



**HCCPS Board of Trustees**

**Meeting Agenda**

**November 12, 2025 6:30pm**

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Or Join Zoom Meeting

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

The Hilltown Cooperative Charter Public School was founded in 1995 as a Massachusetts Public Charter School. Our mission is:

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

**Prework: Committees prepare goals; All review LRP and HCCPS Bylaws Article IV, Section 1**

**Facilitator: Lily Newman**

Topic	Who	Action	Est. Start Time
<b>Welcoming (read mission statement):</b> (5 min) <ul style="list-style-type: none"> <li>● Announcements, appreciations, acknowledgement</li> <li>● Agenda Check: Appoint timekeeper, list keeper</li> <li>● BOT Visibility leading into start of year</li> <li>● Approve minutes from Oct BoT mtg</li> </ul>	Lily Newman	Decision	6:30 pm
<b>Public Comment</b> (5 min)	Lily Newman		6:35
<b>BOT Norms and Decision-Making, Roles &amp; Responsibilities</b> (10 mins) <ul style="list-style-type: none"> <li>- Collaboration norms</li> <li>- BOT roles, DESE guidance, Bylaws</li> <li>- Nuances and Grey Areas</li> <li>- Implications and Next Steps</li> </ul>	Lily Newman	Discussion	6:40
<b>Finance Update</b> (10 mins)	Kylan Mandile	Discussion	6:50
<b>Director hiring policy</b> (5 min)	Tala Elia	Discussion & Decision	7:00



<b>Staff salary scale</b> process update (10 min)	Tala Elia	Discussion	7:05
<b>School Leader Updates</b> (10 min) a. Staffing - leadership structure & role b. Initiatives and Events c. Other	Chris Kusek, Rebecca Belcher-Timme	Discussion	7:15
<b>MCAS Deeper Dive and Next Steps</b> (10 mins)	Rebecca Belcher-Timme	Discussion	7:25
<b>Education/Accountability Committee</b> (10 mins)	Kathleen Hulton	Decision	7:35
<b>LRP Review &amp; Update</b> (10 mins)	Chris Kusek Lily Newman	Discussion	7:45
<b>Committee Goals</b> (15 mins) - Reminder: BOT goals - Committees share aligned goals	Lily Newman Neal Teague Committee Chairs	Discussion	7:55
<b>Medical policy</b> updates and vote (5 min)	Chris Kusek	Vote	8:10
<b>General Updates</b> (5 min) - JEDi Committee - BOT recruitment - BOT Office Hours for Staff	Emily Boddy Lily Newman	Discussion	8:15
<b>Wrap Up</b> (5 mins) - Action items review - Next steps/December meeting agenda items - Minutes finalization, Newsletter blurb - Snacks and drinks for December	Lily Newman	Decision	8:20
<b>Adjournment</b>	Lily Newman	Decision	8:25



**HCCPS Board of Trustees**

**Meeting Agenda**

**October 10, 2025 6:30pm**

At HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

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

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

By Zoom: Andrea Hermans

Regrets:

Guests: James Meehan and Kris Lane (Audit Team), Kerri Pollard, Sarah Johnson

By Zoom:

**Facilitator: Lily Newman**

Notetaker: Emily Boddy

List keeper: Neal Teague

Timekeeper: Steve Sell

Mission statement read by: Adam

<b>Topic (estimated time)</b>	<b>Discussion</b>	<b>Action (if necessary)</b>
<b>Welcoming (read mission statement) (Tala Elia):</b> (5 min) <ul style="list-style-type: none"><li>• Announcements, appreciations, acknowledgement</li><li>• Agenda Check: Appoint timekeeper, list keeper</li><li>• BOT Visibility leading into start of year</li><li>• Approve minutes from September BoT mtg</li></ul> Lily Newman	Appreciations: Emily And Michael Wyzik painted the boys MS bathroom and it has made a huge difference. Kathleen did orientation with Adam and Lauren - appreciates them being on the board  Board Visibility: Coffee hour tomorrow.  Minutes: No changes.	Tala motioned to approve and Kathleen seconded; the Board approved meeting minutes by consensus.
<b>Public Comment</b> (5 min)	None.	

Final Minutes Approved on:

<p><b>Financial Audit Summary Report</b> (15 mins)</p> <ul style="list-style-type: none"> <li>- Summary presented by Daniel Dennis &amp; Company team</li> <li>- Discussion</li> <li>- Next steps</li> </ul> <p>Kylan Mandile Kris Lane, James Meehan</p>	<p>Auditors reported that this is one of the easiest audits they've done because of Carla's due diligence and quick responses. Kylan echoed this sentiment in his introduction.</p> <p>Kris and James went through the audit summary, which is included in full in the board packet.</p> <p>Compared to similar schools, we are in a very strong position - decrease in ESSR funds, salaries and enrolment. Great for the school, because we can implement initiatives.</p> <p>We will need to start reinvesting in order to increase what we spend on facilities for upkeep.</p> <p>Kylan recommends we approve the audit.</p> <p>Once the letters are signed, Kris and James will certify the audit.</p>	<p>Kylan moved to approve the HoS Goals, Tala seconded. Board approves by consensus.</p>
<p><b>MCAS Update and Next Steps</b> (10 mins)</p> <p>Rebecca Belcher-Timme</p>	<p>Full presentation is included in the packet.</p> <p>We will hear more about disaggregated data at a future date.</p> <p>Implementing high-quality curriculum that prepares for MCAS timing, ex address the kind of writing that comes up in MCAS.</p>	
<p><b>School Leader Updates, Updates.</b></p> <ul style="list-style-type: none"> <li>a. Staffing</li> <li>b. Initiatives and Events</li> <li>c. Other</li> </ul> <p>Chris Kusek, Rebecca Belcher-Timme</p>	<p><b>Staffing</b></p> <p>2 postings -</p> <p>Special ed admin asst has been verbally accepted, waiting for contract. She is due to join the team next week.</p> <p>Recess TA position is still posted. (Liza has moved on, but will be supporting on occasion)</p> <p><b>Initiatives and Events</b></p>	

Final Minutes Approved on:

	<p>Common Threads Civic action block - worked with the teacher team thinking about scope and sequence. Spending a lot of time on community building, proactive circles, building schoolwide community. Will look at community problem solving looking at current issues, responsive discussions and action steps. Institute for Humane education will do a training around how to do this in a solution oriented way. Trimester 3, problem solving and implementation in small groups.</p>	
<p><b>Leadership and Staffing Structure</b> (15 mins) - After a year of implementation, review and discuss HOS leadership structure</p> <ul style="list-style-type: none"> <li>- Strengths, challenges, recommendations</li> </ul> <p>Lily Newman, Chris Kusek, Rebecca Belcher-Timme</p>	<p>Supplement included in packet.</p> <p>Lily explained: When a new director model was sussed out, it was based on assessment on what would best serve the school. It was understood this was a hypothesis and the board and leadership committed to revisiting after about a year.</p> <p>Rebecca and Chris went through and coded their jobs, (included in packet) to account for what's actually happening, and where there are gaps.</p> <p>Tala explains some background - the issue of admin workload has come up for years. The last several years has been that the workload of both roles are not sustainable, across categories. Restructuring from 3 to 2 leaders was part of this. Ongoing problem that hasn't been solved fully, but more like patching together solutions that have never felt comprehensive.</p> <p>Chris and Rebecca gave their reflections, summarized their comments on their job descriptions.</p> <p>Chris explains the value of going to charter school sessions with other school leaders - the job of</p>	

Final Minutes Approved on:

	<p>the HOS is to support the other leaders doing their jobs. But at Hilltown, there is only Rebecca in that leadership role. This is anomalous to Hilltown.</p> <p>Chris suggests that a new person be hired to cover Special Ed, Behavior, Mental Health - Director of Student Support. Those three things take up a tremendous time of resources - time and money. Special ed is getting more complex by the year. Mental Health impacting chronic absenteeism, of which the state is starting to take notice.</p> <p>Chris explains that at a director level job covering special ed and behavior would enable the time and expertise needed to extend beyond the time commitment at a coordinator, which is many fewer hours/little to no summer hours.</p> <p>Adam asks about when the role posts, and priority around giving the time to hire the right person - and Chris agreed. We need to ensure we get the right person.</p> <p>The admin asst who was just hired would remain as an admin support, mainly to the director who is managing Special education and behavior- this person would cross train to support other admin functions.</p> <p>Kathleen suggests that this is a board decision, and not a management decision. Tala suggests that rather than a formal decision, board could signal approval. She explains that this has always been a gray area; however financial implications would be something the board</p>	
--	---	--

Final Minutes Approved on:

	<p>would need to address.</p> <p>Steve points out that the auditors said we are in a financial position to take on initiatives.</p> <p>It would be about a \$30k difference from current special education position to a director position.</p> <p>Rebecca reiterates the urgency to get this sorted, that what is happening now is not sustainable.</p> <p>Grace notes the staff response in the teacher meeting - similar to some of the questions we've had here, eg is this position enough to cover all of these things, signalling support.</p> <p>Chris is confident we will have a balanced budget next year, but we don't need to figure that out ahead of a mid year hiring, which would be a prorated salary. If we stay fully enrolled, we are in a stable/strong financial position.</p> <p>Rebecca notes that financial oversight is baked in - the board doesn't have oversight over each thing that is spent, eg curriculum materials, TA, one to one. It's part of the budgeting process.</p> <p>Lily confirms that what Chris does with management is his decision, and we are thought partners.</p> <p>Chris will move forward in posting the job position.</p>	
--	--	--

Final Minutes Approved on:

<p><b>HOS Goals (10 mins)</b></p> <ul style="list-style-type: none"> <li>- - Updates and rationale</li> <li>- - Discussion and feedback</li> <li>- - Vote</li> </ul> <p>Chris</p>	<p>Goals were set forth at last month's meeting.</p> <p>Since last month, Chris shared his goals with his leadership coach and she believes the goals themselves are ambitious for a year and could be extended into two years.</p> <p>Chris notes that he will not be able to meet those goals in the current situation, hence the need for the aforementioned new position.</p>	<p>Lily moved to approve the HoS Goals for two yers with bullets that apply to this year, Neal seconded. Board approves by consensus.</p>
<p><b>BOT and Committee Goals</b></p> <p>Proposed updates to 2 year BOT goals from SY24-25</p> <p>Discussion and vote</p> <p>Aligned Committee Goals: Share Out</p> <p>Lily, Neal and Committees</p>	<p>Included in the packet.</p> <p>Neal explained how he aligned board goals with Chris' goals. Also created a fifth goal to reflect the new academic committee.</p> <p>Lily adds that we approve these goals, adding additional bullets under number 5.</p> <p>Kathleen asks that other committees go through GABS goals (included in packet) as a model for other committees. Will present fully next month.</p>	<p>Tala moved to approve the BOT Goals as written, with flexibility to add or amend slightly under numbers 4 and 5, Adam seconded. Board approves by consensus</p> <p>Committees will present next month..</p>
<p><b>Updates (5 mins)</b></p> <ul style="list-style-type: none"> <li>- Education/Accountability Committee Update</li> <li>- LRP Update and Next Steps</li> <li>- HOS Rubric Task Force</li> <li>- JEDI Committee Chair</li> </ul> <p>Kathleen Hulton, GABS, Chris Kusek, Lily Newman</p>	<p>LRP is a form of accountability, and Chris would like to partner with the board in some way on the progress of the plan prior to bringing it to the full board. This should happen with the BoT leadership team.</p> <p>JEDI Committee Chair - vacancy in this role. GABS will discuss at their next meeting.</p>	<p>We will vote on the Academic committee next meeting.</p> <p>Leadership team will meet with HOS to monitor LRP before bringing to the full BoT.</p>

