

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes – Wednesday, November 13, 2019, 6:30 pm

- Present:** Tim Reynolds, Matt Dube, Lara Ramsey, Dan Klatz, Paula Ingram, Liz Preston, Rich Senecal, Joe Wyman, Noelle Barrist Stern, Deirdre Arthen, Karen Sise, Dawn Reesman, Kelly Woods
- Regrets:** Myssie Casinghino
- Facilitator:** Tim
- Notetaker:** Noelle
- Guests:** None
- List keeper:** Paula
- Timekeeper:** Matt
- Mission statement read by:** Deirdre

Topic	Discussion	Action (if necessary)
<p>Announcements/ Appreciations/ Acknowledgements</p>	<p><u>Announcements:</u> Deirdre announced that (1) the Winter Fair is coming up; and (2) HCCPS is supporting Monte’s March and Monte Belmonte is coming to HCCPS on Friday, November 15th.</p> <p>Lara announced that the Prisms’ trip to D.C. was excellent and the students gained a real understanding of the legislative branch of government, from meeting with Congressman Jim McGovern, and the judicial branch, from a meeting with a judge on the United States Court of Appeals for the D.C. Circuit.</p> <p><u>Appreciations/Acknowledgements:</u></p> <p>Tim appreciated the staff and volunteers who made the D.C. trip happen.</p> <p>Deirdre appreciated Marguerite for her excellent work organizing the Family Dance.</p>	
<p>Any thank you notes needed?</p>	<p>None</p>	

BOT Visibility this month?	The Winter Fair is December 7th.	BOT members should attend the Winter Fair and wear their BOT buttons.
Minutes	There were no edits to the minutes.	Tim moved to approve the minutes; Matt seconded; the minutes were approved.
Public Comment Period	No public comments.	
Audit Review (Matt/Dan)	The auditor, Richard Abbott, CPA, found no errors in the books, which is very unusual and directly attributable to Carla Clark's excellent work. The Finance Committee approved the audit, Rich signed it, and it was submitted to DESE.	
FY20 Q1 Financials (Rich/Dan)	Dan pointed out that, now when you see the assets on the Financials, they are broken out into different categories. He also noted that the Medicaid funding HCCPS receives may be received outside of the fiscal year, which could affect the budget. It also remains to be seen how much the budget will be impacted by the recently passed school funding legislation (<i>i.e.</i> , how much each school district will contribute per student it sends to HCCPS, following the new state funding). A revised budget will be presented to the BOT, likely at the February meeting.	Tim moved to approve; Rich seconded; the FY20 Q1 Financials were approved.
GABS Proposal--Monitoring the LRP (Paula)	Paula presented GABS's proposal that LRP monitoring be transferred to the Domain Council, because it will be more efficient for the following reasons: (1) the three Directors are on the Domain Council; if LRP monitoring is transferred to the	Tim moved to approve; Kelly seconded; the GABS proposal was approved.

	<p>Domain Council, it will alleviate the need for special GABS meetings and communications with the Directors to monitor the LRP; (2) the Domain Council has a better sense of the “big picture” of HCCPS and how the LRP fits into that picture; and (3) the BOT President and Vice-President are on the Domain Council and their involvement working with the Directors on the LRP would be helpful in evaluating the Directors. The potential problem identified was that it would create more work for the Domain Council.</p> <p>Lara pointed out that she liked having BOT members other than those on the Domain Council involved in the process. Dan and Deirdre pointed out that it is still necessary for the entire BOT to consider the LRP; this proposal just eliminates an extra step of needing another committee to work on the LRP.</p> <p>Dan also pointed out that the BOT used to do a full-day retreat to dive into larger issues, such as the LRP, and doing this again might be a good opportunity to make sure everyone on the BOT is fully involved in developing the new LRP.</p>	
<p>Current and Future LRP (Tim)</p>	<p>Tim explained that, as the Domain Council was looking into the new LRP, it came to their attention that the current LRP is not fully completed. It was determined that, until the current LRP is fully completed, the Domain Council might wait to pursue the new LRP.</p> <p>Lara elaborated that the structure of the Prisms changed just two years ago. The goals were to create a more intimate group of learners and more involvement and communication with parents. This is only the second year of the two-year curriculum cycle being implemented and the new structure. She suggested that we need more time to review these changes before developing the goals in the new LRP.</p>	<p>There was agreement and BOT support to delay strategizing about the new LRP until this work has been done.</p>

	<p>Lara would like to look at whether HCCPS is meeting its benchmark in its mission following these changes. She would like to have meetings with parents and staff in the spring and then do organizational alignment this summer, prior to getting into a new LRP.</p> <p>Joe asked for further clarification about the goal of waiting to develop the LRP. Lara clarified that it is important we have identity clarification, particularly as it relates to HCCPS's expansion into grades 6-8. Liz suggested that it might be helpful and more effective to have an outside neutral facilitator conduct the focus groups.</p>	
Committee Goals Review (Tim)	<p>Lara presented the Personnel Committee's goals: (1) document the complete benefit package to employees and create accessible materials to share with potential employees; (2) evaluate and, if necessary, adjust the process and formulas for salary proposals; and (3) develop strategies for increasing staff diversity.</p> <p>Liz explained that the Facilities Committee's goal is to develop a FY21 capital improvement budget.</p> <p>Rich and Dan stated that the Finance Committee's goal is to keep HCCPS in a strong financial position.</p> <p>GABS has accomplished several of its goals already, including: (1) moving LRP monitoring to the Domain Council; (2) holding the new BOT member orientation; and (3) developing a committee agenda template to comply with the Open Meeting Law. The remaining goals include ongoing BOT recruitment and organizing the Board and GABS Drives to make them useful and functional for BOT members.</p>	Tim moved to approve; Matt seconded; the Committee goals were approved.
Board Goals (Tim)	<p>Dan suggested that one of the goals for this year be to review the HCCPS mission statement, which would be helpful in setting up the new LRP.</p>	Tim moved to accept these three goals as the BOT goals for the year; Karen seconded;

	<p>Tim suggested that the BOT initiate a new LRP process in May or June.</p> <p>For its third goal, the Board agreed to develop a strategy to increase the BOT's capacity to engage with the wider community, and by doing so, dispel myths about charter schools. Dan suggested that, in light of the controversy surrounding charter schools, the BOT develop a strategy to connect with the Easthampton School Committee as a community neighbor. Deirdre suggested that this might be done as part of a community collaboration. Karen suggested that we might want to participate in Easthampton community events. Kelly supported this and suggested that the BOT reach out to other groups in the Easthampton community, such as the arts council. Lara suggested having a public relations campaign to explain to the community how HCCPS works.</p>	<p>the Board approved the three goals.</p>
<p>New Business - Identify only</p>	<p>Dan said there was a chance that, prior to the December BOT meeting, he might receive DESE's summary of its charter review of HCCPS. If he does, he will present it at the December meeting.</p> <p>Deirdre said that this year is HCCPS's twenty-fifth anniversary and we can start thinking of ways to make Art Spark extra special and increase its importance. Deirdre will give updates during the planning process.</p>	
<p>Committee Reports - Questions only</p>	<p>None</p>	
<p>Meeting Wrap-Up/ Evaluation</p>	<p>Next Meeting: December 11, 2019 at 6:30 p.m. Facilitator: Tim Snacks: N/A Drinks: N/A Newsletter blurb: Joe</p>	

Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 8:20 p.m.	

