth & Support: Designs and supports the implementation of systematic high quality professional learning and evaluation aligned to school and individual staff goals.	1. Develops and oversees a professional learning system aligned to school priorities, calendar and staff needs.
	2. Includes workshops and PD sessions, planning and collaboration with content-alike peers and individual coaching for classroom implementation.
	3. Enables differentiated development options for role alignment to ensure relevance.
	4. Supports the DOTL to establish coaching and collaborative learning structures.
	5. Aligns evaluation to the professional learning system.

	6. Implements consistent and thorough evaluation processes with direct reports and supports other leaders to do so, including timely, actionable feedback, personalized learning plans and regular check-ins for individual needs and ongoing communication.
	7. Regularly uses staff input and feedback to improve professional learning and personalized supports.
	8. Monitors professional learning system implementation and impact.
B. Shared & Distributed Leadership: Leverages a collaborative leadership approach that ensures multiple perspectives drive leadership through shared and distributed leadership.	1. Provides opportunities for staff to engage in initiatives and leadership at the school beyond the classroom and their designated roles.
	2. Shares leadership and fosters collaborative problem solving through intentional structures and protocols.
	3. Distributes leadership for initiatives, activities and more to those ready and willing, to cultivate shared ownership and broad input into the program.
	4. Ensures supports are in place for teacher leadership development.
	5. Builds strong teams with effective norms, agency in their work, and clear roles, shared responsibilities and accountability.
C. Feedback & Collaborative Culture: Fosters a constructive culture of feedback, reflection, and continuous learning through intentional structures and modeling.	1. Leverages collaborative norms and protocols with group input to create brave spaces for dialog and shared work.
	2. Builds in systematic feedback and input routines to regularly gather multiple perspectives to inform decisions.
	3. Models openness to feedback.
	4. Encourages shared accountability.

STRAND 4: ACADEMIC LEADERSHIP	
Standard	Indicators for Proficiency
A. Curriculum: Guides and supports a clear vision for curriculum and instruction that is aligned to the school's charter/mission.	1. Ensures that all educators have access to and skillfully use high-quality instructional materials through evidence-based, inclusive, and culturally and linguistically sustaining practices.
	2. Supports use of curriculum that is rigorous and meaningful, project-based, arts-infused/integrated, civic and service-oriented.
B. Instruction: Encourages classroom practices that foster deeper learning and engage all students as active participants in their own learning.	1. Supports professional learning, feedback, and support for educators to engage all students as active participants in their own learning of meaningful, mission- and standards-aligned and grade-appropriate content.
	2. Ensures deeper learning by encouraging classroom practices that fosters students' abilities to think critically, ask questions, and analyze sources, perspectives, and biases to deepen learning and make connections between content and real-world problems and events (e.g., issues of identity, equity, power, and justice).
C. Assessment: Supports a balanced and coherent system for the use of a variety of formal and informal assessments and decision-making based on disaggregated data from these tools.	1. Supports strategic adjustments to practice by providing regular collaborative planning time and effectively supporting educators to analyze disaggregated data from a wide range of assessments, as well as feedback from colleagues, students, and families, to: - Gain information about students' progress towards grade-level standards and/or individual learning goals, including trends across students or student groups. - Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students.
	2. Promotes and implements data-informed decision making by monitoring and using school-level and disaggregated data, research, and best practices to: Reflect on strengths and gaps in instructional systems and work to continuously improve instructional practice.



	• Eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities. • Support all students to meet or exceed grade-level standards and/or individual learning goals.
	3. Shares progress effectively by supporting educators to collaborate with students and their families, in an accessible format and language, to: • Communicate specific, timely, and data-informed feedback on student progress towards grade-level standards and/or individual learning goals. • Identify ways to build on students' strengths and support further growth.
D. Special Education: Builds and supports structures that ensure inclusive practices that accommodate and support individual differences in all students' learning needs, abilities, interests, and levels of readiness.	1. Ensures inclusive instruction by supporting professional learning, feedback, and resources for educators, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by: • Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and use of students' native language to make grade-level content accessible and affirming for all students. • Providing students with multiple ways to learn content and demonstrate understanding.

STRAND 5: CULTURE & COMMUNITY LEADERSHIP

Standard	Indicators for Proficiency
A. Cultivates a Safe, Inclusive, and Student-Centered School Culture: Ensures all students and staff experience a supportive, trauma-informed, identity-affirming environment that promotes belonging, high expectations, and equitable access to opportunities.	1. Promotes belonging and relationships by building and sustaining conditions in which students and staff feel known, valued, and supported; models warm-demanding mindsets and high expectations.
	2. Ensures equity and inclusion with policies, systems, and daily practices that actively identify and remove barriers caused by systemic inequities; leads ongoing equity-centered professional learning.
	3. Oversees behavior and engagement systems, ensuring consistent, restorative, and trauma-informed responses to student behavior, engagement, and academic progress.