Final Minutes Approved on:

<p><b>Medical policy</b> updates and vote (5 min)</p> <p>Chris</p>	<p>Policies are included in the packet.</p> <ul style="list-style-type: none"> <li>● <b>Concussion policy</b></li> <li>● Kathleen has a concern about , due to the uncertainty of whether we are following the state mandates.</li> <li>● Tala explains that she'd like to discuss with mary about whether we can reduce the reentry plan requirements per current medical advice.</li> <li>● <b>Human Sex Ed Opt out policy</b></li> <li>● <b>Medication policy</b></li> </ul> <p>There isn't a rush to approve these, so Tala will review concussion policy with nurse Mary and the policies will be brought forth next meeting.</p>	<p>Lily moved to approve the Concussion policy, Ben seconded. Board approves by consensus. Kathleen has a blocking concern.</p> <p>We will hold medical policy until November.</p>
<p><b>BOT Roles, Responsibilities, Approach</b></p> <ul style="list-style-type: none"> <li>- Essential BOT roles</li> <li>- DESE guidance</li> <li>- HCCPS Bylaws and approach</li> <li>- Implications for members (us)</li> </ul> <p>Kathleen H.</p>	<p>Tabling to next month.</p>	<p>Add to agenda for next month.</p>
<p><b>Wrap Up</b> (5 mins)</p> <ul style="list-style-type: none"> <li>- Action items review</li> <li>- Next steps/Nov meeting agenda items</li> <li>- Minutes finalization, Newsletter blurb</li> <li>- Snacks and drinks for November</li> </ul>	<p><b>Action items:</b></p> <p>Next Meeting Date: 11/12, 6:30pm  NL Blurb: Emily Boddy  Drinks: Lauren  Snacks: Lauren</p> <p><b>Next Meeting:</b>  Q1 financials  Committee goals  BoT roles, responsibilities, approach.  Academic committee vote next month  JEDI Committee - solutions.  Medical policies  MCAS deep dive</p>	<p>Tala motioned to move into executive session and adjourn the meeting, Lauren seconded.</p>

Final Minutes Approved on:

<b>Adjournment</b> Lily Newman	Meeting adjourned at 9:02	Lily motioned to adjourn; Kathleen seconded.
-----------------------------------	---------------------------	--

Final Minutes Approved on:

## **Possible Board Collaboration Norms**

### **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.

**Hilltown Cooperative Charter School**  
**Balance Sheet**  
As of September 30, 2025

	<u>Sep 30, 25</u>	<u>Jun 30, 25</u>	<u>Sep 30, 24</u>
<b>ASSETS</b>			
<b>Current Assets</b>			
<b>Checking/Savings</b>			
<b>Easthampton Savings</b>			
ESB-General Reserve x0819	233,690	231,570	223,095
ESB Checking - XXXXX4269	456,483	466,140	394,652
ESB-Capital Reserve x1886	193,890	266,876	257,114
<b>Total Easthampton Savings</b>	<u>884,063</u>	<u>964,585</u>	<u>874,860</u>
<b>Total Checking/Savings</b>	884,063	964,585	874,860
<b>Accounts Receivable</b>			
Revenue Receivable	0	200	0
<b>Total Accounts Receivable</b>	<u>0</u>	<u>200</u>	<u>0</u>
<b>Other Current Assets</b>			
Paycheck corrections	850	0	0
Suspense	30	0	0
Prepaid Expenses	2,149	21,086	0
Security Deposit	7,279	7,279	7,579
<b>Total Other Current Assets</b>	<u>10,307</u>	<u>28,365</u>	<u>7,579</u>
<b>Total Current Assets</b>	894,370	993,150	882,439
<b>Fixed Assets</b>			
<b>Property 1-3 Industrial Pkwy</b>			
Building	3,317,751	3,317,751	3,317,751
Land	472,975	472,975	472,975
<b>Total Property 1-3 Industrial Pkwy</b>	<u>3,790,726</u>	<u>3,790,726</u>	<u>3,790,726</u>
Accum. Depreciation - Building	-707,872	-688,535	-630,523
Property Improvements	456,358	409,323	273,220
Accum. Dep - Property Imprvmnts	-187,705	-179,622	-159,344
<b>Property and Equipment</b>			
Classroom Equip./Furnishings	34,508	34,508	34,508
Accumulated Depreciation - F&E	-33,012	-32,712	-31,213
<b>Total Property and Equipment</b>	<u>1,497</u>	<u>1,796</u>	<u>3,295</u>
<b>Total Fixed Assets</b>	<u>3,353,004</u>	<u>3,333,688</u>	<u>3,277,374</u>
<b>TOTAL ASSETS</b>	<u><u>4,247,374</u></u>	<u><u>4,326,838</u></u>	<u><u>4,159,813</u></u>
<b>LIABILITIES &amp; EQUITY</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
<b>Accounts Payable</b>			
Accounts Payable	34,823	84,535	29,242
<b>Total Accounts Payable</b>	<u>34,823</u>	<u>84,535</u>	<u>29,242</u>
<b>Credit Cards</b>			
American Express	11,009	3,611	2,466
Capital One	0	0	996
<b>Total Credit Cards</b>	<u>11,009</u>	<u>3,611</u>	<u>3,463</u>
<b>Other Current Liabilities</b>			
Accrued Expenses	0	6,088	0

10/21/25

## Hilltown Cooperative Charter School

## Balance Sheet

As of September 30, 2025

	<u>Sep 30, 25</u>	<u>Jun 30, 25</u>	<u>Sep 30, 24</u>
Accrued Payroll	0	247,829	0
Deferred Revenue - Grants	492	992	742
<b>Payroll Liabilities</b>			
Dental Plan Payable	-507	-350	-411
Employee Health	-5,658	-2,442	-4,547
Employee Life	229	262	226
MA Retirement	1,509	0	0
Sect 125 - FSA	-5,333	-4,038	-4,269
<b>Total Payroll Liabilities</b>	<u>-9,760</u>	<u>-6,568</u>	<u>-9,001</u>
<b>Total Other Current Liabilities</b>	<u>-9,269</u>	<u>248,341</u>	<u>-8,260</u>
<b>Total Current Liabilities</b>	36,563	336,487	24,445
<b>Long Term Liabilities</b>			
Note Payable - USDA	3,051,103	3,066,691	3,112,819
<b>Total Long Term Liabilities</b>	<u>3,051,103</u>	<u>3,066,691</u>	<u>3,112,819</u>
<b>Total Liabilities</b>	3,087,666	3,403,178	3,137,263
<b>Equity</b>			
General Reserve Account	233,690	0	220,254
Res'd for Capital Expenditures	193,890	0	335,354
Contingency Fund	50,000	0	50,000
Investments in Fixed Assets	266,997	266,997	94,571
Undesignated Fund Balance	179,084	560,872	127,690
Net Income	236,047	95,792	194,680
<b>Total Equity</b>	<u>1,159,708</u>	<u>923,660</u>	<u>1,022,549</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><b>4,247,374</b></u>	<u><b>4,326,838</b></u>	<u><b>4,159,813</b></u>

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
 July through September 2025

	Jul - Sep 25	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
<b>State Sources</b>				
Per-Pupil Revenue	1,003,719	3,929,076	-2,925,357	26%
<b>Total State Sources</b>	1,003,719	3,929,076	-2,925,357	26%
<b>Federal Grants-DESE Administer</b>				
SPED 262 Early Childhood		797	-797	
SPED 240		45,795	-45,795	
Teacher Quality 140		3,514	-3,514	
Title I 305		22,628	-22,628	
Title IV		10,000	-10,000	
<b>Total Federal Grants-DESE Administer</b>		82,734	-82,734	
<b>Private Grants</b>				
Country Song & Dance Society	450			
<b>Total Private Grants</b>	450			
<b>Fundraising Income</b>				
Field Trip Fund	2,450	4,500	-2,050	54%
Winter Fair		7,000	-7,000	
<b>Total Fundraising Income</b>	2,450	11,500	-9,050	21%
<b>Other sources</b>				
Earnings on Investments	4,838	12,000	-7,162	40%
School Lunch Receipts	2,272	15,000	-12,728	15%
<b>Special Trip Receipts</b>				
Prisms Special Trip Receipts	4,380			
Purples Special Trip Receipts	3,225			
Special Trip Receipts - Other		10,000	-10,000	
<b>Total Special Trip Receipts</b>	7,605	10,000	-2,395	76%
SPED Medicaid reimbursement		5,000	-5,000	
<b>Total Other sources</b>	14,715	42,000	-27,285	35%
<b>Kid's Club Income</b>	17,314	68,500	-51,186	25%
<b>Student Activity Fees</b>	8,223	22,000	-13,778	37%
<b>Miscellaneous Income</b>	1,121	3,000	-1,879	37%
<b>Total Income</b>	1,047,992	4,158,810	-3,110,818	25%
<b>Gross Profit</b>	1,047,992	4,158,810	-3,110,818	25%
<b>Expense</b>				
<b>Personnel Costs</b>				
<b>Personnel</b>				
Professional Educational Staff	199,408	1,788,265	-1,588,857	11%
Paraprofessional Educ. Staff	37,832	440,651	-402,819	9%
Administrative Staff	79,036	396,519	-317,483	20%
Directors	63,687	236,550	-172,863	27%
Kids' Club Staff	5,713	58,362	-52,649	10%
Stipends - Student Activities	352	18,000	-17,648	2%
Stipends - Program	5,956	40,000	-34,044	15%
Longevity Pay		20,540	-20,540	
<b>Total Personnel</b>	391,984	2,998,887	-2,606,903	13%
<b>Payroll Taxes</b>				
FICA	7,637	51,936	-44,299	15%
Medicare	5,562	43,484	-37,922	13%
PFML Tax	1,652	10,000	-8,348	17%

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
 July through September 2025