Tentative Agenda Topics for December 11, 2019 Board Meeting:

Charter Review Summary
MCAS Results



MCAS 2019 Board Report

How to Read the Scores

151/154 3rd-8th graders took the MCAS tests last spring. Because of the small size of our school, a change of 10 percentage points within a grade reflects about two students. Within the whole testing population, a change of 10 percentage points is about 15 students (spread over six grades). Especially because of our small size, digging into the data to look at individual students' testing experiences is an important complement to looking at the schoolwide data. Because the Next Generation MCAS tests started three years ago (both a different test and a different assessment system), we are currently looking at the last three years of MCAS data to assess trends over time.

In the Next Generation MCAS tests, the range of possible scores in ELA and mathematics is 440-560. A score of 500 or better means the student met or exceeded expectations; a score of 499 or lower means the student partially met or did not meet expectations.

Students are also given a number to indicate their Student Growth Percentile (SGP), meaning how they improved their test scores compared to other students who scored similarly to them the year before. This is a normed score on a scale of 1-99. A student whose SGP is 52 improved their test score more than 52% of students who scored similarly to them in 2018.

The science test, taken by only 5th and 8th graders, has not been redesigned and is a norm referenced test, meaning whether students are proficient or not is relative to how other students performed on the same test.



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AGGREGATED LOOK

In 2017, the average student growth percentiles in all **ELA & Math** tests were within the average range (40th percentile-60th percentile) except-

Low Growth

5th grade ELA 37th percentile
8th grade Math 24th percentile

High Growth

6th grade ELA 72nd percentile
6th grade Math 62nd percentile
7th grade ELA 66th percentile

In 2018, the average student growth percentiles in all ELA & Math tests were within the average range (40th percentile-60th percentile) except-

Low Growth

8th grade math 27th percentile

High Growth

6th grade ELA 62nd percentile
6th grade Math 63rd percentile

In 2019, the average student growth percentiles in all ELA & Math tests were within the average range (40th percentile-60th percentile) except-



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Low Growth

No grades had low growth

High Growth

6th grade ELA 61.5 percentile
5th grade Math 64.5 percentile

In 2019, **science & technology** tests were scored in a new way that is compatible with the way Next Generation ELA and math tests are scored. This means we can't compare scores from 2019 with previous years' scores numerically. We can say with confidence that we are still doing especially well in science.

In 2017, 75% of our students were Advanced or Proficient in science

In 2018, 45 % of our students were Advanced or Proficient in science

In 2019, 67% of our students were Meeting or Exceeding Expectations in science

DISAGGREGATED LOOK

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Student achievement and growth by gender

Science

In 2019, the scaled score for males= 505.9; the scaled score for females= 504.8. The difference has no statistical significance.

70% of males met/exceeded expectations

64% of females met/exceeded expectations

71st Achievement Percentile, male

69th Achievement Percentile, female

There is no growth data in science (first year of this test)

Math

In 2019, the scaled score for males= 504.7; the scaled score for girls = 497.5

64% of males met/exceeded expectations

44% of females met/exceeded expectations

67th Achievement Percile, male

41st Achievement Percentile, female

49.6 SGP males

47.6 SGP females

ELA

In 2019, the scaled score for boys = 501.7; the scaled score for females= 507.0

60% of males met/exceeded expectations

71% of females met/exceeded expectations

61st Achievement Percile, male

54th Achievement Percentile, female

53.1 SGP males

51.4 SGP females

Students with Disabilities



ELA

Growth

51.6 Students with Disabilities

52.3 All students

Achievement = 64th percentile

Math

Growth

47.5 Students with disabilities

48.7 All students

Achievement = 62 percentile

Students with Economic Disadvantage

ELA

486.3 scaled score for students with economic disadvantage

504.4 scaled score for all students

27% of students with economic disadvantage met expectations (none exceeded)

SGP data not available (only 18 students)

Math

491.8 scaled score for students with economic disadvantage

501.2 scaled score for all students

39% students with economic disadvantage met expectations (none exceeded)

SGP 51.2 for students with economic disadvantage

SGP 48.7 for all students

Science

Data not available

Noted: Achievement Percentile for students with Economic Disadvantage grades 3-8 in ELA was 14th. The same students had a higher Achievement Percentile in math (52nd) and in science (Equivalent of 86th).

There were 22 students registered as economically disadvantaged who took the 3-8 ELA test.

Even distribution of achievement grades 3-6

Concentrated struggle in 7th/8th,

In 7th: 488/28; 488/32 disability; 467/40 disability; 490/50; 486/53 disability; 476.83 disability

In 8th: 473/1 disability; 509/15; 455/26 disability; 490/39 disability; 480/46 disability; 501/48

Students of Color



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- We don't have enough non-white students in any one racial group to meaningfully evaluate our delivery of instruction to specific racial groups compared to white students.
- Among the students registered as multi-race (15), performance was in the 69th Achievement Percentile.

Questions

2019

Maintain:

- Q) What can we do about gender gaps in achievement and growth, especially in math?
- Q) How do we understand our strong growth and achievement for students with learning disabilities?
- Q) What can we do about the gap between ELA scores for economically disadvantaged students and non-economically disadvantaged students?

New:

- Q) Our school performance related to exceeding expectations in Math and ELA presents an opportunity gap. Can we fill it?
- Q) How will the new math curriculum impact scores over time?
- Q) What steps will we take to make sure girls' growth is on par with boys' growth in math?
- Q) What steps will we take to make sure economically disadvantaged students have explicit instruction in areas of deficit, especially in grades 6-8?

From 2018

- Q) What can we understand about 6th graders' relatively strong growth performance on the last two MCAS tests?

It is not related to the third of the class entering Hilltown in 6th grade. Of the twelve students new to the cohort in 6th grade, four did not have MCAS scores from which to assess SGP, four were in the 60th percentile in one or both subject areas, and four were not above average in terms of SGP. The higher SGPs in 2018 6th graders scores were not correlated with the new students transferring in. There is also no correlation among students with or without disabilities, and there is no correlation along gender lines. The consistently strong performance is a credit to the teacher and the curriculum.



Q) What can we understand about 8th graders' relatively poor performance on the last two math MCAS tests?

The 8th graders did much better this year with the same teacher and the same curriculum. Closer examination of last year's low scores make it clear that the eight students who did not meet expectations were vulnerable in multiple ways.

Q) What can we do about gender gaps in achievement and growth, especially in math?

Our test scores reflect what is happening in the larger society. In an effort to counteract the trend, we are addressing gender normative expectations in classrooms and working toward gender inclusive expectations for participation in all kinds of learning. It will be interesting to see if the new mathematics curriculum, Illustrative Math, in grades 6-8 has an impact on the gender gap. The approach to learning emphasizes making meaning and modeling concepts over memorization and speed, which could make a difference. We decided a first step was professional development aimed at recognizing implicit gender bias in how teachers engage students with material. Rachel Simmons (author of Odd Girl Out and Enough As She Is) gave a workshop for our teaching staff to help us identify the invisible ways certain kinds of behavior, questioning, risk taking, and leadership are reenforced differently between male and female students. Next steps include professional development aimed at diversifying instructional methods in math and ELA (e.g. Jo Boaler, studies on math anxiety and internalizing expectations) are

Q) How do we understand our strong growth and achievement for students with learning disabilities?