	4. Establishes physical and emotional safety through routines that protect student well-being, mental health, and physical safety; ensures transparent communication around safety protocols.
B. Collective Efficacy and a Collaborative School Culture: fosters a collaborative, reflective staff culture rooted in continuous improvement, shared responsibility, and transparent communication.	1. Models and reinforces professional norms, including expectations for professional conduct, collaboration, and communication across teams.
	2. Provides robust staff support and growth opportunities, ensuring structures for onboarding, coaching, mentoring, and PD that align with the school's mission and competencies.
	3. Engages in crucial conversations and navigates conflict effectively by facilitating difficult conversations with clarity and empathy; addresses issues proactively and consistently.
	4. Distributes leadership by building leadership capacity and opportunities across teams and promoting teacher agency in school-wide decisions.
C. Engages Families, Community Partners, and External Stakeholders: Creates and maintains strong, reciprocal relationships with families, community partners and external stakeholders through active/consistent communication and authentic learning/engagement opportunities.	1. Maintains transparent, culturally responsive family communication systems.
	2. Ensures access to a range of student supports and strengthens partnerships that expand wraparound options for students and families.
D. Upholds Mission, Vision, and Values Through Daily Leadership: Ensures decisions, policies and practices are fully aligned to Hilltown's mission, vision and values.	1. Ensures mission alignment with decisions that reinforce the school's core values and mission.
	2. Ensures coherence and consistency with clear and cohesive school-wide systems and routines.
	3. Ensures transparent communication, sharing priorities and plans clearly and consistently with students, staff, families and community partners.
E. Demonstrates Responsive Leadership: Models integrity and	1. Makes decisions rooted in equity, transparency and fairness.



empathy in support of all stakeholders in the community.	2. Demonstrates responsiveness by being accessible and taking timely action around student, staff and family needs.
	3. Cultivates trust through consistent follow through, presence and relationship-building across the school community.

STRAND 6: MANAGEMENT & OPERATIONS	
Standard	Indicators for Proficiency
A. Safe Learning Environment: Promotes success of all students and staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	
B. Operational Systems and Routines: Establishes and oversees operational systems, procedures, and routines that ensure a safe learning environment for all students.	1. Implements effective systems for attendance, student entry, dismissal, meals, class transitions, assemblies, and recess.
	2. Partners with and supports custodial/maintenance workers, transportation providers, clerical and administrative assistants, and other staff effectively.
	3. Ensures that all physical spaces are safe, accessible, welcoming, and honor and celebrate the diversity and achievements of the school community.
	4. Collaborates with city and Easthampton school officials to ensure operational and logistical alignment.
B. Recruitment and Hiring: Leads, in collaboration with stakeholders (including students, families, staff, and community members, and particularly those from historically marginalized communities), an inclusive recruitment and hiring process.	1. Recruits and hires diverse and effective educators.
	2. Examines recruitment and hiring policies and procedures to identify and eliminate bias.



C. Scheduling: Creates and maintains an effective school schedule and related systems that advance the school mission and priorities.	1. Ensures equitable access to effective educators, grade-level learning, advanced coursework and elective opportunities, and tiered supports.
	2. Prioritizes scheduling for students needing additional supports or services, such as English learners and students with disabilities.
	3. Maximizes inclusive opportunities for all students.
	4. Allows for effective implementation of high-quality instructional materials
	5. Maximizes blocks of uninterrupted instructional time across all content areas (including traditionally non-tested grades and subjects (e.g., arts, physical education, digital literacy and computer science, STEM fields, History/Social Studies).
D. Professional Collaboration: Establishes systems and structures, including common planning time, to support effective communication and collaboration among educators, including general education, special education, paraeducators, English learner education, and support staff, in support of shared goals for student learning.	
E. Laws, Policies: Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Identifies and advocates for changes to laws, mandates, policies, and guidelines that inhibit equity.	
F. Ethical Behavior: Adheres to the school and/or district's existing code of ethics.	1. Ensures all community members follow the school's code of ethics.
	2. Protects student, family, and staff confidentiality and ensures staff and relevant stakeholders do the same.
G. School Budget: Develops an equity-centered school budget that aligns with the school's vision, mission, and goals.	1. Ensures the budget reflects data-informed decision-making for improved and more equitable learning outcomes for all students.
	2. Leverages input from a diverse range of stakeholders in developing the budget, including students, families, staff, and community members, and particularly those from historically marginalized communities.