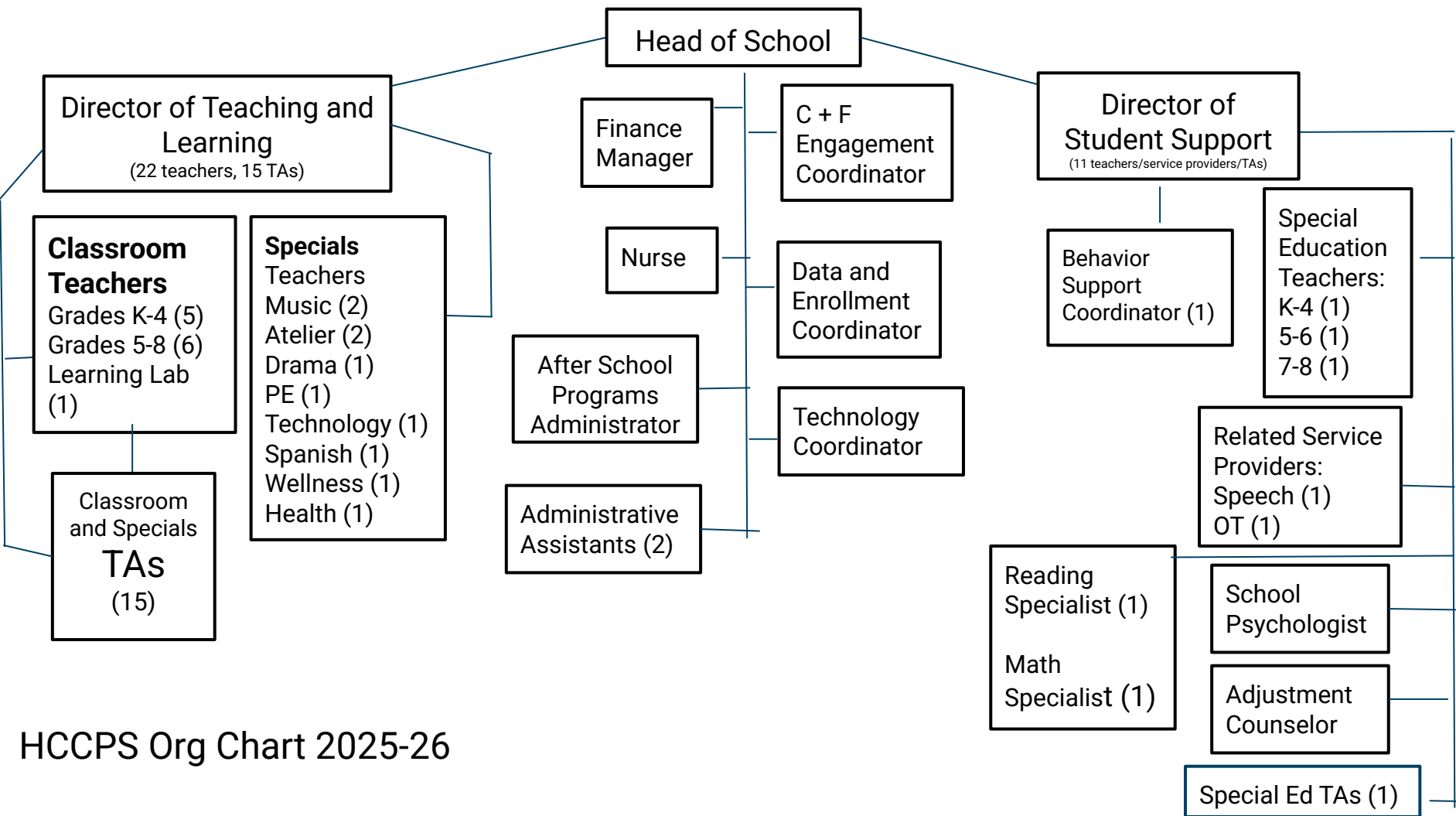
	Jul - Sep 25	Budget	\$ Over Budget	% of Budget
SUTA	787	8,997	-8,210	9%
UHIC	322	2,713	-2,391	12%
<b>Total Payroll Taxes</b>	<b>15,960</b>	<b>117,130</b>	<b>-101,170</b>	<b>14%</b>
<b>Fringe Benefits</b>				
College Credit Reimbursement		3,000	-3,000	
HRA Benefit	32,682	60,000	-27,318	54%
Health Diversion		20,000	-20,000	
Health insurance	87,769	345,000	-257,231	25%
Worker's Compensation Insurance	8,196	16,199	-8,003	51%
<b>Total Fringe Benefits</b>	<b>128,647</b>	<b>444,199</b>	<b>-315,552</b>	<b>29%</b>
<b>Total Personnel Costs</b>	<b>536,591</b>	<b>3,560,216</b>	<b>-3,023,625</b>	<b>15%</b>
<b>Consultant &amp; Other Svcs-Fixed</b>				
Administrative Consultant		5,000	-5,000	
Admin Services/Data Managemnt	8,792	7,000	1,792	126%
Annual Audit	16,500	17,000	-500	97%
FSA/HRA Service	852	2,678	-1,826	32%
Payroll Service	1,338	4,350	-3,012	31%
SPED Contractors	13,639	25,000	-11,361	55%
SPED Summer Services	1,302	5,000	-3,698	26%
<b>Total Consultant &amp; Other Svcs-Fixed</b>	<b>42,423</b>	<b>66,028</b>	<b>-23,605</b>	<b>64%</b>
<b>Consultant &amp; Other Svcs</b>				
Curriculum Consultants		6,000	-6,000	
Legal Fees	900	10,000	-9,100	9%
Staff Development	26,574	15,000	11,574	177%
<b>Total Consultant &amp; Other Svcs</b>	<b>27,474</b>	<b>31,000</b>	<b>-3,527</b>	<b>89%</b>
<b>Occupancy</b>				
Cleaning Services	5,423	57,373	-51,950	9%
Copier Rental	1,461	6,180	-4,719	24%
Electricity	7,401	26,780	-19,379	28%
Elevator Maintenance	1,136	5,150	-4,014	22%
Fire/Sprinkler Alarm services	918	3,090	-2,172	30%
Heat	366	10,300	-9,934	4%
HVAC Maintenance	8,192	10,300	-2,108	80%
Insurance-Liability/Propty/Auto	43,964	41,182	2,782	107%
Interest Expense - USDA Loan	21,048	83,544	-62,496	25%
Internet	440	4,635	-4,195	9%
Landscaping	1,375	8,240	-6,865	17%
Minor Repair/Maintenance	10,064	30,900	-20,836	33%
Plowing/Snow Removal		8,755	-8,755	
Telephone	227	1,236	-1,009	18%
Trash Removal/Recycling	1,955	6,885	-4,930	28%
Water/Sewer	200	3,605	-3,405	6%
<b>Total Occupancy</b>	<b>104,170</b>	<b>308,155</b>	<b>-203,985</b>	<b>34%</b>
<b>Supplies</b>				
<b>Educational Supplies/Textbooks</b>				
*Atelier supplies	721	2,500	-1,779	29%
*Blues Ed Supps	211	540	-329	39%
*Greens Ed Supps	485	660	-175	73%
*Yellows Ed Supps	628	660	-32	95%
*Oranges Ed Supps	281	630	-349	45%
*Reds Ed Supps	208	630	-422	33%
*Purples Ed Supps				
Purples - ELA/HUM	730	800	-70	91%
Purples Math	70	800	-730	9%
Purples - Science	490	800	-310	61%

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
 July through September 2025

	Jul - Sep 25	Budget	\$ Over Budget	% of Budget
<b>Total *Purples Ed Supps</b>	1,290	2,400	-1,110	54%
<b>*Prisms Ed Supps</b>				
*Prisms ELA/HUM	343	787	-444	44%
*Prisms Math	50	786	-736	6%
*Prisms Science		787	-787	
<b>Total *Prisms Ed Supps</b>	393	2,360	-1,967	17%
<b>Drama Supplies</b>	222	1,500	-1,278	15%
<b>Learning Lab Supplies</b>	228	300	-72	76%
<b>Math Specialist Supplies</b>	102	300	-198	34%
<b>*Minicourses</b>		400	-400	
<b>*Music/movement supplies</b>				
*Music Supplies - K-4	163	397	-234	41%
*Music Supplies - 5-8	297	478	-181	62%
<b>Total *Music/movement supplies</b>	460	875	-415	53%
<b>*Physical Education Supplies</b>	116	875	-759	13%
<b>Spanish Supplies</b>	76	300	-224	25%
<b>*SPED Ed Supps</b>	115	3,000	-2,885	4%
<b>*Reading Specialist Supplies</b>	66	300	-234	22%
<b>*Other Ed Supplies/Textbooks**</b>	25,147	27,770	-2,623	91%
<b>Educational Supplies/Textbooks - Other</b>				
<b>Total Educational Supplies/Textbooks</b>	30,751	46,000	-15,249	67%
<b>Food and Supplies</b>		1,030	-1,030	
<b>Health &amp; Safety Supplies</b>	1,248	3,708	-2,460	34%
<b>Household Supplies</b>	1,329	5,923	-4,594	22%
<b>Office Supplies</b>	1,579	4,893	-3,314	32%
<b>Playground Supplies</b>		1,030	-1,030	
<b>Postage</b>		514	-514	
<b>Printing and Reproduction</b>		515	-515	
<b>Testing &amp; Evaluation Supplies</b>	4,328	6,963	-2,635	62%
<b>Total Supplies</b>	39,234	70,576	-31,342	56%
<b>Equipment</b>				
Chromebook Replacement	7,038	8,000	-962	88%
Furnishings/Rugs	4,554	1,500	3,054	304%
Minor Equipment	1,825	1,500	325	122%
SPED Equipment	1,638	3,000	-1,362	55%
Tech Repair/Replacement	9,583	10,000	-417	96%
<b>Total Equipment</b>	24,637	24,000	637	103%
<b>Other expenses</b>				
Advertising		3,000	-3,000	
BOT Discretionary Fund		500	-500	
Community Domain Expense	1,050	3,750	-2,700	28%
Community Service Projects		500	-500	
Graduation Expenses		1,800	-1,800	
Field trips				
Blues Field Trips		555	-555	
Greens Field Trips		675	-675	
Yellows Field Trips		675	-675	
Oranges Field Trips	23	675	-652	3%
Reds Field Trips	23	675	-652	3%
Field trips - Other		1,245	-1,245	
<b>Total Field trips</b>	45	4,500	-4,455	1%
<b>Fundraising Expenses</b>		1,500	-1,500	
<b>Kid's Club Food/Supplies</b>	164	1,500	-1,336	11%
<b>MCSA Dues</b>	12,045	11,785	260	102%
<b>Miscellaneous Expenses</b>	2,760	7,000	-4,240	39%

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
 July through September 2025

	Jul - Sep 25	Budget	\$ Over Budget	% of Budget
School Lunch Expense	3,109	20,000	-16,891	16%
SPED Contingency		25,000	-25,000	
Special Trip Expenses		10,000	-10,000	
Sunshine/Staff Appreciations		1,000	-1,000	
Student Activity Expenses	524	5,000	-4,476	10%
<b>Total Other expenses</b>	<b>19,697</b>	<b>96,835</b>	<b>-77,138</b>	<b>20%</b>
Directors' Discretionary Fund		2,000	-2,000	
<b>Total Expense</b>	<b>794,225</b>	<b>4,158,810</b>	<b>-3,364,585</b>	<b>19%</b>
<b>Net Ordinary Income</b>	<b>253,767</b>		<b>253,767</b>	<b>100%</b>
<b>Other Income/Expense</b>				
Other Income				
Other Income - Non Operating				
Capital Project Donations	10,000			
<b>Total Other Income - Non Operating</b>	<b>10,000</b>			
<b>Total Other Income</b>	<b>10,000</b>			
<b>Other Expense</b>				
Depreciation Expenses	27,719			
<b>Total Other Expense</b>	<b>27,719</b>			
<b>Net Other Income</b>	<b>-17,719</b>			
<b>Net Income</b>	<b>236,047</b>		<b>236,047</b>	<b>100%</b>



HCCPS Org Chart 2025-26



## **HCCPS Hiring Policy Proposal**

*(revised policy that was recently passed by BoT on 5/14/2025)*

It is the policy of Hilltown Cooperative Charter Public School (HCCPS) to hire without regard to race, creed, color, religion, national origin, gender, sexual orientation, gender identity, pregnancy, pregnancy-related conditions, age, disability, or any other legally protected status. Hiring processes reflect the many perspectives within the school community. Decisions regarding hiring are made by a hiring committee as defined in more complete hiring procedures to follow. For positions that are less than half-time (0.5 FTE), long-term substitutes or other positions that do not require a hiring committee, decisions are made by the Supervising Director and/or Head of School.