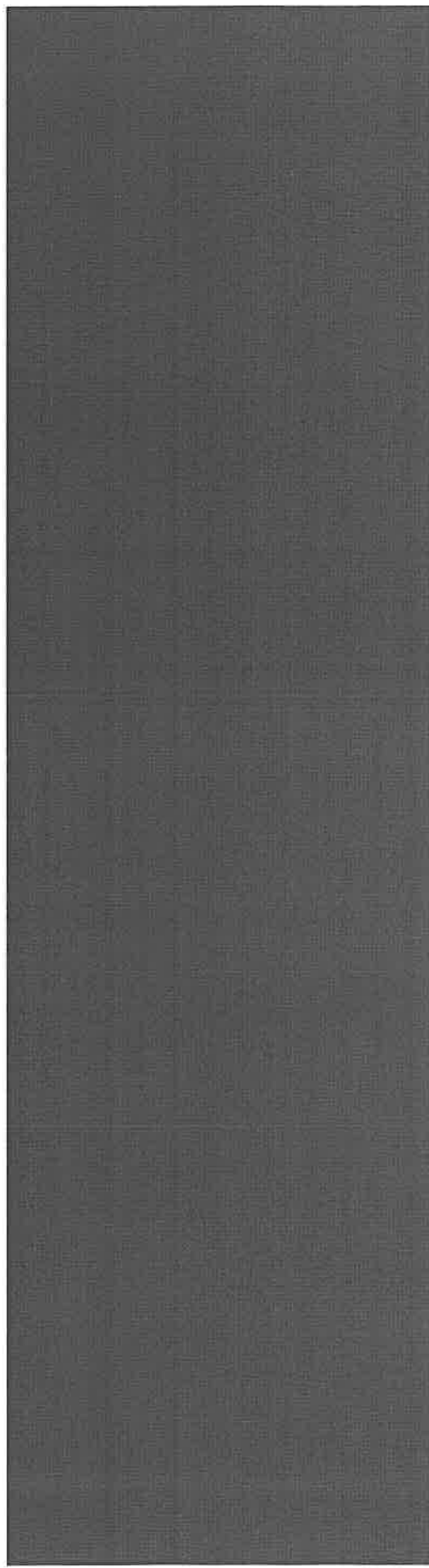
Note that this is the only subgroup of testers receiving specialized instruction based on their identified needs. Could intentionality of approach and frequent progress notes make a difference in the growth of other subgroups?

Q) What can we do about the gap between ELA scores for economically disadvantaged students and non-economically disadvantaged students?

When chose a new reading program for grades K-5, among our criteria for picking Collaborative Classrooms was the potential for their curriculum to help us close this achievement gap. So far it seems like a terrific equalizer. Being a Reader, the accompanying phonics curriculum, offers explicit, multi-sensory instruction. We are also documenting the scope and sequence of explicit teaching in writing conventions K-8.

MCAS 2019

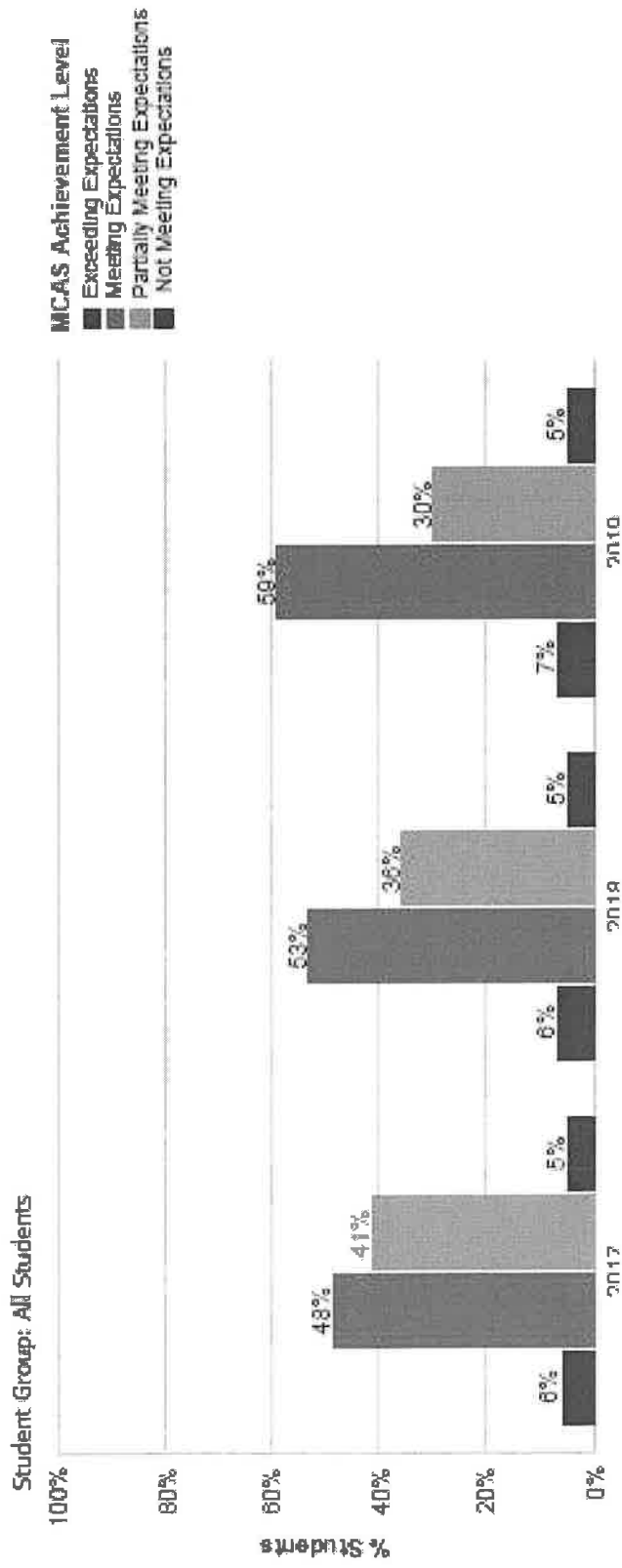
Faculty and Board Report



Our rating: “Substantial Progress Toward Targets”