	3. Communicates fiscal matters to the school community and relevant stakeholders in a transparent and timely manner.
H. Access to Resources: Effectively allocates and manages expenditures aligned with district/school goals and available resources.	1. Ensures resource identification and allocation promotes an equitable and culturally responsive school community with equitable access for staff and students, including high-quality instructional materials and aligned professional learning.

Head of School Self-Reflection 2025–2026

I. Professional Practice Goal Reflection

When I drafted my professional practice goals for this year, I anticipated that much of my work would focus on implementing significant organizational change in support of Hilltown's Long Range Plan. Looking back, I believe I made meaningful progress toward those goals, as I detailed in my mid-year reflection. As I reflect on the year in review, though, I realize that what was far more important than progress on those set of specific practice goals was the reframing of my evolving understanding of school leadership.

I entered the year focused on vision, systems, and implementation. I leave the year with a deeper appreciation that leadership is equally about helping people experience change in ways that build trust, confidence, and shared ownership. While my confidence in the direction of our work has not changed, I underestimated the emotional support required to lead a community through meaningful organizational change. Even thoughtful, mission-aligned decisions can create uncertainty, excitement, anxiety, and grief. Supporting people through those emotions became just as important as the initiatives themselves.

Midyear, I reflected that the second half of the year needed to feel calmer, clearer, and more grounded for all stakeholders. End-of-year staff feedback reinforced that reflection. Staff continued to express strong confidence in Hilltown's mission, community, and direction while consistently encouraging leadership to create greater stability, prioritize initiatives more intentionally, and expand opportunities for shared decision-making. I view that feedback as one of the year's most important takeaways that I hope to bring forward. It has underscored my belief that sustainable change depends as much on ownership as it does on vision.

II. Role Responsibilities & Contributions

This year required balancing immediate operational leadership with long-term organizational development. For most of the first half of the year, I concurrently served as Head of School and Interim Academic Support Coordinator following an unanticipated vacancy while leading a redesign of Hilltown's student support systems and chairing the search committee that ultimately hired Meghan Carroll as Hilltown's first Director of Student Support. At the same time, Hilltown successfully recruited and onboarded numerous new classroom teachers, related service providers, and teaching and administrative assistants following significant retirements, departures, and

grade-level and service delivery realignments. I am proud both of the stability and support our leadership team was able to provide students and families throughout that transition as well as the continuity of focus the team kept on longer-term goals and initiatives like inclusion and civic action.

Another accomplishment I am particularly proud of was supporting the Board's Personnel Committee in rethinking employee compensation. Together, we developed a new three-year salary structure that significantly improves Hilltown's competitiveness with surrounding district and charter public schools in all staff roles. I believe this work represents both an important investment in recruitment, retention, and the long-term health of the school as well as a clear demonstration of our commitment to equity.

That being said, one leadership lesson stands out above the others in a year of challenge and change. Development of next year's master schedule shifted from an administrative process with multiple rounds of staff feedback and revision to one led by a representative committee of teachers and administrators from the ground up. I believe that the resulting SY26-27 schedule is not only stronger for the diversity of perspectives present in each creation but, more importantly, is emblematic of a shift in approach. Teachers had genuine ownership of the work, strengthening trust and buy-in while producing a better final product in collaboration with administrators. That experience has become a model for how the administrative team hopes to approach collaborative leadership moving forward and has served as a template for recent discussions regarding All School, cross-age activities, and technology use. In short, the process was as important as the product and that will be learning that will stay with me in the future.

III. Collaboration & Community

If there is one accomplishment that feels most meaningful to me, it is the consistency with which I was able to support people through an exceptionally demanding year.

I am proud of the support I provided both of our Directors as they led significant organizational change initiatives while also remaining not only visible, but I hope authentically connected and accessible to students, staff, and families experiencing challenges both in and out of school. Looking back, I increasingly understand that leadership is less about carrying responsibility personally and more about building capacity and helping others succeed while never losing sight of the importance of relationships.

It was meaningful to see caregivers consistently describe me as visible, approachable, enthusiastic, and invested in the daily life of the school. Several specifically mentioned morning greetings, "lunch with Chris," and my presence throughout the community. That feedback affirmed my belief that relationships remain the foundation of effective school leadership and that is something I only want to expand and deepen in the years to come.

Staff feedback offered equally meaningful affirmation and challenge. I was encouraged that staff continued to identify Hilltown's strong sense of community, mission, and collaborative culture as defining strengths. At the same time, recurring feedback around communication, pace of change, and opportunities for shared leadership challenged me to think differently about organizational growth. Although communication has long been an area of intentional professional focus for me, I have come to realize that during periods of change, people are often asking not simply for more information, but for greater opportunity to help shape the work itself. That insight will continue to influence my leadership style in the years ahead.