All current, regular employees of HCCPS are considered internal candidates providing they meet minimum qualifications for open positions. As such, they will automatically be interviewed. Long-Term Substitutes who work a minimum of fifty percent (50%) of a full year position will also be considered internal candidates.

Professional references and public-facing media will be checked prior to an offer of employment. Offers of employment are contingent on a satisfactory background check, including a CORI check for all employees and a fingerprint record for all regular (non-substitute) employees.

### **I. Hiring Procedure for Internal Candidates for Teachers and Coordinators**

When a vacancy for a teacher or coordinator position occurs, all staff will be notified in writing and given the opportunity to express interest in the position. This may happen in conjunction with an external posting at the discretion of Supervising Director(s) and/or Head of School

- For current teachers interested in moving into an open teaching position, this constitutes a request to change their teaching assignment. The Supervising Director(s) and/or Head of School will meet with interested teacher(s) and may make this decision without forming a hiring committee. If there is more than one internal candidate interested in the open position, the Supervising Director(s) and

and/or Head of School may choose to form a hiring committee and follow the procedures below or may choose the candidate that is deemed most suited for the position.

- For other qualified internal staff applying for teacher or coordinator positions—including teaching assistants and long-term substitutes - The Supervising Director(s) and/or the Head of School will conduct an initial review and interview. If internal applications are submitted after external candidates have progressed, the hiring process for external candidates may continue concurrently. Following this initial review, an offer of advancement to the finalist round will be determined by the hiring committee. The hiring committee may, at its discretion, waive certain steps (e.g., skills assessment, staff team building exercise, parent/caregiver feedback) for internal candidates based on their experience at Hilltown.

The Committee will decide on one of the options listed below. Decisions are based on consensus. In the event consensus cannot be reached, the Director of Teaching and Learning and/or Head of School makes final decisions regarding next steps.

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

## II. Hiring Procedures for Teachers and Coordinators

The procedures outlined below apply to the hiring of teachers and coordinators in half-time or over positions. Positions that do not fall under one of these categories are hired at the discretion of the Head of School. The Board of Trustees manages hiring of the Head of School that they supervise under separate procedures.

### **Hiring procedures for teachers and coordinators follow these steps:**

1.
  - a. **Post the Job:** The Director of Teaching and Learning and/or Head of School will finalize the job description and post the position internally and/or externally. The posting includes a short description of HCCPS, minimum and preferred position qualifications, salary range, and primary position responsibilities. Interim positions must be clearly identified at this step.
  - b. **Form the Hiring Committee:** The Director of Teaching and Learning and/or Head of School will chair and choose members of a hiring committee, considering

prior experience and expertise, with a preference for those who have not recently served on a hiring committee. The hiring committee is composed of:

- Director of Teaching and Learning and/or Head of School
- Board of Trustees representative (responsible for compliance with hiring procedures)
- Staff representative(s)
- Parent/caregiver representative

- c. **Conduct a Hiring Committee Orientation:** The Director of Teaching and Learning and/or Head of School conducts an orientation with committee members, this may be done in-person, virtually or asynchronously. Prior to the orientation, committee members are responsible for reviewing anti-bias hiring materials.
2. **Review Applicant Materials and Select Initial Interview Candidates:**
3. Hiring committee members review all applicant materials and provide input about which candidates should be selected for an initial interview.
4. **Conduct Initial Interviews:** The hiring committee or designee(s) meets with each selected candidate for an interview based on predetermined interview questions. In addition to questions determined by the hiring committee, questions will be collected from caregivers and staff in advance and the hiring committee will select questions or themes of those questions to be included in the initial interview.
5. **Select Finalists:** Based on initial interviews, the hiring committee selects finalists to complete the remaining steps in the process. In the event consensus cannot be reached, the Director of Teaching and Learning and/or Head of School makes the final decision.
6. **Conduct Skills Assessment, Team Building Exercise, and solicit Community Feedback:** The following finalist hiring procedure components may occur in any order:
  - a. Skills Assessment
  - b. Staff team building exercise and discussion with potential teaching partner(s) if applicable
  - c. Sharing of anonymized written summary of initial interview with staff and caregivers accompanied by feedback opportunity
7. **Decide Final Recommendations:** Hiring committee members review feedback, discuss the final candidates, and make hiring recommendations. If no consensus is reached, the Director of Teaching and Learning and/or Head of School makes the final decision regarding making an offer or declaring a failed search.
8. **Check References:** The Supervising Director(s) and/or Head of School ensures that at least two (2) professional references and public-facing media are checked before making an offer of employment.
9. **Make Employment Offer(s):** The Supervising Director(s) and/or Head of School makes an employment offer beginning with the first-choice candidate. If no recommended candidate accepts an offer, the hiring procedures start again from the beginning.

10. **Communicate Outcomes:** The Supervising Director(s) and/or Head of School announces new hires to the Hilltown community. At the next Board of Trustees meeting, the BoT representative on the hiring committee confirms that the hiring procedures were followed with fidelity.

### **Emergency Hiring Procedures**

The Supervising Director(s) and Learning and/or Head of School may choose to use the emergency hiring procedures in one of the following scenarios:

1. Anytime a position is vacated unexpectedly anytime the school year. A long-term substitute may be hired immediately while the hiring process is utilized.
2. If a position that is on the teacher salary scale becomes open for the upcoming school year fewer than twenty (20) school days before the conclusion of the current school year.

In the case that Emergency Hiring Procedures may be utilized:

- The position must be posted as an interim position.
- The Supervising Director(s) and/or Head of School will decide the necessary and relevant steps in the standard hiring procedures to streamline the process.
- An emergency hiring process and a standard hiring process may differ in some or all of the following ways:
  - Parental and/or board member involvement on the hiring committee is not required.
  - The hiring committee may be smaller than that of a standard hiring process.
  - The timeline for accepting resumes and conducting interviews may be shorter.
  - Skills assessment, team building exercise, staff feedback, and/or parent feedback may be skipped.

### **III. Hiring procedures for Directors follow these steps:**

1. **Post the Job:** The Head of School will finalize the job description and post the position internally and/or externally. The posting includes a short description of HCCPS, minimum and preferred position qualifications, salary range, and primary position responsibilities. Interim positions must be clearly identified at this step.
2. **Form the Hiring Committee:** The Head of School will chair and choose members of a hiring committee, considering prior experience and expertise, with a preference for those who have not recently served on a hiring committee. The hiring committee is composed of:
  - i. Head of School
  - ii. Director(s)

- iii. Board of Trustees representative(s) (responsible for compliance with hiring procedures)
  - iv. Staff representative(s)
  - v. Parent/caregiver representative
3. **Conduct a Hiring Committee Orientation:** The Head of School and Director(s) conduct an orientation with committee members (this may be done in-person, virtually or asynchronously. Prior to the orientation, committee members are responsible for reviewing anti-bias hiring materials)
4. **Review Applicant Materials and Select Initial Interview Candidates:** Hiring committee members review all applicant materials and provide input about which candidates should be selected for an initial interview.
5. **Conduct Initial Interviews:** The hiring committee or designee(s) meets with each selected candidate for an interview based on predetermined interview questions. In addition to questions determined by the hiring committee, questions will be collected from caregivers and staff in advance and the hiring committee.
6. **Select Finalists:** Based on initial interviews, the hiring committee selects finalists to complete the remaining steps in the process. In the event consensus cannot be reached, The Head of School (in consultation with the Directors) makes the final decision to forward candidates to the finalist round.
7. **Conduct Skills Assessment, Team Building Exercise, and solicit Community Feedback:** The following finalist hiring procedure components may occur in any order:
  - a. Skills Assessment/Leadership task(s) presentation to staff
  - b. Skills Assessment/Leadership task(s) presentation to caregivers
  - c. Staff team building exercise and follow up discussion with HoS and Directors
8. **Decide Final Recommendations:** Hiring committee members review various stakeholder feedback, discuss the final candidates, and make hiring recommendations. If no consensus is reached, the Head of School (in consultation with the Director(s)) makes the final decision regarding making an offer or declaring a failed search.
9. **Check References:** Head of School ensures that at least two (2) professional references and public-facing media are checked before making an offer of employment.
10. **Make Employment Offer(s):** The Head of School makes an employment offer beginning with the first-choice candidate. If no recommended candidate accepts an offer, the hiring procedures start again from the beginning.
11. **Communicate Outcomes:** The Head of School announces new hires to the Hilltown community. At the next Board of Trustees meeting, the BoT representative on the hiring committee confirms that the hiring procedures were followed with fidelity.



**Date:** November 2025

**Name of Proposal:** Proposal to Establish an Education Committee

**Priority Level:** Medium

**Approximate time needed for discussion:** 10 minutes

**Proposal to be presented by:** Kathleen Hulton

**Committee members drafting proposal:** Kathleen Hulton (GABS)

**Text of proposal:**

The Governance and Board Sustainability (GABS) Committee recommends the establishment of an Education Committee to support academic excellence and mission fidelity. The Massachusetts Department of Elementary and Secondary Education (DESE) charges charter school boards with responsibility for oversight in three areas: academic success, organizational viability, and faithfulness to the charter. While the Board currently receives reports on student learning, it does not have a standing committee dedicated to academic excellence or program oversight.

The Education Committee will strengthen the Board's ability to meet its statutory responsibilities by providing structured, consistent monitoring of student academic achievement, including standardized assessments, state accountability measures, and internal benchmarks. In addition, the committee will review how Hilltown's arts integration model supports and enhances student learning, supporting the Board's ability to monitor both state accountability outcomes and the effectiveness of our arts-integrated educational model.

A recent review of 63 Massachusetts charter school boards conducted by GABS found that at least 40 of 63 MA charter school boards (63%) have a committee dedicated to academic accountability and/or the school's educational program. Establishing an Education Committee will align Hilltown with common practices across the state, while ensuring oversight is consistent with our mission and values.

**Goals to be achieved by proposal:**

- Strengthen Board oversight of academic outcomes, as required by DESE.
- Ensure regular Board-level review of both student results and arts-integration practices.
- Provide consistent, structured reporting to the Board on academic performance and program effectiveness.