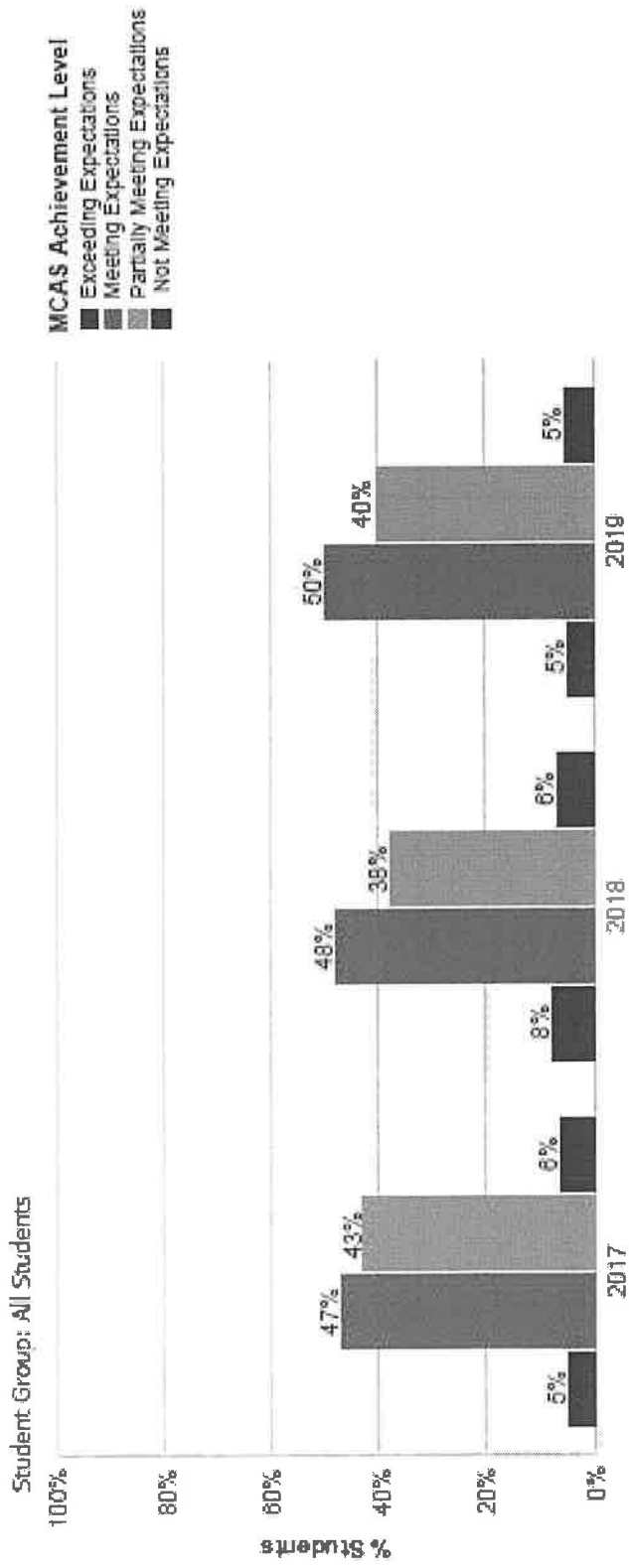
- Not requiring assistance or intervention
- Earned most points for school through
 - science achievement (4/4)
 - ELA growth (3/4)
 - school attendance (3/4)

Hilltown Achievement Levels in ELA: 2017, 2018, & 2019



1% change = about 1.5 students

Hilltown Achievement Levels in math: 2017, 2018, & 2019



Average scaled scores

Meeting Expectations = 500 +

Average scaled score ELA grades 3-8 504.4

Average scaled score mathematics grades 3-8 501.2

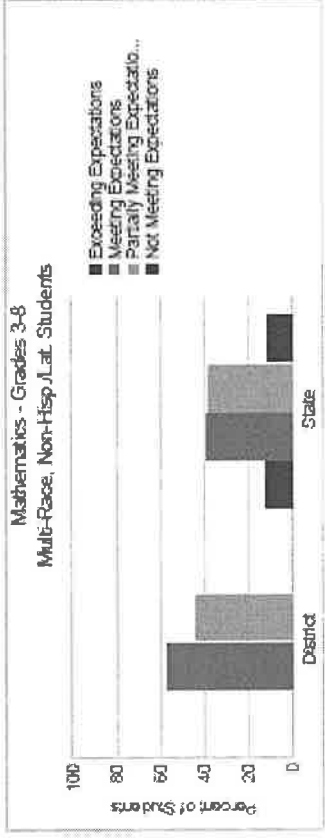
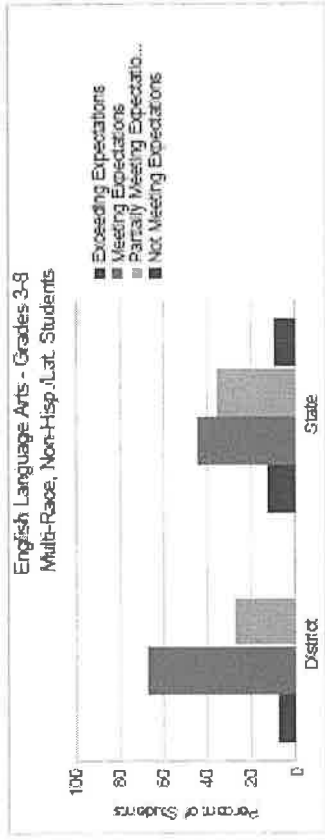
Average scaled score science and technology (grades 5 & 8) 505.3

General Observations

Generally, Hilltown has more students exceeding/meeting expectations than the state average

Generally, Hilltown has fewer students exceeding and not meeting expectations

This pattern continues in all subgroups (race/ethnicity, eco-dis, students with disabilities)

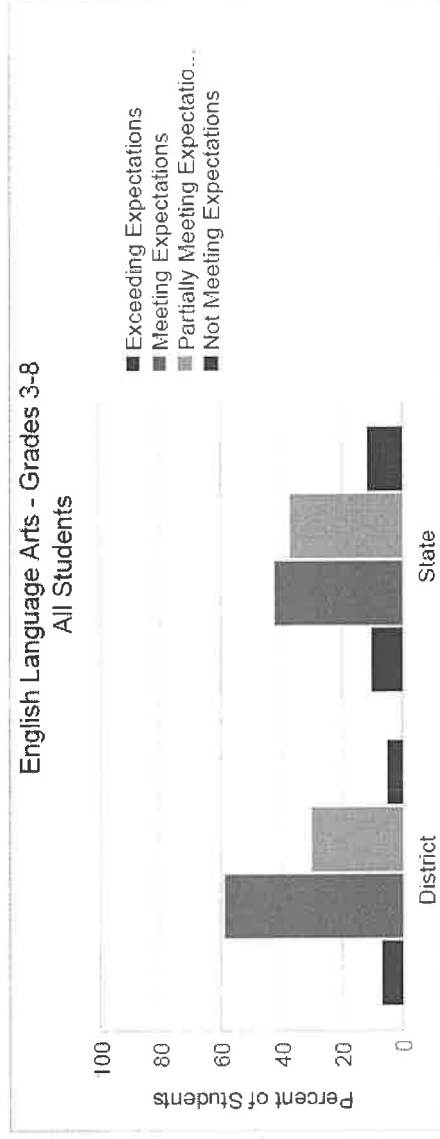


- Especially high growth in
 - 6th grade ELA (61.5, three year trend)
 - 5th grade math 64.5 (two years in a row)
 - 6th grade math (three year trend: dip this year with new curriculum, not a concern)
- Areas for improvement
 - Performance gap in math achievement between genders
 - Performance gap in ELA achievement among economically disadvantaged students
 - 8th grade ELA growth (2019 40 av. sgp; three year trend)
 - Opportunity gap re: exceeding expectations