IV. Impact

Looking back, I believe the theme of the year was helping Hilltown build organizational capacity while supporting staff and families through several important and meaningful growth initiatives. Together, we strengthened leadership structures, redesigned student support systems, invested meaningfully in employee compensation, successfully welcomed several new staff and students to our community, and created more collaborative approaches to organizational decision-making. Throughout a period of significant transition, we also preserved the relationships, sense of belonging, and commitment to mission that continue to define Hilltown. Staff and caregiver feedback consistently affirmed those enduring strengths even as they challenged us to continue growing.

I leave this year believing that the school is better positioned for long-term success than it was a year ago which in many ways, is the most meaningful indicator of progress I have as Head of School.

V. Looking Ahead

As I look toward next year, my priorities reflect the lessons I have learned during this one.

The past two years required significant organizational change. I believe the coming year should focus less on launching new initiatives and more on helping our community fully realize the potential of the systems we have already built. My goal is to lead from a more proactive posture by anticipating needs earlier, creating greater organizational stability, and establishing rhythms that allow students, staff, and families to experience greater clarity and predictability throughout the year. While there will be some new faces and new technologies to get used to, I want to think carefully about framing the unfamiliar so it is seen more of a help than a threat.

I also intend to continue expanding opportunities for distributed leadership. The success of the scheduling committee reinforced my belief that our best decisions emerge when teachers and staff are genuine partners in shaping them. I hope to further elevate teacher leadership while creating additional structures for meaningful student voice in school decision-making.

I am particularly excited to welcome an exceptional group of new teachers to Hilltown this August. Supporting their successful integration into our community will be one of my highest priorities. I believe they will strengthen our school in important ways while bringing fresh perspectives to our work.

Perhaps most importantly, I hope next year allows us to experience the benefits of the significant work completed over the past two years. I remain very optimistic about and invested in Hilltown's future. I believe that important foundations have been built in the past two years and now the work is to support them, refine them, and ensure they continue to reflect the values that define this community. I'm looking forward to it!

HCCPS Head of School Professional Practice Goals, 2026–2027

Rooted in Our Mission, Growing in Our Practice

As I enter my third year as Head of School, my goals shift from building new systems to strengthening and sustaining them. I aim to build leadership capacity, deepen shared ownership, advance Hilltown's JEDI commitments, and keep students at the center of our work.

Goal 1: Root Hilltown's Next Chapter in Our Mission and JEDI Commitments

Lead an inclusive, evidence-informed process to develop Hilltown's next Long Range Plan, grounded in our mission and commitments to justice, equity, diversity, and inclusion.

Objectives

- Engage students, staff, caregivers, administrators, and the Board through accessible and meaningful opportunities that offer accessible meaningful contribution opportunities.
- Use stakeholder experience and relevant academic, behavioral, and organizational data to identify strengths, needs, and inequities.
- Consider who benefits, whose needs may be overlooked, and how priorities can expand belonging and opportunity.

Measurable Progress

- Each major stakeholder group participates, with feedback summarized to show how it shaped the plan.
- Data are examined across stakeholder groups, when possible, to identify disparities.
- By June 2027, the Board will adopt a focused Long Range Plan with clear priorities, informed by JEDI commitments and shared ownership.

Goal 2: Strengthen a Leadership Structure That Can Sustain the Work

Strengthen clarity, shared responsibility, oversight, and leadership capacity across Teaching and Learning, Student Support, and School Operations.

Objectives

- Maintain consistent systems for supervision, Leadership Team collaboration, decision-making, and progress monitoring.
- Partner with Directors and supporting staff to strengthen tiered behavior supports, referral procedures, data review, and staff support.
- Partner with the Directors and supporting staff to connect professional development and coaching to shared instructional priorities.

- Use academic, behavioral, program, and stakeholder data to identify uneven implementation or outcomes and guide adjustments.

Measurable Progress

- Major initiatives have clear work flows, timelines, outcomes, and regular progress review.
- Behavior data demonstrate consistent referral procedures and timely follow-up.
- Survey data show increased confidence that behavior expectations and responses are clear, fair, and consistent.
- A strong majority of staff agree that coaching and professional development are improving their practice.
- Midyear and end-of-year reviews document needed adjustments, ownership, and timelines.

Goal 3: Deepen Voice and Shared Ownership

Strengthen opportunities for students, staff, and caregivers to influence school decisions and contribute to an equitable and inclusive Hilltown community.