**Scope of Responsibilities of the Education Committee:**

*Proposed to BoT: November 12, 2025*

*Approved by BoT on:*

The Education Committee will:

1. Review and analyze student performance data from state assessments, internal benchmarks, and other measures of academic achievement.
2. Monitor progress toward charter academic goals and renewal conditions.
3. To analyze school accountability data and highlight key findings for Board attention
4. Evaluate the alignment between the school's arts-integration model and student learning outcomes.
5. Report to the Board quarterly, providing written and/or verbal summaries highlighting key findings, trends, and recommendations.

The committee's role is **oversight**, not management; it will not direct curriculum, instruction, or staff evaluation.

**Potential problems/dissenting views:**

Some members may question whether the Board needs a formal Education Committee since it already receives regular reports on academics. However, while reports from school leaders provide information on student performance, a standing committee ensures consistent, structured analysis and follow-through, strengthening the Board's ability to fulfill its oversight responsibilities.

Some members may be concerned about creating an additional standing committee and the demand it may place on Board members' time. However, by setting a minimum meeting frequency of once quarterly, the committee's workload is limited while still providing oversight.

**Additional notes:**

- Membership: The Education Committee will include:
  - At least one, and ideally two, Board members, one of whom will serve as Chair
  - The Director of Teaching and Learning (or designee)
  - One to two staff members with relevant expertise (e.g., arts integration, assessment)
  - One community or parent representative, if possible, to support transparency and community engagement
  - The committee may invite other staff or students to participate in specific meetings or provide input as appropriate.

## HCCPS Long Range Plan Progress Tracker 2023-2027

YELLOW: NOT STARTED; ORANGE: PAUSED/DELAYED; GRN: IN PROGRESS/ON TRACK; BLUE: DONE

Responsible Parties	Progress Monitoring	Adjusted Timeline 9/24	Updated Timeline 11/25	Goal 1: Cultivate a vibrant culture and community
Head of School (HOS), Director of Teaching and Learning (DOTL)	Initiate activity in 2022-23. The Director of Teaching and Learning will provide updates to the Board of Trustees and the whole school community twice a year. Complete by the end of 2025-26	<b>Complete by June 2026</b>	<b>Adjust to Dec 2026</b>	<b>A. Social and Emotional Supports</b>
		August '25	Sept 2026	1. Confirm our shared vision of an excellent SEL approach, identify where we are now and what it will take to close the gap
		SY25-26	Dec 2026	2. Develop an action and monitoring plan for reaching our vision with clear indicators for success (data, look-fors)
		SY24-26	July 2026	3. Refine the scope and sequence of our SEL curriculum and approach
		SY24-25	Nov 2025	4. Enhance personnel resources to address behavioral needs of students
		SY24-26	June 2026	5. Develop and refine a whole-school schedule centered on offering consistency and predictability for staff and students
		SY24-26	June 2026	6. Determine and implement high impact strategies for staff wellness and sustainability
HOS, Community and Family Engagement Coordinator (CFEC)	The Head of School and the Community and Family Engagement Coordinator will provide updates to the Board of Trustees and the whole school community twice a	<b>Complete by June 2026</b>	<b>Adjust to June 2027</b>	<b>B. School Culture/Family Engagement</b>
		SY23-24	Sept 2024	1. Reintroduce and reinvigorate in-person events
		SY24-25	June 2027	2. Redefine family engagement at Hilltown aligned to our current and evolving community
		SY24-26	June 2027	3. Refine existing strategies that work and establish new ways of involving families/caregivers
		SY24-26	June 2025	4. Reinvigorate our traditions and rituals in culturally relevant ways to bring our community together
BOT President, BOT, Domain Council  <b>UPDATE 11/6: BOT Leadership, GABS</b>	The Board President will lead a process to complete these goals one year from the adoption of this Long Range Plan	<b>Complete most by June 2025; Docs by 2026</b>	<b>Nov 2026</b>	<b>C. Communication and Decision-making</b>
		SY24-25	Nov 2026	1. Map organizational decision-making processes to create clarity and transparency
		SY24-25	June 2025	2. Revisit the idea of staff Board members being voting members
		SY24-26	June 2026	3. Organize and update the Board Book, which contains policies related to the governance of the school
		SY24-25	Nov 2026	4. Establish new ways of effectively communicating our decision making process to the community
Responsible Parties	Progress Monitoring	Goal 2: Weave justice, equity, diversity, and inclusion into the fabric of HCCPS		
HOS, DOTL	Initiate activity in 2022-23. The Director of Teaching and Learning will provide updates to the Board of Trustees and the whole school community twice a year. Complete by the end of 2024-25	<b>Complete most by 2026; Co-curriculars 2027</b>	<b>June 2027</b>	<b>A. Develop a clear progression and integration of JEDI goals in the curriculum K-8 including parity between grade level partners</b>
		Summer 25; SY25-26	June 2025	1. Respond to Equity Audit curricular-related recommendations
		SY25-26	June 2026	2. Formally document relevant areas of the curriculum and establish cycles of implementation review and updating
		SY26-27	June 2027	3. Include all relevant co-curricular activities
		Spring 26	June 2027	4. Include JEDI in the HCCPS Community Compact
HOS, DOTL, CEFC, Personnel	Initiate activity in 2023-24. Progress updates to the Board of Trustees twice a year. Complete by the end of 2025-26	<b>Adjust to complete by end of 26-27</b>	<b>Adjust to June 2027</b>	<b>B. Evaluate and revise school-wide structures to integrate JEDI purpose and language</b>
		Fall 2024 (goals)		1. Respond to Equity Audit administrative-related recommendations
		SY25-26		2. Ensure JEDI responsibilities are embedded in all job descriptions
		SY24-26		3. Decide on a number of defined JEDI events per year: staff trainings, board trainings, community events, student events
SY24-25		4. Design community building to be meaningful for English Learners		
BOT, Board President/ <b>GABS</b>	Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Complete by the end of 2024-25	<b>Adjust to complete by end of 25-26</b>	<b>June 2026</b>	<b>C. Evaluate and revise Board of Trustees structures to integrate JEDI purpose, language</b>
		Fall 2024 (goals)	June 2026	1. Respond to Equity Audit Board-related recommendations
		Spring 2025	June 2026	2. Clearly articulate JEDI work in Board Member responsibilities

	End of 2024-25.	SY24-27	June 2026	3. Actively work to increase Board diversity, specifically in community member representation
		Spring 2025	June 2026	4. Communicate structures to the school: clearly defined roles, jobs, committees with clearly defined responsibilities
		Spring 2025		5. Create a JEDI mission statement (e.g., anti-racism statement) that clearly defines what JEDI ideally looks like, and what is encompassed in JEDI at Hilltown
HOS, CEFC	Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Relevant fiscal recommendations to the Board prior to budget decisions annually.	<b>Complete by 2027.</b>	<b>June 2027</b>	<b>D. Achieve enrollment parity with our sending districts.</b>
		SY25-27	June 2027	1. Increase admissions access to Hilltown for all students in Hampshire and Franklin Counties
		SY25-27	June 2027	2. Create a more robust recruitment process with specific strategies for historically underserved populations that are underrepresented at Hilltown
		SY25-26		3. Investigate and make recommendations regarding transportation options in Hampshire and Franklin Counties
		SY24-26		4. Evaluate before- and after-school programs with an eye toward serving the needs of a more diverse student population
<b>Responsible Parties</b>	<b>Progress Monitoring</b>			<b>Goal 3: Align schoolwide systems and structures to a shared vision of excellence that meets the developmental needs of our students</b>
HOS, DOTL	Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Complete by the end of 2024-25.	<b>Adjust to complete by end of 25-26</b>	<b>June 2026</b>	<b>A. Evaluate the academic strengths and needs of our students, and identify detailed goals and implementation plans to align curriculum, instruction, and assessment to our vision and priorities</b>
		June; August 2025	June 2026	1. Define what an excellent arts-integrated academic program and culture looks like that matches the vision of our school and developmental and learning needs of students
		Fall 2025	Fall 2025	2. Conduct a data "deep dive" to identify where we are excelling towards this vision and where we need to improve (e.g., student outcomes, curriculum and instruction)
		SY25-26	Fall 2025	3. Identify top priority areas for focused work, including structures and academics. Consider how our structures (i.e., grade levels, course offerings, groupings, etc.) advance our priorities, and where they create barriers
HOS, DOTL	Complete during the 2023-24 school year. Make recommendations to the Board by May 2024. If changes are recommended, implement beginning in Fall 2025	<b>Implement in Fall 2026 as adjusted previously</b>	<b>Complete</b>	<b>B. Examine alternative mixed-grade classroom reconfigurations and establish a final plan and implementation steps if change is recommended</b>
		Fall 2024 Update		1. Engage the Education Domain in a comprehensive review
		Fall 2024 Update		2. Obtain feedback from caregivers
		Dec 2024		3. Work with educators to establish proposal
		Dec 2024		4. Develop a draft approach and action plan and criteria for success
		Spring 2025		5. Finalize plan and share with community
		Spring 2025		6. Post new roles as relevant
HOS, DOTL	Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Complete no later than the 2025-26 school year	<b>Adjust to complete by end of 2027</b>	<b>Complete - Ahead of Schedule</b>	<b>C. Consider realignment of the school day to better meet the needs of the community</b>
		Fall 2025		1. Examine the impact of how we use time and the supplemental care we provide on our community including the impacts of half days and possible solutions to maintain staff collaboration time and enrich the student experience
		SY25-26		2. Determine innovative strategies to better meet the needs of our community with our schedule including the feasibility and impact of before and after care on access to and retention in our program
		Spring 2026		3. Determine if the length of the day would change if we went to five full days

# Personnel Committee Goals — SY25–26

## Overall Focus:

All Personnel Committee goals for SY25–26 center on reviewing and updating salary scales across all staff positions and projecting adjustments for the next three years. This work builds on prior efforts to expand transparency and equity in compensation, strengthen staff retention, and ensure financial sustainability in alignment with the school’s mission and long-term planning. Where possible, the committee will use data from comparable schools and positions to inform recommendations, recognizing that external benchmarks may not exist for all roles.

---

## Goal 1: Complete a comprehensive review and three-year projection of salary scales for all staff positions (excluding Head of School).

- Review current scales for teachers, TAs, administrative staff, coordinators, and directors.
- Project equitable, transparent salary scales for the next three years.
- Use available data from comparable schools and positions to inform recommendations.
- Document a consistent methodology to inform the Head of School salary review process.

**Alignment:** Board Goals 2 (Leadership Retention) & 3 (JEDI)

---

## Goal 2: Center equity, retention, and fiscal responsibility in compensation planning.

- Apply an equity lens to internal consistency, role alignment, and external benchmarks.
- Identify sustainable strategies to support staff recruitment and retention.
- Balance fiscal responsibility with the school’s values and mission.

**Alignment:** Board Goals 3 (JEDI) & 4 (Resource Sustainability)

---

## Goal 3: Strengthen communication and transparency about committee work and compensation decisions.

- Communicate the salary scale review process and outcomes clearly to the Board and staff.
- Ensure documentation and reporting practices promote accountability and clarity.
- Model open and consistent communication in line with Board Goal 1’s focus on effective messaging.