First glance, ELA grades 3-8 compared to state

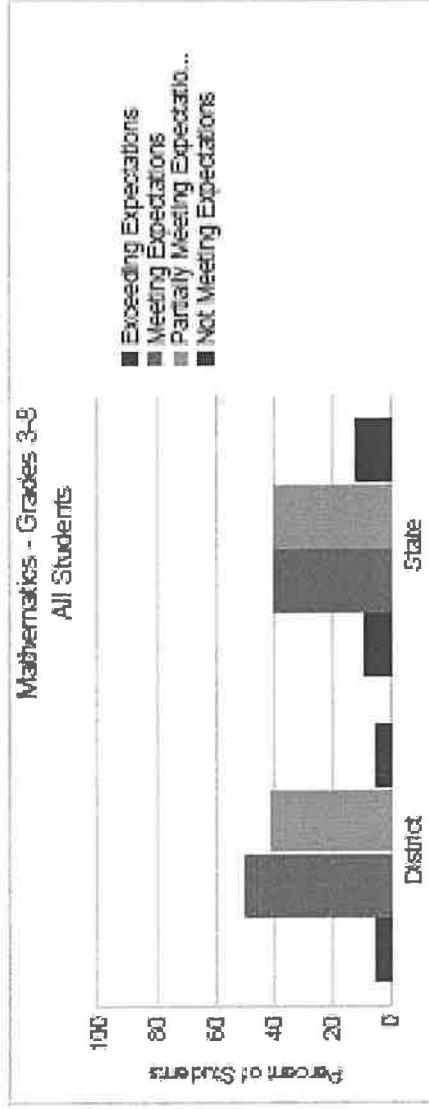
All Students

English Language Arts	N Included	% District	% State
Exceeding Expectations	10	7	10
Meeting Expectations	89	59	42
Partially Meeting Expectations	45	30	37
Not Meeting Expectations	7	5	11
Total Included	151		



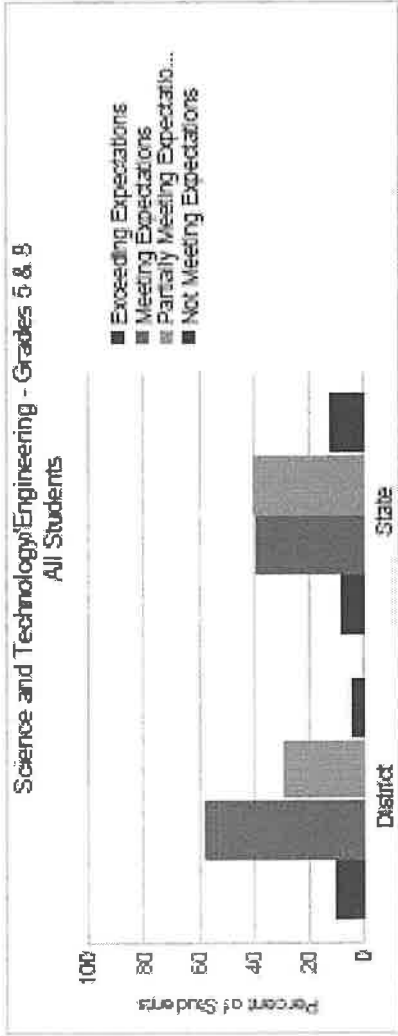
First glance, math grades 3-8 compared to state

Mathematics	N Included	% District	% State
Exceeding Expectations	7	5	9
Meeting Expectations	77	50	40
Partially Meeting Expectations	62	40	39
Not Meeting Expectations	8	5	12
Total Included	154		



First glance, science grades 5 & 8 compared to state

Science and Technology/Engineering	N Included	% District	% State
Exceeding Expectations	5	10	8
Meeting Expectations	30	58	39
Partially Meeting Expectations	15	29	40
Not Meeting Expectations	2	4	12
Total Included	52		

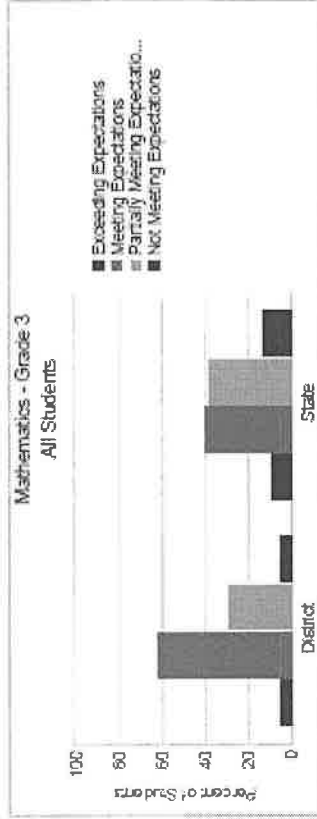


3rd Grade, 2019 (first time taking test on computers)

English Language Arts	N Included	% District	% State
Exceeding Expectations	2	10	10
Meeting Expectations	11	52	46
Partially Meeting Expectations	8	38	36
Not Meeting Expectations	0	0	5
Total Included	21		

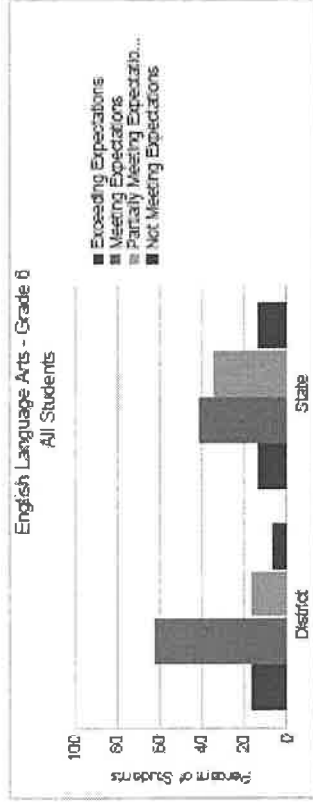


Mathematics	N Included	% District	% State
Exceeding Expectations	1	5	5
Meeting Expectations	13	62	40
Partially Meeting Expectations	6	29	38
Not Meeting Expectations	1	5	13
Total Included	21		

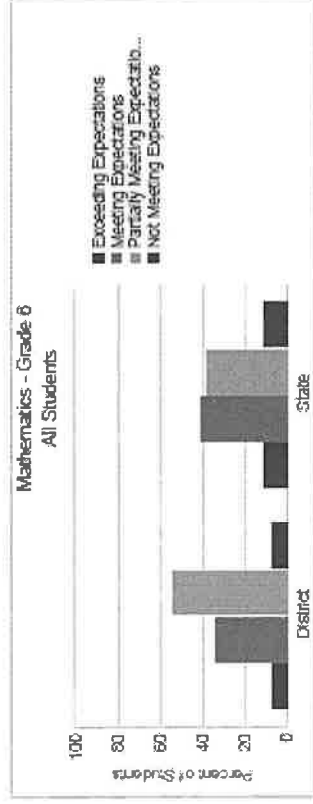


6th grade, 2019 (new enrollment grade; new math curriculum)