Objectives

- Involve students, staff, and other stakeholders early enough in appropriate decisions to influence the work.
- Expand sustainable structures for student voice, staff leadership, and caregiver dialogue.
- Apply lessons from the collaborative master schedule process to additional schoolwide work.
- Close feedback loops by sharing what was heard, what changed, and why.

Measurable Progress

- At least two schoolwide initiatives use a clear co-design or shared-leadership process.
- A recurring student voice structure brings recommendations to school leadership and receives responses.
- Caregiver feedback informs the Long Range Plan and other priorities.
- Survey data demonstrate growth in opportunities to influence school life.
- The end-of-year reflection identifies examples of stakeholder input shaping decisions or improving practice.

How I Want to Lead This Year

Rooted in Our Mission, Growing in Our Practice captures where I believe Hilltown is at this moment. We have built important structural foundations over the past two years, and this year offers an opportunity to deepen them, learn from them, and continue evolving thoughtfully.

Together, these goals reflect my commitment to clarity, stability, transparency, shared leadership, and accountability. I believe Hilltown's continued growth must advance justice, equity, diversity, inclusion, and access while remaining collaborative, sustainable, and rooted in our mission. It means strengthening what works while remaining open to growth where needed and, in doing so, ensuring a great K-8 learning environment for all students.

Hilltown Cooperative Charter School

Balance Sheet

As of June 30, 2026

	Jun 30, 26	Mar 31, 26	Jun 30, 25
ASSETS			
Current Assets			
Checking/Savings			
Easthampton Savings			
ESB-General Reserve x0819	240,040	237,904	231,570
ESB Checking - XXXXX4269	672,215	551,083	466,140
ESB-Capital Reserve x1886	295,282	292,762	266,876
Total Easthampton Savings	1,207,537	1,081,749	964,585
Total Checking/Savings	1,207,537	1,081,749	964,585
Accounts Receivable			
Revenue Receivable	0	0	200
Total Accounts Receivable	0	0	200
Other Current Assets			
Prepaid Expenses	33,039	1,998	21,086
Security Deposit	5,496	4,531	7,279
Total Other Current Assets	38,535	6,529	28,365
Total Current Assets	1,246,072	1,088,277	993,150
Fixed Assets			
Property 1-3 Industrial Pkwy			
Building	3,317,751	3,317,751	3,317,751
Land	472,975	472,975	472,975
Total Property 1-3 Industrial Pkwy	3,790,726	3,790,726	3,790,726
Accum. Depreciation - Building	-765,883	-746,546	-688,535
Property Improvements	463,465	456,358	409,323
Accum. Dep - Property Imprvmnts	-227,534	-203,871	-179,622
Property and Equipment			
Classroom Equip./Furnishings	34,508	34,508	34,508
Accumulated Depreciation - F&E	-33,909	-33,610	-32,712
Total Property and Equipment	599	898	1,796
Total Fixed Assets	3,261,372	3,297,565	3,333,688
TOTAL ASSETS	4,507,444	4,385,842	4,326,838
LIABILITIES & EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable	43,943	49,919	84,535
Total Accounts Payable	43,943	49,919	84,535
Credit Cards			
American Express	13,402	2,407	3,611
Total Credit Cards	13,402	2,407	3,611
Other Current Liabilities			
Accrued Expenses	9,458	0	6,088
Accrued Payroll	320,520	0	247,829
Deferred Revenue - Grants	216	466	992

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Hilltown Cooperative Charter School

Balance Sheet

As of June 30, 2026

	Jun 30, 26	Mar 31, 26	Jun 30, 25
Payroll Liabilities			
Dental Plan Payable	-345	-412	-350
Employee Health	-3,256	-5,482	-2,442
Employee Life	0	0	262
MA Retirement	0	1,509	0
Sect 125 - FSA	-3,264	-4,306	-4,038
Total Payroll Liabilities	-6,864	-8,691	-6,568
Total Other Current Liabilities	323,331	-8,224	248,341
Total Current Liabilities	380,677	44,102	336,487
Long Term Liabilities			
Note Payable - USDA	3,003,691	3,019,604	3,066,691
Total Long Term Liabilities	3,003,691	3,019,604	3,066,691
Total Liabilities	3,384,368	3,063,706	3,403,178
Equity			
General Reserve Account	0	237,904	0
Res'd for Capital Expenditures	0	292,762	0
Contingency Fund	0	50,000	0
Investments in Fixed Assets	266,154	277,961	266,997
Undesignated Fund Balance	657,508	65,034	560,872
Net Income	199,414	398,476	95,792
Total Equity	1,123,076	1,322,136	923,660
TOTAL LIABILITIES & EQUITY	4,507,444	4,385,842	4,326,838