**Alignment:** Board Goal 1 (Communication & Decision-Making)

---



## **Concussion Policy (2025-2026)**

[The Commonwealth of Massachusetts' Executive Office of Health and Human Services requires](#)

that all public middle and high schools subject to the Massachusetts Interscholastic Athletic Association (MIAA) rules adhere to the state law entitled HEAD INJURIES AND CONCUSSIONS IN EXTRACURRICULAR ATHLETIC ACTIVITIES (105 CMR 201.000)

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

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

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

Student-athletes who receive concussions may appear to be "fine" on the outside, when in actuality they have a brain injury and are not able to return to play. Incurring a second concussion can prove to be devastating to a student athlete. Research has shown that young

athletes who sustain concussions and return to play before their brain has healed are highly vulnerable to more prolonged post-concussion syndromes or, in rare cases, a catastrophic neurological injury known as Second Impact Syndrome.

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

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

This requirement may be met by:

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

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

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

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

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

### **What is a Concussion?**

A concussion is defined as a transient alteration in brain function without structural damage, but with other potentially serious long-term ramifications. In the event of a concussion, the brain sustains damage at a microscopic level in which cells and cell membranes are torn and stretched. The damage to these cells also disrupts the brain at a chemical level, as well as causing restricted blood flow to the damaged areas of the brain, thereby disrupting brain function. A concussion, therefore, is a disruption in how the brain works; it is not a structural injury. Concussions are difficult to diagnose because the damage cannot be seen. A MRI or CT

Scan cannot diagnose a concussion, but they can help rule out a more serious brain injury to a student athlete. Because concussions are difficult to detect, student athletes must obtain medical approval before returning to athletics following a concussion.

### **Mechanism of Injury:**

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

### **Signs and Symptoms:**

Signs (what you see):

- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Altered coordination
- Balance problems
- Personality change
- Slow response to questions
- Forgets events prior to injury (retrograde amnesia)
- Forgets events after injury (anterograde amnesia)
- Loss of consciousness (any duration)

### **Symptoms (reported by athlete):**

- Headache
- Fatigue
- Nausea or vomiting
- Double vision/ blurry vision
- Sensitivity to light (photophobia)
- Sensitivity to noise (tinnitus)
- Feels sluggish
- Feels foggy
- Problems concentrating
- Problems remembering

- Trouble with sleeping/ excess sleep
- Dizziness
- Sadness
- Seeing stars
- Vacant stare/ glassy eyed
- Nervousness
- Irritability
- Inappropriate emotions

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

**Management and Referral Guidelines:**

1. When an athlete loses consciousness for any reason, the Coach will start the EAP (Emergency Action Plan) by activating EMS; check ABC's (airway, breathing, circulation); stabilize the cervical spine; and transport the injured athlete to the appropriate hospital via ambulance.
  
2. Any athlete who is removed from the competition or event and begins to develop signs and symptoms of a worsening brain injury will be transported to the hospital immediately in accordance with the EAP.
  
3. Any athlete who is symptomatic but stable is allowed to go home with his/her parent(s)/guardian(s) following the head injury.
  - a. If the head injury occurs at practice, parent(s)/guardian(s) will immediately be notified and must come and pick up the student athlete and talk to the Coach in person.
  
  - b. If the injury occurs at a game or event, the student athlete may go home with the parent/guardian(s) after talking with the Coach
  
  - c. Parent(s)/guardian(s) will receive important information regarding signs and symptoms of deteriorating brain injury/function prompting immediate referral to a local emergency room as well as return to play requirements. Parent(s)/ guardian(s), as well as student athletes, must read and sign the Post Sports-Related Head Injury Medical Clearance and Authorization Form and bring it back to the Nurse before starting with the return to play protocol.

**Graduated Reentry Plans:**

Each student athlete who is removed from practice or competition and subsequently diagnosed with a concussion or head injury shall have a written graduated reentry plan for return to full academic activities and extracurricular athletic activities. Along with a doctor's note detailing the necessary school based accommodations needed. The student athlete must be medically

cleared as required by the policy in order to begin graduated reentry to extracurricular athletic activities.

### [Returning to School After a Concussion](#)

#### **School Nurse Responsibilities:**

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

#### **School Responsibilities:**

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

#### **PE teacher/School Coach Responsibilities:**

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

### **Parent/Guardian Responsibilities:**

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

### **Student and Student Athlete Responsibilities:**

- Return required concussion history form prior to participation in athletics. Participate in all concussion training and education and return a certificate of completion to the athletic department prior to participation in athletics.
- Report all symptoms to the coach and/ or school nurse.
- Follow recovery plan.
- Rest as needed
- Minimize screen time and electronics for the first 48 hours.
- Don't carry books or backpacks that are too heavy.
- Tell your teachers if you are having difficulty with your classwork.
- Return to sports only when cleared by physician
- Report any symptoms to the coach and/or school nurse and parent(s)/guardian(s) if any occur after return to play.

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

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

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

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

<p>and community representation</p> <ul style="list-style-type: none"> <li>c. Establish meaningful local connections to increase the visibility of HCCPS and its connection to local arts and initiatives</li> <li>d. Finalize clear succession plans for the BOT and school leaders</li> <li>e. Ensure school policies and resources support staff sustainability and retention</li> </ul>			
<p><b>5. Ensure fidelity to the mission of the charter by supporting the school to implement mission aligned programming, staffing, and student outcomes.</b></p> <ul style="list-style-type: none"> <li>f. <i>Ensure progress towards school-wide goals the DESE accountability measures as captured in the school Accountability and SOA plans.</i></li> </ul>	<p>High Quality Schools; Act Strategically</p>	<p><b>LRP Goal 3A</b></p>	

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

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



# Hilltown Cooperative Charter Public School

## BOARD OF TRUSTEES BY-LAWS

The mission of the Hilltown Cooperative Charter Public School is:

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

### **ARTICLE I            Name, Purpose, and Location**

Sec. 1            The name by which this organization shall be known is the Hilltown Cooperative Charter Public School ("School").

Sec. 2            The purpose of the School shall be as described in the Commonwealth of Massachusetts Charter to operate a public school as executed by the Massachusetts Secretary of Education and granted to the School on December 9, 1994. This public school is chartered by the Commonwealth of Massachusetts and operates in compliance with M.G.L. c. 71, § 89.

Sec. 3            The principal office of the School in the Commonwealth of Massachusetts shall, until changed in accordance with the By-laws of the School, be located at 1 Industrial Parkway, Easthampton, MA 01027.

### **ARTICLE II            Membership**

Sec. 1 Any parent/legal guardian or staff member directly involved with the School community is defined as a member of the Cooperative with full voting rights. Other adult volunteers who have contributed forty hours of work over a twelve-month period are also considered members with full voting rights.

Sec. 2 All members are welcome to attend special and annual meetings of the School and shall have the right to vote at all special and annual general meetings of the School, except where recusal is required by law.

Sec.3 The Board of Trustees shall be empowered to interpret and enforce the membership requirements described in Section 1 of this Article.

### **ARTICLE III Meetings of Members**

Sec. 1 Annual Meeting: The School shall hold an annual meeting at which the members of the Cooperative will: elect new trustees; vote on proposed By-law amendments; hear reports from the Board of Trustees; and discuss other relevant business. The annual meeting shall be held in the spring.

Sec. 2 Special Meeting: A special meeting of the members may be called at any time by a majority of the Board of Trustees. The Clerk or some other officer shall also call a special meeting of the members, upon written application of ten percent of the members. Any such call shall state the time, place, and purposes of the meeting. Any and all By-laws can be amended at a special meeting.

Sec.3 Notice: Notice of the time, place, and purposes of any annual meeting of the members shall be given in person or in writing in accordance with Article IX of these By-laws at least seven days before such meeting.

Sec. 4 At an annual meeting or a special meeting, if notice has been properly given in accordance with Article 111, Section 3 and Article IX of these By-laws, sixty percent of the votes cast shall be necessary and sufficient for the election to any office or for the decision of any questions brought before the meeting, except as otherwise provided in these By-laws or the laws of the Commonwealth of Massachusetts.

### **ARTICLE IV Board of Trustees**

#### Sec. 1

A. The governing body of the School shall be called the Board of Trustees ("Board of Trustees" or "Board"). Said Board holds the charter from the Commonwealth and is

therefore responsible for ensuring that the School and Board members comply with all applicable laws and regulations. It shall be jointly responsible for all action taken on behalf of the School. The Board of Trustees shall be responsible for the overall well being of the organization: fiscal management, approval of the annual budget, fundraising, organizational, and personnel policies. It shall ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal. The Board shall approve all general policy decisions. The Board of Trustees will not exercise managerial powers over the day-to-day operations of the School.

**The Board of Trustees will ensure** that the School operates in compliance with all applicable state and federal laws, including, but not limited to:

- a. Successfully completing the opening procedures process in accordance with M.G.L. c. 71, § 89; 603 CMR § 1.00; and any guidelines issued by the Department of Elementary and Secondary Education;
- b. Requesting the Commissioner's appointment of any new trustees and receiving that approval prior to any new trustees beginning their service as members;
- c. Submitting timely annual reports;
- d. Submitting timely annual independent audits;
- e. Hiring, evaluating, and removing, if necessary, personnel to manage the School's day-to-day operations and holding these Directors accountable for meeting specified goals;
- f. Approving and monitoring progress towards meeting the goals of the School's Accountability Plan;
- g. Adopting and revising School policies, including plans for student recruitment and retention;
- h. Responding to complaints in writing as required by 603 CMR § 1.09; and
- i. Ensuring that members of the Board receive an orientation and training regarding their duties and obligations as members of a board of trustees.

The board of trustees of a charter school is a public entity, which operates independently of any school committee. The Board of Trustees is a public employer for the purposes of tort liability under M.G.L. c. 258 and for collective bargaining purposes under M.G.L. c. 150E.

- B. The Board of Trustees shall be responsible for the selection, appointment, evaluation and/or removal of the Directors of the School.
- C. Board members must serve the School with duty, loyalty, and care, striving to miss no more than two regularly scheduled Board of Trustees meetings in a given Fiscal Year.

- D. Board members shall be responsible for determining general School policies while maintaining compliance with state and federal law.
- E. The Board of Trustees forms committees and/or task forces, either permanent or as needed. Board members shall define the purposes, duties, and particular powers for each committee and approve these by way of consensus. Committees can be composed of trustee and non-trustee members.
- F. Grievances may be brought to the Board of Trustees using the three-level Grievance Procedure ("Grievance Procedure (Staff)" or "Grievance Procedure (Students and/or Parents)," whichever is applicable).