English Language Arts	N Included	% District	% State
Exceeding Expectations	5	16	13
Meeting Expectations	19	61	41
Partially Meeting Expectations	5	16	33
Not Meeting Expectations	2	6	13
Total Included	31		

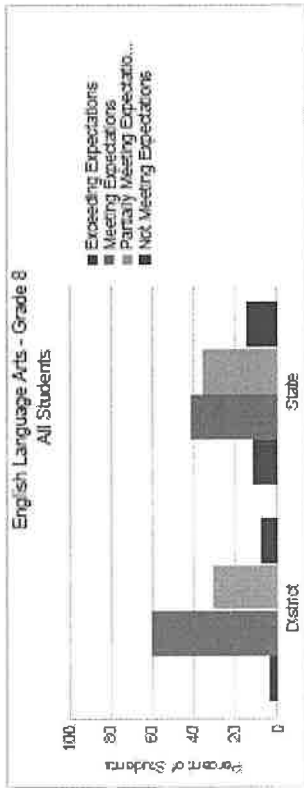


Mathematics	N Included	% District	% State
Exceeding Expectations	2	7	10
Meeting Expectations	10	33	41
Partially Meeting Expectations	15	53	38
Not Meeting Expectations	2	7	10
Total Included	30		

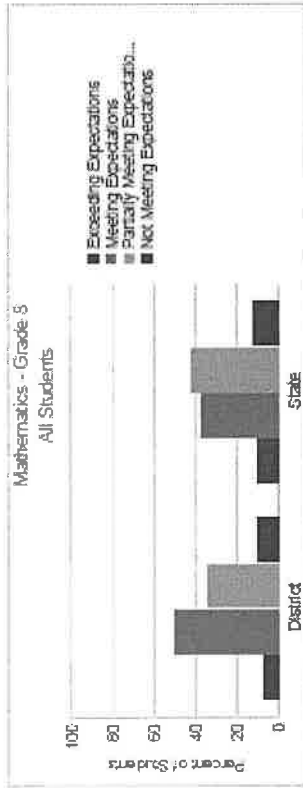


8th Grade, 2019 (watching math scores)

English Language Arts	N Included	% District	% State
Exceeding Expectations	1	3	11
Meeting Expectations	18	60	40
Partially Meeting Expectations	9	30	35
Not Meeting Expectations	2	7	14
Total Included	30		



Mathematics	N Included	% District	% State
Exceeding Expectations	2	7	10
Meeting Expectations	15	50	37
Partially Meeting Expectations	10	33	41
Not Meeting Expectations	3	10	12
Total Included	30		



Gender Comparisons

Science

In 2019, the scaled score for males= 505.9; the scaled score for females= 504.8. 70% of males met/exceeded expectations

64% of females met/exceeded expectations

71st Achievement Percentile, male

69th Achievement Percentile, female

There is no growth data in science (first year of this test)

Math

In 2019, the scaled score for boys = 504.7; the scaled score for girls = 497.5

64% of males met/exceeded expectations

44% of females met/exceeded expectations

67th Achievement Percile, male

41st Achievement Percentile, female

49.6 SGP males

47.6 SGP females

ELA

In 2019, the scaled score for males= 501.7; the scaled score for females= 507.0

60% of males met/exceeded expectations

71% of females met/exceeded expectations

61st Achievement Percile, male

54th Achievement Percentile, female

53.1 SGP males

51.4 SGP females

Students with Disabilities

ELA

Growth

51.6 Students with Disabilities

52.3 All students

Achievement = 64th percentile

Math

Growth

47.5 Students with disabilities

48.7 All students

Achievement = 62 percentile

Student with Economic Disadvantage

ELA

486.3 scaled score for students with economic disadvantage

504.4 scaled score for all students

27% of students with economic disadvantage met expectations (none exceeded)

SGP data not available (only 18 students)

Math

491.8 scaled score for students with economic disadvantage

501.2 scaled score for all students

39% students with economic disadvantage met expectations (none exceeded)

SGP 51.2 for students with economic disadvantage

SGP 48.7 for all students

Achievement among economically disadvantaged students

	2019	2018	2017
3-8 ELA	14th percentile	18th percentile	69th percentile
3-8 mathematics	52nd percentile	32nd percentile	51st percentile
3-8 science & technology	86th percentile	N/A	N/A

In 2019, 22 3-8 students were economically disadvantaged, 13 of whom were in 7th/8th grade. The other 9 were evenly distributed 3-6.

Question type analysis ELA Eco-Dis

	Student Points	Total Possible Points
English Language Arts	23	51
Question Type		
Essay	5	24
Selected Response	18	27
Domain / Cluster		
Language	4	12
Conventions of Standard English	3	9
Vocabulary Acquisition and Use	1	3
Reading	17	24
Craft and Structure	7	9
Integration of Knowledge and Ideas	2	3
Key Ideas and Details	8	12
Writing	2	15
Text Types and Purposes	2	15

Among the test question types, Hilltown ELA students with eco-dis lost the most points on **essays**, **conventions** of standard English, and **text types** and purposes.

Vocabulary, selected response, and reading (overall) were areas of relative strength.

Student Growth Percentiles among subgroups in math

154 3rd-8th grade students participated in Math MCAS 2019 **48.7 SGP**

37 students with disabilities **47.5 SGP**

23 students with economic disadvantage **51.2 SGP**

48 students with high needs **48.8 SGP**

26 students who registered as non-white (not enough data)

Student Growth Percentiles among subgroups in ELA

151 3rd-8th grade students participated in Math MCAS 2019 **52.3 SGP**

37 students with disabilities **51.6 SGP**

22 students with economic disadvantage (not enough data)

47 students with high needs **48.7 SGP**

25 students non-white (not enough data)

Things to look for in 2020

Our school performance related to exceeding expectations in Math and ELA presents an opportunity gap. Can we fill it?

How will the new math curriculum impact scores over time?

What steps will we take to make sure vulnerable (e.g. economically disadvantaged) students have explicit instruction in areas of deficit (essays, conventions, text types)?

What steps will we take to make sure girls' growth is on par with boys' growth in math?