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Accrual Basis

Hilltown Cooperative Charter School

Report - Revenues & Expenditures vs. Budget

July 2025 through June 2026

	Jul '25 - Jun 26	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
State Sources				
Per-Pupil Revenue	4,190,935	4,088,804	102,131	102%
Total State Sources	4,190,935	4,088,804	102,131	102%
Federal Grants-DESE Administer				
CIVICS T&L Grant (589)	16,000	16,000		100%
Safe & Supportive Schools (335)	8,000	8,000		100%
SPED 262 Early Childhood	798	798		100%
SPED 240	46,120	46,120		100%
Teacher Quality 140	4,142	4,081	61	101%
Title I 305	25,173	25,147	26	100%
Title IV 309	10,000	10,000		100%
Total Federal Grants-DESE Administer	110,233	110,146	87	100%
Friends of HCCS Grant				
FOH Class Grants	805			
Total Friends of HCCS Grant	805			
Private Grants				
Country Song & Dance Society	300			
Private Grants - Other	375	1,000	-625	38%
Total Private Grants	675	1,000	-325	68%
Fundraising Income				
Field Trip Fund	3,535	3,800	-265	93%
Winter Fair	8,401	8,401		100%
Total Fundraising Income	11,936	12,201	-265	98%
Other sources				
Earnings on Investments	19,676	15,000	4,676	131%
School Lunch Receipts	20,696	20,000	696	103%
Special Trip Receipts				
Prisms Special Trip Receipts	5,230			
Purples Special Trip Receipts	3,300			
Special Trip Receipts - Other		8,000	-8,000	
Total Special Trip Receipts	8,530	8,000	530	107%
SPED Medicaid reimbursement	10,233	8,000	2,233	128%
Total Other sources	59,135	51,000	8,135	116%
Kid's Club Income	80,312	80,000	312	100%
Student Activity Fees	30,575	27,000	3,575	113%
Miscellaneous Income	4,892	3,500	1,392	140%
Total Income	4,489,497	4,373,651	115,846	103%
Gross Profit	4,489,497	4,373,651	115,846	103%
Expense				
Personnel Costs				
Personnel				
Professional Educational Staff	1,778,782	1,813,582	-34,800	98%
Paraprofessional Educ. Staff	418,496	419,453	-957	100%

Hilltown Cooperative Charter School

Report - Revenues & Expenditures vs. Budget

July 2025 through June 2026

	Jul '25 - Jun 26	Budget	\$ Over Budget	% of Budget
Administrative Staff				
Kids' Club Coord/Admin Support				
Administrative Staff - Other	434,384	387,143	47,241	112%
Total Administrative Staff	434,384	387,143	47,241	112%
Directors	297,999	297,999	-0	100%
Kids' Club Staff	49,317	60,887	-11,570	81%
Stipends - Student Activities	23,470	18,000	5,470	130%
Stipends - Program	20,918	40,000	-19,082	52%
Longevity Pay	14,538	14,538	0	100%
Total Personnel	3,037,903	3,051,602	-13,699	100%
Payroll Taxes				
FICA	58,633	50,223	8,410	117%
Medicare	43,181	44,248	-1,067	98%
PFML Tax	12,929	10,000	2,929	129%
SUTA	4,322	4,577	-255	94%
UHIC	3,787	2,713	1,074	140%
Total Payroll Taxes	122,852	111,761	11,091	110%
Fringe Benefits				
College Credit Reimbursement	1,000	3,000	-2,000	33%
EAP Benefit				
HRA Benefit	53,857	75,000	-21,144	72%
Health Diversion	39,442	35,000	4,442	113%
Health insurance	264,773	345,000	-80,227	77%
Worker's Compensation Insurance	14,131	15,687	-1,556	90%
Total Fringe Benefits	373,202	473,687	-100,485	79%
Total Personnel Costs	3,533,957	3,637,050	-103,093	97%
Consultant & Other Svcs-Fixed				
Administrative Consultant	6,513	5,000	1,513	130%
Admin Services/Data Managemnt	22,442	18,000	4,442	125%
Americorps Personnel				
Annual Audit	16,500	16,500		100%
FSA/HRA Service	2,073	2,678	-605	77%
Payroll Service	5,227	5,500	-273	95%
SPED Contractors	50,354	50,000	354	101%
SPED Summer Services	1,302	1,302		100%
Total Consultant & Other Svcs-Fixed	104,410	98,980	5,430	105%
Consultant & Other Svcs				
Curriculum Consultants		6,000	-6,000	
Legal Fees	8,184	10,000	-1,816	82%
Staff Development	38,103	35,000	3,103	109%
Total Consultant & Other Svcs	46,287	51,000	-4,713	91%