## Sec. 2

- A. The Board of Trustees is a public entity, which shall be composed of six to fifteen voting members. Parents/legal guardians of students shall fill at least two positions, and ideally not more than two-thirds. Membership in the Cooperative is not a prerequisite to serve on the Board of Trustees.
- B. The Board of Trustees will exercise due diligence in assessing the suitability of candidates for Board membership with respect to potential conflicts of interest and areas of skill and expertise that will be of value to the Board of Trustees, such due diligence to occur prior to a vote by the Board of Trustees to request the Commissioner appoint the proposed member(s). Prior to submitting a candidate to the Commissioner for approval, the Board of Trustees must determine that no financial interests under M.G.L. c. 268A exist that may preclude a majority of the Board of Trustees from participating in deliberations or voting on certain matters within the scope of the Board of Trustees' authority.
- C. New members of the Board of Trustees shall be elected every year as necessary for a three-year term by a vote of sixty percent majority of the voting members of the School attending the annual meeting. Community members (non-parents/legal guardians) may choose instead to serve a first term of two years and may choose instead to serve one year for subsequent terms. The Board of Trustees will then hold a formal vote to accept all new members, as required by the Department of Elementary and Secondary Education. The total number of sequential years a member may serve is six; the total number of years a member may serve is twelve.
- D. Between annual meetings, the Board of Trustees shall be empowered to elect by quorum of the Board new trustees to fill any vacancies on the Board. At the next annual meeting, the Cooperative membership will vote on whether the newly appointed

trustee(s) will complete the remainder of their term(s).

- E. Permanent employees of the school shall be disqualified from serving as voting members of the Board of Trustees during their time of employment. The three Domain Directors shall attend and fully participate in Board of Trustee meetings, but not vote.
- F. Using standard election process, up to two permanent employees may be elected to the Board of Trustees as non-voting, ex-officio members for two-year terms and may choose to renew for an additional one-year term. The total number of sequential years a permanent employee member may serve is three; the total number of years a permanent employee member may serve is six.
- G. Individual members of the Board of Trustees are considered special public employees of the Commonwealth.
- H. Trustees will not participate in any decision that may result in their financial gain. They must recuse themselves from discussion about such decisions, save to provide factual information about the issue. Any trustee who gains financially from the School shall disclose this to the Board, and in accordance with Massachusetts law. Board members may not receive payment for services. Members of the Board of Trustees will comply with the Commonwealth's ethics requirements, including, but not limited to, meeting all training requirements; complying with M.G.L. c. 268A, the conflict of interest law; filing all required disclosures under M.G.L. c. 268A; and filing all statements of financial interest in a timely fashion as required by M.G.L. c. 71, § 89(u). Failure to comply with the Commonwealth's ethics requirements may result in removal of individual Board members by the Board of Trustees or by the Commissioner. See M.G.L. c. 71, § 89(u); 603 C.M.R. § 106(2)(e).
- I. No more than one partner or household member of any immediate family shall serve as a trustee of the School or a member of the same Board committee at a given time.
- J. The Board of Trustees may not discriminate against potential members on the basis of age, sex, sexual orientation, race, national origin, ancestry, religion, marital status, gender identity, or non-disqualifying handicap or mental condition.

### Sec.3

- A. Board of Trustees and its committees, irrespective of what the title may be, will comply in all respects with the open meeting law, M.G.L. c. 30A, §§ 18-25, and the regulations, guidance, and directives of the Office of the Attorney General. This includes, but is not

limited to, training, notice of meetings, records of meetings, and executive sessions.

- B. A member of the Board of Trustees may participate remotely in a meeting provided that such participation complies with the requirements of 940 C.M.R. § 29.10, including, but not limited to, meeting the permissible reasons for remote participation. Board member remote participation must be approved in advance by the Clerk.
- C. The Board of Trustees shall meet at least quarterly, within the Commonwealth of Massachusetts.

Sec. 4 More than fifty percent of the total number of the voting members of the Board of Trustees shall constitute a quorum.

Sec.5

- A. Decisions of the Board of Trustees shall be made by consensus. In the event that a decision cannot be reached by consensus, or when a vote is legally required, a vote will be called. A two-thirds majority will be necessary for the final decision.
- B. Decision by the Board of Trustees requires consensus by a quorum of seated members

**ARTICLE V**

Sec. 1

- A. The officers shall be a President, Vice-President, Clerk, and Treasurer and such other officers as the Board of Trustees may in its discretion elect. The President, Vice-President, Treasurer, and Clerk shall be elected annually by the Board of Trustees at its first meeting after its election by the members.
- B. The responsibilities of each officer are as follows:

The role of the **President of the Board of Trustees** is to be a link of communication between the Board of Trustees and the Director of Teacher and Learning, the Director of Administration, and the Coordinator of Community and Family Engagement, to oversee committee work, facilitate communication within the Board of Trustees, sit on Domain Council, and set the agenda for the Board of Trustees' meetings.

The role of the **Vice President of the Board of Trustees** is to assist the President in carrying out the President's responsibilities as needed.

The role of the **Treasurer of the Board of Trustees** is to sign official documents and checks and to monitor and provide support and assistance to the Director of

Administration on financial matters. The Treasurer shall chair finance committee meetings and present financial reports to the Board of Trustees.

The role of the **Clerk of the Board of Trustees** is to comply with the Department of Elementary and Secondary Education reporting requirements of the Board of Trustees.

C. Any vacant officer position shall be elected by a quorum of the Board of Trustees.

## **ARTICLE VI Resignations, Removals**

Sec. 1 Resignations: Any trustee or officer may resign at any time by giving written notice to the President or Clerk. Such resignation shall take effect at the time designated therein, or if no time be specified, then upon its acceptance by the Board of Trustees.

Sec. 2 Removals: At any meeting called for the purpose, the members of the Cooperative may, by vote of sixty percent majority of the members of the Cooperative present, suggest removal of any trustee from office. The Board of Trustees must ratify by formal vote the suggested removal. If the removal is not ratified by the Board of Trustees, the trustee, in question, will remain in office. The Board of Trustees may, by vote of a majority of the trustees then in office, remove from office any officer who has been elected or appointed by the Board of Trustees, with or without cause being shown, and if cause being shown, may remove a Board officer.

## **ARTICLE VII Liability**

No member of the School, employee, or member of the Board of Trustees shall have the power to bind any other member of the School personally. All persons or corporations extending credit to, contracting with, or having any claims against the School shall look only to funds and property of the School for payment so that any of said members, employees, or members of the Board of Trustees, present or future, shall not be personally liable.

## **ARTICLE VIII Fiscal Year**

The fiscal year of the School will begin on July 1 and end on June 30.

## **ARTICLE IX Notices**

Notices are distributed electronically unless otherwise required. When notices are sent by mail, they shall be directed to a member, trustee, or officer at their address as it appears on the records of the School, unless such member, trustee, or officer shall have filed with the Clerk a written request that such notices intended for them be directed to some other

address, in which case, it shall be directed to the address designated in such request.

## **ARTICLE X            Amendment of By-Laws**

Amendments to the By-laws may be proposed by the Board, a Board committee, or any member of the School at both the special meetings and the annual meeting. Any proposed amendment must be submitted in written form, duplicated, and circulated to the membership at least seven days in advance of the meeting. Any proposed amendments must be seconded.

Amendments to the By-laws shall be approved by a sixty percent majority of the members of the School Cooperative attending the annual meeting, subject to the approval of the Board of Trustees and the Commissioner of Elementary and Secondary Education.



## Finance Committee Minutes

<b>Group:</b> Finance Committee	<b>Date and time:</b> Wed., October 1, 2025 9:00 am
<b>Location/Link:</b> <a href="https://us02web.zoom.us/j/88364987634?pwd=cFFOR081T3ViZjh0eTNTUEdOSWZldz09">https://us02web.zoom.us/j/88364987634?pwd=cFFOR081T3ViZjh0eTNTUEdOSWZldz09</a>	
<b>Online Meeting ID:</b> 883 6498 7634	<b>Online Meeting Password:</b> budget
<p><b>Agenda:</b></p> <p><b>Attendees:</b> Chris Kusek, Carla Clark, Lisa Plaza, Andrew Tilbe, Grace Mrowicki, Kylan Mandile</p> <p><b>Regrets:</b> Alex Porter</p> <p><b>Minutes:</b> Andy motions to approve, Carla seconds, minutes approved by consensus <b>ACTIONS:</b> Kylan to send minutes to Kate Aleo for the BoT meeting packet</p> <p><b>Audit:</b> Kris Lane from Daniel Dennis &amp; Company LLP presented the finding of the annual audit, which is still in draft form. The auditor issued an unmodified opinion on the financial statements. No opinion was issued on management. Report on internal report and compliance indicated no material weaknesses of financial reporting and no reportable instances of non-compliance. DESE benchmarks compared to Hilltown metrics indicate the school is in the low-risk category for all benchmarks. If Hilltown was in a high-risk category, then DESE would likely require Hilltown create a plan for corrective action. Other findings included:</p> <ul style="list-style-type: none"> <li>● Total assets slightly up by \$60k</li> <li>● Revenue increased slightly of \$162k</li> <li>● Expenses increased \$102k, mostly salary, professional fees, healthcare</li> <li>● Net position (accumulation of surpluses and deficits since inception) is up.</li> <li>● Tuition is maxed out at 218, got renewal of charter. No material weaknesses or deficiencies in control</li> <li>● Areas for improvements:             <ul style="list-style-type: none"> <li>○ Continue to look at internal controls and cash procedures.</li> <li>○ Check our cyber insurance coverage</li> </ul> </li> </ul> <p>Kylan motions to approve audit and recommend approval by the BoT, Andy seconds, motion approved by consensus. <b>ACTIONS:</b> Kylan to send Draft Audit Report and Summary to Kate Aleo to include in BoT meeting packet.</p> <p><b>FY2026 Budget Update from Chris:</b></p> <ul style="list-style-type: none"> <li>● State tuition has gone up and our expenses have stayed consistent. As long as state funding and operating expenses remain consistent, then we are in a good financial position.</li> <li>● The school will be evaluating salaries this year.</li> <li>● Grants have been received for specifics civics action initiatives. The crew and humanities curriculums were chosen intentionally pursuant to the grade realignment. This change is accompanied by elevated professional</li> </ul>	

development spending to change the curriculum.