Updates for 2020

Year 2-3 Illustrative Math

Making Meaning (Year 1) & Being a Reader (pilot)

Tier I Math Services, new RTI structure (Year 0)

FastBridge screening tool (Year 0)

Scoped & sequenced writing conventions (Year 0)

Training in trauma informed teaching practices

Professional development in anti-bias education practices (race, gender, class)

FY 20 HCCPS Budget - Working Draft

Assumptions: 2% Tuition increase, Static Grants

1.75% Salary Increases, 8% Health Insurance

2% Inflation

	FY 20	FY 20	FY 21	FY 22	FY 23
	Approved	Draft	Projected	Projected	Projected
	6/24/2019	7/16/2019			
INCOME :					
1 State Per Pupil Tuition	3,018,065	3,018,065	3,078,426	3,139,995	3,202,795
2 Grants- Mass DOE SPED 240	37,100	36,957	36,957	36,957	36,957
3 Grants- Mass DOE Title Iva	1,162	10,000	10,000	10,000	10,000
4 Grants- Mass DOE 140, Title II,A	4,607	3,869	3,869	3,869	3,869
5 Grants- Mass DOE Title I 305	19,070	18,770	18,770	18,770	18,770
6 Grants- MASS DOE 262	616	647	647	647	647
7 Community Foundation Grants	0	0			
8 FOH Playground Upgrade Grant	0	0	0	0	0
9 Friends of HCCPS Rolling Arts Grants	0	0	1,500	1,500	1,500
10 Field Trip Fund	7,600	7,600	7,600	7,600	7,600
11 Fundraising - FOH Designated Funds	20,000	20,000	12,500	12,500	12,500
12 Kids Club Income	80,000	80,000	80,000	80,000	80,000
13 Student Activity Fees- sports, music	15,000	15,000	15,000	15,000	15,000
14 Medicaid/SPED Income	30,000	30,000	20,000	20,000	20,000
15 Misc Income	1,000	1,000	1,000	1,000	1,000
16 Interest income	5,000	5,000	5,000	5,000	5,000
17 School Lunch receipts	10,000	10,000	10,000	10,000	10,000
18 Special Field Trip Fundraising	32,000	32,000	14,000	32,000	14,000
19 Winter Fair	7,000	7,000	7,500	7,500	7,500
Total Income	3,288,220	3,295,908	3,322,769	3,402,338	3,447,138
EXPENSES :					
Personnel					
20 Teachers - S/L, PE	1,299,571	1,304,909	1,327,745	1,350,980	1,374,622
21 Teaching Assistants- (classrooms);	262,958	250,855	255,245	259,712	264,257
22 Graduate Interns x1 (FY20)	10,000	10,000	10,175	10,353	10,534
23 Kids Club Coordinator/Admin Support	32,550	32,550	33,120	33,699	34,289
24 Kids Club staff	36,369	31,197	31,743	32,298	32,863
25 Substitutes	14,000	14,000	14,245	14,494	14,748
26 Director of Administration- 1fte	97,501	97,501	99,207	100,943	102,710
27 Director of Teaching and Learning-1 fte	97,501	97,501	99,207	100,943	102,710
28 Director of Family and Community Engagement-.6 fte	43,876	43,876	44,643	45,425	46,220
29 Student Services Coordinator- 1 fte	72,168	72,168	73,431	74,716	76,023
30 Administrative Assistant- 1fte	49,770	49,770	50,641	51,527	52,429
31 Bookkeeper/Purchasing agent-.8 fte	49,140	49,140	50,000	50,875	51,765
32 Nurse/Health Educator - Shared position 1.0 FTE	58,207	58,207	59,226	60,262	61,317
33 Counselor- 1 fte	65,607	65,607	66,755	67,923	69,112
33a Occupational Therapist - .5 fte	32,804	32,804	33,378	33,962	34,556
34 Tech Teacher/Coordinator 1 fte	51,162	51,162	52,057	52,968	53,895
35 CSL / Program Support	28,586	28,586	29,086	29,595	30,113
36 Stipends- student activites (dance, mini)	7,000	7,000	7,000	7,000	7,000
37 Stipends-program	10,000	10,000	10,000	10,000	10,000
38 Longevity Pay	11,825	11,825	12,000	12,000	12,000
39 Payroll subtotal	2,330,594	2,318,657	2,358,904	2,399,677	2,441,164
40 Medicare- everyone-.0145	33,794	33,621	34,204	34,795	35,397
41 FICA- non MTRS-.062	41,257	40,186	40,869	41,553	42,249
42 SUTA-.001- everyone	2,331	2,319	4,718	4,799	4,882
43 UHIC-.0048 everyone/capped @ 1st 14,000	3,226	3,226	2,285	2,285	2,285
44 Health Insurance	225,750	225,750	243,810	263,315	284,380
45 HRA	52,000	52,000	52,000	52,000	52,000
46 Health Diversion Benefit	25,000	25,000	14,000	14,000	14,000
47 Workers Compensation	14,383	14,383	18,000	18,000	18,000
48 College Credit Reimbursement	1,000	1,000	1,000	1,000	1,000
Total Personnel Costs,	2,729,334	2,716,141	2,769,790	2,831,424	2,895,356
Consultants and Outside Services					
49 FSA/HRA Administrative Cost	2,200	2,200	2,200	2,200	2,200
50 Accounting Consultant	0	0	1,000	1,000	1,000
51 Auditor	8,000	8,000	8,000	8,000	8,000
52 SPED Contractors - OT/PT, psychologist	45,000	45,000	45,900	46,818	47,754
53 SPED Advisor	1,000	1,000	1,000	1,000	1,000
54 Summer SPED services	4,000	4,000	3,000	3,000	3,000
55 Administrative Data Management System	8,000	8,000	8,000	8,000	8,000
56 Payroll Service	3,060	3,060	3,121	3,184	3,247
57 Professional Development	10,000	10,000	8,500	8,500	8,500
58 Curriculum Consultants	2,000	2,000	7,000	7,000	7,000
58a Prisms Electives	2,939	2,939	2,939	2,939	2,939
59 FOH Designated Artist in Residence	0	0	0	0	0
60 Child Care Services	400	400	300	300	300

FY 20 HCCPS Budget - Working Draft

Assumptions: 2% Tuition increase, Static Grants
1.75% Salary Increases, 8% Health Insurance
2% Inflation