Hilltown Cooperative Charter School

Report - Revenues & Expenditures vs. Budget

July 2025 through June 2026

	Jul '25 - Jun 26	Budget	\$ Over Budget	% of Budget
Occupancy				
Cleaning Services	46,364	57,373	-11,009	81%
Copier Rental	5,843	6,180	-337	95%
Electricity	29,842	28,000	1,842	107%
Elevator Maintenance	6,378	8,000	-1,622	80%
Fire/Sprinkler Alarm services	1,504	3,090	-1,586	49%
Heat	13,819	15,000	-1,181	92%
HVAC Maintenance	12,282	23,000	-10,718	53%
Insurance-Liability/Propty/Auto	43,964	43,964		100%
Interest Expense - USDA Loan	83,544	83,544	-0	100%
Internet	2,880	4,635	-1,755	62%
Landscaping	2,750	8,240	-5,490	33%
Minor Repair/Maintenance	29,135	40,000	-10,865	73%
Plowing/Snow Removal	17,275	16,247	1,028	106%
Telephone	943	1,236	-293	76%
Trash Removal/Recycling	7,574	7,500	74	101%
Water/Sewer	3,534	6,000	-2,466	59%
Total Occupancy	307,629	352,009	-44,380	87%
Supplies				
Educational Supplies/Textbooks				
*Atelier supplies	2,890	2,650	240	109%
*Blues Ed Supps	443	690	-247	64%
*Greens Ed Supps	765	810	-45	94%
*Yellows Ed Supps	952	810	142	118%
*Oranges Ed Supps	747	780	-33	96%
*Reds Ed Supps	493	780	-287	63%
*Purples Ed Supps				
Purples - ELA/HUM	919	950	-31	97%
Purples Math/Writing	211	950	-739	22%
Purples - Science/Math	923	950	-27	97%
Total *Purples Ed Supps	2,052	2,850	-798	72%
*Prisms Ed Supps				
*Prisms ELA	487	937	-450	52%
*Prisms Math	526	937	-411	56%
*Prisms Science	288	937	-649	31%
*Prisms Social Studies				
Total *Prisms Ed Supps	1,301	2,811	-1,510	46%
Drama Supplies	1,570	1,650	-80	95%
Learning Lab Supplies	389	450	-61	87%
Math Specialist Supplies	275	450	-175	61%
*Minicourses	395	400	-5	99%
*Music/movement supplies				
*Music Supplies - K-4	373	472	-99	79%
*Music Supplies - 5-8	425	551	-126	77%
*Music/movement supplies - Other				
Total *Music/movement supplies	798	1,023	-225	78%
*Physical Education Supplies	559	1,025	-466	54%
Spanish Supplies	108	450	-342	24%
*SPED Ed Supps	3,264	3,150	114	104%
*Reading Specialist Supplies	410	450	-40	91%
*Other Ed Supplies/Textbooks**	32,667	33,771	-1,104	97%
Educational Supplies/Textbooks - Other				
Total Educational Supplies/Textbooks	50,078	55,000	-4,922	91%

Hilltown Cooperative Charter School

Report - Revenues & Expenditures vs. Budget

July 2025 through June 2026

	Jul '25 - Jun 26	Budget	\$ Over Budget	% of Budget
Food and Supplies	611	1,030	-419	59%
Health & Safety Supplies	3,115	3,708	-593	84%
Household Supplies	7,051	8,000	-949	88%
Office Supplies	4,436	4,893	-457	91%
Playground Supplies	392	1,030	-638	38%
Postage	245	514	-269	48%
Printing and Reproduction	-162	515	-677	-31%
Testing & Evaluation Supplies	6,253	8,000	-1,747	78%
Total Supplies	72,020	82,690	-10,670	87%
Equipment				
Chromebook Replacement	7,103	8,000	-897	89%
Furnishings/Rugs	8,175	8,000	175	102%
Minor Equipment	2,214	5,000	-2,786	44%
SPED Equipment	1,638	3,000	-1,362	55%
Tech Repair/Replacement	15,247	15,000	247	102%
Total Equipment	34,378	39,000	-4,622	88%
Grant-funded expenses				
Friends of HCCS Grant Expense				
FOH Class Grant Expense	805			
Total Friends of HCCS Grant Expense	805			
Grant-funded expenses - Other	675	1,000	-325	68%
Total Grant-funded expenses	1,480	1,000	480	148%
Other expenses				
Advertising	1,163	3,000	-1,837	39%
BOT Discretionary Fund	317	500	-183	63%
Community Domain Expense	3,407	3,750	-343	91%
Community Service Projects	100	500	-400	20%
Graduation Expenses	1,140	1,800	-660	63%
Field trips				
Blues Field Trips	227	555	-328	41%
Greens Field Trips	336	675	-339	50%
Yellows Field Trips	336	675	-339	50%
Oranges Field Trips	23	675	-652	3%
Reds Field Trips	23	675	-652	3%
Field trips - Other		545	-545	
Total Field trips	944	3,800	-2,856	25%
Fundraising Expenses	1,553	1,527	26	102%
Kid's Club Food/Supplies	780	1,500	-720	52%
MCSA Dues	12,045	12,045	-0	100%
Miscellaneous Expenses	4,481	7,000	-2,519	64%
School Lunch Expense	32,140	28,000	4,140	115%
SPED Contingency		25,000	-25,000	
Special Trip Expenses				
Prisms Special Trip Expense	5,903			
Purples Special Trip Expenses	3,894			
Special Trip Expenses - Other		15,000	-15,000	
Total Special Trip Expenses	9,797	15,000	-5,203	65%
Sunshine/Staff Appreciations	453	1,500	-1,047	30%
Student Activity Expenses	4,597	5,000	-403	92%
Total Other expenses	72,917	109,922	-37,005	66%