- Special education line item has grown, not just for HCCPS but most schools.. HCCPS chose to increase our staff instead of outsource in an effort to provide more services and reduce costs.
- Sprinkler company we chose to use is no longer taking new clients so we need to find a new provider. **ACTION:** Andy to ask who ESB uses.
- Healthcare Insurance - GIC was supposed to negotiate but MTRS

New Business: Carla requests to add quarterly financials **ACTION:** Carla to send Q1 2026 financials to the committee for review prior to the next meeting

Next Meeting: October 22 at 9am **ACTION:** Kylan to prepare agenda

Adjourned at 10:00am



**GABS Committee Meeting Minutes – Thurs, Sept 26, 2025, 8:30 am**

**Meeting Location: HCCPS**

**Present:** Emily Boddy; Tiffany Ross; Sara Scheffelin, Kathleen Hulton  
**Guests:** Rebecca Belcher-Timme, Chris Kusek  
**Regrets:** Lindsay Fogg-Wilits  
**Notetaker:** Emily

Topic	Discussion	Action (if necessary)
<b>Check-in/ Announcements</b>	Checked in.	
<b>JEDI</b>	Woven into other discussions	
<b>Approve September 4, 2025 Minutes</b>	Approved by Consensus	
<b>Succession Planning + Recruitment - Discussion and Decision</b>	<p>Discussion of staff participation on the board - how do we become compliant with state requests around this while keeping the spirit and essential function of staff engagement on the board? Staff Rep vs Board member? Don't need to recreate the wheel - what are other schools doing?</p> <p>Clerk - how is this a more sustainable role - board book needs to clearly outline tasks, role, who is responsible. What goes, what stays? What about a board management system, like most schools use, where things are more easily tracked, kept, monitored, collected, eg note taking.</p>	



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

<b>Board Handbook Organization plan / Orientation - Update</b>	<p>Creating a highly accessible board handbook, removing policies into their own 'section' of website and of drive.</p> <p>Kathleen using a similar format to staff and family handbook. Order is hierarchy - bylaws, board policies, informal norms.</p> <p>Regarding policies, more broadly - what constitutes a policy the board needs to vote on versus management. Also, we need a tracking system to ensure policies are updated and to track all the policies at the school, when passed, hyperlinked</p> <p>Bylaws - need to review, are we being guided by these?</p>	<p>Tiff and Emily will work on a comprehensive database.</p> <p>Kathleen and Emily review bylaws - what needs to shift, what are we not adhering to.</p>
<b>New Committee - Discussion</b>	<p>Kathleen brought proposal to GABS.</p> <p>Discussed what the function of the committee is, how they disseminate information to staff, families, board, collecting information helpful to the admin - eg finding 4 interventions that meet criteria of the data collected and bring back to the school leaders (not deciding, but helping think through solutions), thought partners, committee looks at tests, what are they asking, why/how does it or does it not align (eg fractions in IM come late, MCAS comes first = move unit!)</p>	
<b>New Business</b>	<p>By-Law review, including official staff role on the board and addressing roles of what were the original domain on the board moving forward</p> <p>Fundraising - whose role, how is GABS involved?</p>	<p>Kathleen and Emily will review this bylaw.</p>
<b>Next Meeting Date/Time/Location</b>	<p>Meeting dates for the year, 8:30am: TBD</p>	<p>Emily will email members about</p>



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Adjournment	9:50 am	
-------------	---------	--

**Agenda items for next month:**

**GABS agenda items for next BOT meeting:**

Personnel Committee Meeting Minutes  
Date: 9/30/25

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

**Regrets:**

Topic	Discussion	Action
Minutes approval	Sept 9th meeting minutes approved without edits	
Salary Scales process discussion	<p>Reviewed cbd from comparable districts Discussed addition of South Hadley and whether to continue to include Southampton. . decision made to include both</p> <p>Discussed comparisons with districts with different numbers of steps</p> <p>Discussed level increases vs % increases between steps</p> <p>Discussion on where we will want to focus for next 3 years, lower vs higher steps,</p> <p>Discussed challenges around TA scales in terms of relative roles and numbers per role compared to other districts</p>	Plan to present update to BoT at next meeting
Policy Review- HR Benefits	Discussed options with GIC and small group insurance	
Annual Goals	<p>Salary scales Equity, recruitment, retention Salary scales for teachers, TAs, but also admin assistants and leadership</p>	
Director Hiring Policy	<p>-Discussed modifications on current hiring policy to include process for hiring of Directors</p> <p>-similar process to coordinators with modifications to community feedback portion</p>	Will make discussed edits and plan to present for discussion and decision at next BoT meeting
Next meeting time/date/location	Nov 25th, 3:15pm	
Adjournment	4:40pm	

# Understanding MCAS Results 2025

# Understanding Student Growth Percentiles (SGPs)

**SGPs** measure how much a student's achievement has **grown** from one year to the next, **compared to peers with similar past performance** in the same grade and subject.

## How SGPs Are Calculated:

- Based on **current and prior year test scores**
- Students are compared to others with **similar prior achievement**
- Each student receives a **percentile score from 1–99** showing relative growth

Statewide average SGP  $\approx$  50 each year  
(balanced distribution)

Provides insight into student progress over time,  
not just achievement

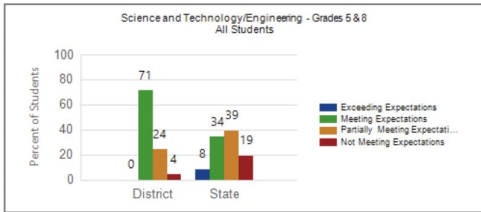
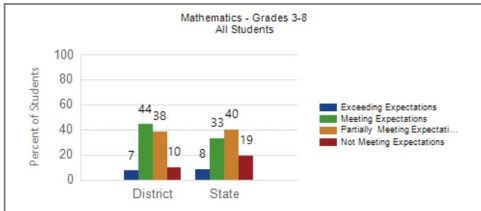
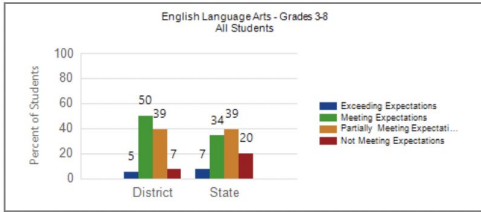
Used to evaluate instructional impact and  
guide improvement planning

Category	SGP Range	Description
Very Low	1–19	Growth well below peers
Low	20–39	Below average growth
Moderate	40–59	Typical growth
High	60–79	Above average growth
Very High	80–99	Growth well above peers

# How can you use the [School and District Profile for HCCPS](#) to explore the MCAS results and what should you look for?

## Comparison to the state

All Students

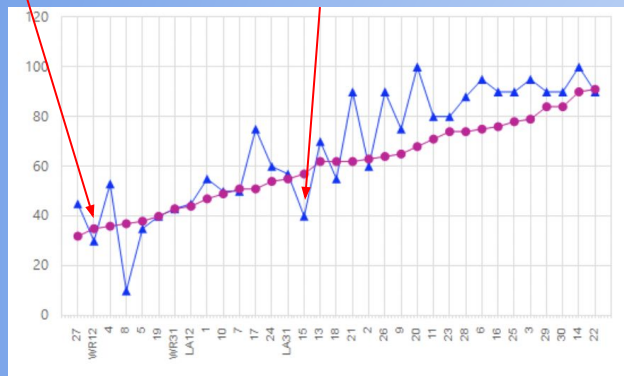
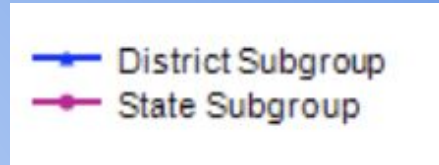


## Performance by subgroup categories

Student Group	GRADES 03 - 08 - ENGLISH LANGUAGE ARTS																											
	School								District								State											
	Stud. Incl. #	Part. Rate %	% at Each Level	Avg. Scaled Score	SGP	Included in SGP (#)	Ach. in Avg. Pctl	Stud. Incl. #	Part. Rate %	% at Each Level	Avg. Scaled Score	SGP	Included in SGP (#)	Stud. Incl. #	Part. Rate %	% at Each Level	Avg. Scaled Score	SGP	Included in SGP (#)									
<b>Accountability Student Groups</b>																												
<b>Students with Disabilities</b>	34	87	0	15	56	29	479	43	29	63	34	87	0	15	56	29	479	43	29	90,093	97	1	11	40	48	474	45	67,873
<b>Low Income</b>	29	97	0	38	38	24	489	47	21	67	29	97	0	38	38	24	489	47	21	173,800	98	2	21	44	33	482	48	131,400
<b>High Needs</b>	49	91	0	27	51	22	485	43	38	51	49	91	0	27	51	22	485	43	38	229,446	98	2	21	45	32	483	48	173,848
<b>Asian</b>	6								4	6									4	30,117	99	18	47	26	9	508	57	23,527
<b>Hispanic or Latino</b>	12	86	0	0	50	50	471		9	6	12	86	0	0	50	50	471		9	99,512	99	2	20	43	34	481	49	75,541
<b>Multi-Race, Not Hispanic or Latino</b>	15	94	13	40	47	0	505		14	64	15	94	13	40	47	0	505		14	18,889	99	11	38	35	15	499	51	14,709
<b>White</b>	120	98	4	56	36	4	502	48	92	66	120	98	4	56	36	4	502	48	92	208,229	99	9	41	38	13	499	50	167,411
<b>Other Student Groups</b>																												
<b>Male</b>	84	97	1	44	45	10	496	45	64	65	84	97	1	44	45	10	496	45	64	203,037	99	6	32	39	23	491	49	158,356
<b>Female</b>	64	97	9	55	33	3	506	52	53	79	64	97	9	55	33	3	506	52	53	192,901	99	9	37	38	16	496	51	151,811
<b>Title I</b>	4									4										198,480	99	3	25	44	28	486	49	149,432
<b>Non-Title I</b>	149	97	5	50	39	7	500	48	119	40	149	97	5	50	39	7	500	48	119	197,688	99	11	43	34	12	501	51	160,969
<b>Students without Disabilities</b>	119	100	6	60	34	1	506	50	90	72	119	100	6	60	34	1	506	50	90	306,076	99	9	41	38	11	499	51	242,528
<b>Non-Low Income</b>	124	97	6	52	39	3	503	48	98	63	124	97	6	52	39	3	503	48	98	222,368	99	11	45	34	9	503	52	179,001
<b>Ever English Learners</b>	1								1		1								1	95,241	99	3	20	41	36	481	51	70,928
<b>Military</b>	3								2		3								2	4,396	99	6	37	43	14	495	50	3,258
<b>All Students</b>																												
<b>2025</b>	153	97	5	50	39	7	500	48	119	70	153	97	5	50	39	7	500	48	119	396,309	99	7	34	39	20	494	50	310,450

# Where is Hilltown's focus this year?

1. Across grades, Hilltown is underperforming on the essay writing portion of the MCAS, specifically in idea development, and in conventions of English.



## **How are idea development and language conventions in writing being addressed in the 2025-26 school year?**

- In the Reds and Oranges, there is an increased emphasis on answering a writing prompt by “turning the question around”, with practice being incorporated regularly throughout the year, not just in the runup to MCAS. There has also been an increased emphasis on implementing the spelling and grammar curriculum with fidelity.
- In grades 5-8, the Learning Lab is teaching conventions of writing, with implementation of a spelling program, and increased time on grammar and vocabulary. There will be regular opportunities to practice idea development in five paragraph essays as the school year progresses.

## **2. How are we meeting the needs of our students with disabilities, the subgroup that is the focus of Hilltown's Student Opportunity Act for 2024-2027?**

- We have invested in extensive training for both our general education and special education teachers and TAs in an inclusive, co-taught model
- Our training includes ongoing bi-monthly coaching for co-teaching teams
- We have committed to a schedule that supports co-taught sections of Math and Humanities for grades 5-8.
- We have increased time for teachers to meet with teaching assistants to support IEP service delivery when paraprofessionals are indicated on the service grid
- We have hired a school psychologist who is supporting implementation of a more robust and effective MTSS model
- We have added a 1.0 Math Interventionist position, and increased our Reading Specialist from .8 fte to 1.0 FTE.