	FY 20 Approved 6/24/2019	FY 20 Draft 7/16/2019	FY 21 Projected	FY 22 Projected	FY 23 Projected
61 Legal Fees	4,000	4,000	4,000	4,000	4,000
subtotal	90,599	90,599	94,960	95,941	96,941
Occupancy					
62 Insurance	26,035	26,035	26,556	27,087	27,629
63 Cleaning Services	50,000	50,000	50,000	50,000	50,000
64 Trash Removal	3,700	3,700	3,774	3,849	3,926
65 Minor Repair/Maintenance	30,000	30,000	30,600	31,212	31,836
66 Fire/Sprinkler Alarm Services	1,000	1,000	1,020	1,040	1,061
67 Copier Service Contract	3,060	3,060	3,121	3,184	3,247
68 Copier Rental	5,300	5,300	5,300	5,300	5,300
69 Telephone	1,224	1,224	1,200	1,200	1,200
70 Electric	30,000	30,000	30,600	31,212	31,836
71 Internet	1,500	1,500	1,700	1,700	1,700
72 Heat	6,500	6,500	6,630	6,763	6,898
73 HVAC Maint	8,500	8,500	8,670	8,843	9,020
74 Elevator Maint	3,284	3,284	3,350	3,417	3,485
75 Water Sewer Fees	3,000	3,000	3,060	3,121	3,184
76 Landscaping	4,500	4,500	4,590	4,682	4,775
77 Plowing	7,650	7,650	7,803	7,959	8,118
78 Interest Expense USDA	93,117	93,117	91,629	90,099	88,527
subtotal	278,370	278,370	279,602	280,668	281,744
Supplies					
79 Household Supplies	5,722	5,722	5,836	5,953	6,072
80 Educational Supplies	22,875	22,875	23,333	23,799	24,275
81 Playground supplies	875	875	893	910	929
82 Office Supplies	3,641	3,641	3,714	3,788	3,864
83 Testing/Evaluation Supplies	3,876	3,876	3,954	4,033	4,113
84 Postage	1,000	1,000	1,020	1,040	1,061
85 Printing	624	624	636	649	662
86 Food	728	728	743	757	773
sub total	39,341	39,341	40,128	40,930	41,749
Equipment					
87 Minor Equipment<\$500 ,	1,260	1,260	1,285	1,311	1,337
88 SPED Equipment	5,000	5,000	5,100	5,202	5,306
89 Furnishings	4,000	4,000	4,080	4,162	4,245
90 Vehicle Expenses	1,000	1,000	1,020	1,040	1,061
91 Tech Repair/Replacement	7,000	7,000	7,140	7,283	7,428
92 Chromebook Replacement	10,000	10,000			
subtotal	28,260	28,260	18,625	18,998	19,378
Grant Funded Expenses					
93 Community Foundation Grants	0	0	0	0	0
94 FOH Playground Upgrade Grant	0	0	0	0	0
95 Friends of HCCPS Rolling Arts Grants	0	0	1,500	1,500	1,500
subtotal	0	0	1,500	1,500	1,500
Miscellaneous					
96 Kids Club Program Expenses	5,000	5,000	5,100	5,202	5,306
97 Student Activity Expenses (dances, sports, sleepover)	5,000	5,000	5,100	5,202	5,306
98 Special 6-8th grade Trip Expenses	55,000	55,000	18,000	50,000	18,000
99 Advertising	1,530	1,530	1,561	1,592	1,624
97 Travel	510	510	520	531	541
98 Graduation Expenses	1,020	1,020	1,040	1,061	1,082
99 Miscellaneous	1,020	1,020	1,040	1,061	1,082
100:Community Domain Expenses	3,000	3,000	3,060	3,121	3,184
101 SPED Contingency	10,000	10,000	10,200	10,404	10,612
102 MCPSA Dues (.2% of state tuition dollars)	6,036	6,036	6,157	6,280	6,406
103 School lunch expense	20,000	20,000	20,000	20,000	20,000
105 Community Service Projects	1,500	1,500	1,000	1,000	1,000
106 Field Trips :	7,600	7,600	7,600	7,600	7,600
109 BOT Discretionary Fund	500	500	500	500	500
110 Coordinator's Discretionary Fund	2,500	2,500	2,500	2,500	2,500
111 Fundraising Expenses	2,100	2,100	2,100	2,100	2,100
subtotal	122,316	122,316	85,478	118,154	86,843
112 Total operating expenses	3,288,220	3,275,026	3,290,083	3,387,615	3,423,511

	FY 20 Approved 6/24/2019	FY 20 Draft 7/16/2019	FY 21 Projected	FY 22 Projected	FY 23 Projected
113 Over/Under	0	20,882	32,686	14,723	23,627
114 Non-cash liability-depreciation	101,834	104,388	104,698	104,698	102,250
115 Principal payment from Fund Balance	53,427	53,427	54,915	56,445	58,017

CASH FLOW PROJECTIONS

	FY 20	FY 21	FY 22	FY 23
Projected Yearly Beginning Cash (ESB)	820,524	752,978	730,749	689,027
+ Profit from Projected Profit & Loss	20,882	32,686	14,723	23,627
- Principal Payment on Loans	-53,427	-54,915	-56,445	-58,017
- purchase of capital assets/capitalized repairs	-35,000			
= Projected Yearly Ending Cash (ESB)	752,978	730,749	689,027	654,637



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

**Domain Directors Report to the Board of Trustees
December, 2019**

1. Two years ago, after the Board approved the idea, we experimented with using Blizzard Bags on two snow days. Last year, the Board decided to continue with the pilot program, but there was only one snow day all year and it wasn't necessary to utilize the Blizzard Bag. This past June, The Department of Elementary and Secondary Education made the decision to discontinue the alternative structured learning day programs and the Blizzard bags were a considered a part of that program. DESE's decision was based upon a variety of factors, including concerns about equitable access for all students.
2. This year, we are trying one new approach to our admissions/recruitment program. Rather than host an informational evening on a weeknight, we will be holding an open house on a Saturday, January 25th from 1-3 PM. All teachers are expected to attend this event. We believe that this time and format may be a better approach in our goal of recruiting more economically disadvantaged families and English Language Learners. We will provide a report on the event in February.
3. Students in grades 3-8 will be taking the IOWA Test of Basic Skills the week of December 9th. Our students are tested in math, language, and reading. We have used IOWA scores for years as an accountability measure for the school. Since we are piloting FastBridge, a screening tool, in math and reading, we will be assessing whether both tests are necessary or whether we could shift our accountability to FastBridge data instead of IOWA data in future years.
4. Please see MCAS 2019 report in the Board packet.
5. Professional Development opportunities for the spring are under development. Liza Talusan is coming to do a workshop with teachers on diversity, equity and inclusion on 1/27. Lourdes Alvarez-Ortiz will work with teacher on trauma informed classrooms in April.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Finance Committee Meeting Minutes –November 20, 2019, HCCPS, 8:30 AM

Present: Dan Klatz, Carla Clark, Maureen Mahar, Richard Senecal, Lisa Plaza,
Kate Saccento, Andy Tilbe

Guests: None

Regrets: None

Agenda: Approve October Minutes; Reviewed working draft budget

Topic	Discussion	Action (if necessary)
October Minutes	Approval of October minutes.	Carla moved to approve October minutes, Maureen seconded. Approved by consenses
FY20 Budget Review	Discussed cash flow projections Discussed possibility of rearranging priorities in order to finance new/different programs Discussed the possibility of summer programs if increased income was necessary Discussed projected income for Hilltown-updated income numbers from DOE likely in January	No action at this time
Tentative Agenda Topics for Next Meeting	Approve November Minutes Review Budget in More Detail Capital Improvements for Next Year	
Next Meeting Date/Time/Location	12/18; HCCPS 8:30 AM Meeting dates: 12/18, 1/15, 2/26, 3/18, 4/15, 5/20	
Adjournment	Meeting adjourned at 9:30 AM	



Personnel Committee Meeting Minutes- November 20, 2019

Present: Gaby Blaustein, Lara Ramsey, Kelly Woods, Dawn Reeseman, Nicole Grinaski,
Regrets: Liz Preston

Topic	Discussion	Action
Salary Increase Formula	We decide to have the formulas reviewed and set by January, in time for next year's (or the next three years') salary proposal.	Invite Dan to the next meeting; Lara will meet with Carla to review current formula.
Review Staff Satisfaction Survey	We reviewed the first half of the most recent staff satisfaction survey. By and large, we were reminded that the broad majority of people are happy with their employment circumstances. We noticed that communication with staff about important information was a relative concern. We think circling back to all staff to ask what is currently working/not working would be an appropriate follow-up.	Decide how to gather follow-up information about communication at Hilltown.
New Business	Do we need a policy about supervisors hiring supervisees for work outside of the Hilltown job contract?	Return to this question next time.
Next meeting time/date/location	Dec. 11, 7:30, Lara's office	
Adjournment	8:20 a.m.	