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Accrual Basis

Hilltown Cooperative Charter School

Report - Revenues & Expenditures vs. Budget

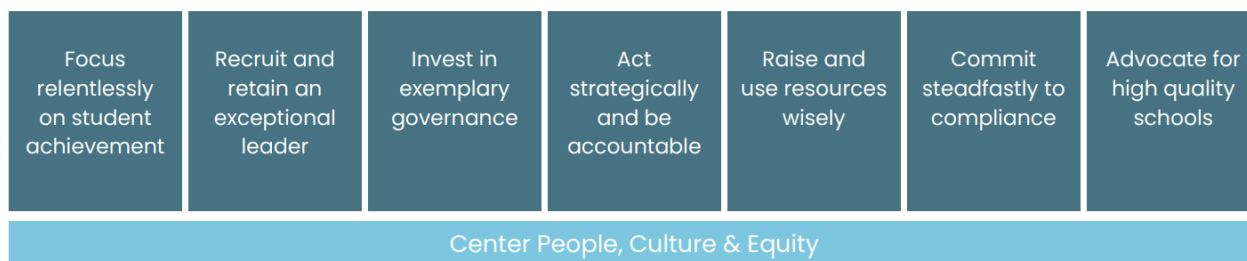
July 2025 through June 2026

	Jul '25 - Jun 26	Budget	\$ Over Budget	% of Budget
Directors' Discretionary Fund	548	2,000	-1,452	27%
Total Expense	4,173,626	4,373,651	-200,025	95%
Net Ordinary Income	315,871		315,871	100%
Other Income/Expense				
Other Income				
Other Income - Non Operating				
Capital Project Donations	10,000			
Total Other Income - Non Operating	10,000			
Total Other Income	10,000			
Other Expense				
Depreciation Expenses	126,458			
Prior period adjustment	-0			
Total Other Expense	126,457			
Net Other Income	-116,457			
Net Income	199,414		199,414	100%

HCCPS Board Goals and Notes SY 2024-2025

Important Links: [Role of the Board](#) [BOT Goals](#) [Committee Goals](#) [SY24-25 Self Evaluation](#) [LRP Tracker](#) [\(OLD SY23-24 Self-Eval\)](#)

ROLE OF THE BOARD (from MCPSA):



GOALS SY24-26

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

Board Goals for SY24-26	BOT Role	LRP & Committee Alignment	Measures
1. Communicate clearly and be effective messengers for HCCPS's mission: 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	
2. Promote school leaders' success with resources and supports aligned to their goals and needs. 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	

include specific opportunities for board input and collaboration: 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. d. Track progress towards goals and leader experience to adapt effectively for success			
3. Advance JEDI work at all levels of HCCPS. 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> 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>	High Quality Schools; Student Achievement	LRP Goal 2C Revise BOT structures aligned to JEDI	
4. Catalyze school priorities through a dedicated investment in resource generation, sustainability, and continuous improvement. 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	Raise Resources	LRP Goal	

and community representation c. Establish meaningful local connections to increase the visibility of HCCPS and its connection to local arts and initiatives d. Finalize clear succession plans for the BOT and school leaders e. Ensure school policies and resources support staff sustainability and retention			
<i>5. Ensure fidelity to the mission of the charter by supporting the school to implement mission aligned programming, staffing, and student outcomes.</i> f. <i>Ensure progress towards school-wide goals the DESE accountability measures as captured in the school Accountability and SOA plans.</i>	High Quality Schools; Act Strategically	LRP Goal 3A	

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

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