

**HCCPS Board of Trustees**

**Meeting Agenda**

**April 12th, 2023 6:30 PM**

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

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

Meeting ID: 836 7929 3502

Passcode: 7dvsWu

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

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

**Facilitator: Kathleen Szegda**

**6:30 Welcoming (read mission statement):** (5 min)

Announcements, appreciations, acknowledgements

Agenda Check: Appoint timekeeper, list keeper

Thank You Note Check

BOT Visibility this month

Approve minutes from previous BOT meeting

**6:35 Public Comment period:** (5 min)

**6:40 Open Meeting Law- Remote Meetings Update:** Emily (5 min)

**6:45 Lunch Program Update:** Kate S. (5 min)

**6:50 Meeting of the Cooperative Update:** Kate S. & Laura (10 min)

**7:00 Annual Meeting Update and Reminders:** Emily (5 min)

- 7:05 FY23 Revised Budget:** (Discussion and Decision) Kate S. (10 min)
- 7:15 FY24 Budget Planning:** (Discussion) Kate S. (20 min)
- 7:35 GABS: By-Law Change Proposal:** (Discussion and Decision) Kate E. (10 min)
- 7:45 JEDI: Defining Diversity:** (Discussion) Kathleen H (20 min)
- 8:05 Personnel: Staff Salary Proposal:** (Discussion and Decision) Matt (15 min)
- 8:20 Personnel: Longevity Pay Proposal:** (Discussion and Decision) Matt (10 min)
- 8:30 Committee Reports -- Questions Only** (5 min)
- 8:35 New Business** (5 min)
- 8:40 Meeting Wrap-up/Snacks + Drinks/Newsletter Blurb/Minutes Finalization** (5 min)
- 8:45 Review Action Items in this meeting's minutes** (5 min)

**Adjournment**

**Hilltown Cooperative Charter Public School**

Board of Trustees Meeting Minutes – Wednesday, March 8, 2023, 6:30 pm

**Location:** HCCPS and Zoom

**Present:** **In-person:** Kate Saccento, Sara Schieffelin, Rashida Krigger, Laura Davis, Gina Wyman, Emily Boddy, Dan Klatz, Andrew Coate-Rosehill, Chris Korczak, Matt Dube, Kathleen Hulton, Tala Elia, Kate Ewall

**By Zoom:** Dan Klatz

**Regrets:** Kathleen Szegda, Rich Senecal

**Guests:** **In-person:** Ben Carlis

**By Zoom:** Melissa Flanders, Myssie Casinghino (FOH), Carla Clark, Janice , Alison Bent, Tiffany Ross, Natalia Korczak, Emilie Woodward

**Facilitator:** Tala Elia - 7:30 departure, handed off to Matt Dube

**Notetaker:** Emily

**List keeper:** Rashida

**Timekeeper:** Chris

**Mission statement read by:** Sara Schieffelin

Topic	Discussion	Action (if necessary)
<b>Announcements, appreciations, acknowledgments</b>	<ul style="list-style-type: none"> <li>- Tala announced Kathleen S temporary leave, members should refer questions to Tala in Kathleen’s absence.</li> <li>- Thanked Matt for facilitating the last meeting</li> <li>- Rick Stultz, grandparent, part of the facilities committee. Has been continuously helping with fixes, volunteers often and quickly.</li> <li>- Tala will leave at 7:30 and pass the meeting on to Matt.</li> </ul>	
<b>Any Thank You Notes Needed?</b>	Thank you note for Rick Stultz, signed by the BoT	Thank you note for Rick Stultz signed from the BoT. (completed)
<b>BOT Visibility This Month?</b>	<ul style="list-style-type: none"> <li>- March 28, meeting of the Cooperative at 6:30. Childcare will be available on a limited basis.</li> <li>- Rashida sent an email to the BoT re: MA Public Charter School Advocacy Week. Encouraged members to sign up, and bring others into the action.</li> <li>- Spring Clothing Swap, April 4. Gear/Clothing drop off April 3, all organization happens evening of 3rd. Volunteers needed.</li> </ul>	

<b>Minutes</b>	No edits or changes	Matt motioned to approve the Jan. meeting minutes; Sara seconded; the Board approved the Jan. meeting minutes by consensus.
<b>Minutes (Board Retreat)</b>	No edits or changes.	Andrew motioned to approve the Jan. meeting minutes; Kathleen seconded; the Board approved the Jan. meeting minutes by consensus.
<b>Public Comment</b>	None	
<b>Charter School Financing and Budget FY23 (Update) Kate (30min)</b>	<p>Budget FY23: Kate gave a brief summary of discussion from last month's BoT meeting regarding budget/numbers being lower than expected. Finance decided to wait to bring revised budget until April, in order to work through some issues first.</p> <p>Carla was able to move things around so that our negative is less than originally anticipated. We are not concerned with financial viability of our school, but it is not our typical practice to be in the negative. We should be back on track next year, ending with a zero or a surplus.</p> <p>Finance will send a revised budget to the board for the April meeting.</p> <p>Charter School Financing: Kate presented a PP presentation (included in board packet) Discussed Guiding principle, how we decide our budget over time. Highlights: We spend 85% of our budget on personnel, eg TA in every class, which is a shift to support our students and staff. We also have specific student support TAs. This impacts the way we think about the budget - tend to be conservative in other areas. Discussed the Recommended timeline, and the usual timeline about how we determine per pupil spending.</p>	Finance will bring FY23 revised budget proposal to the BoT in April.

	<p>Discussed 4 components of Charter tuition - general overview of how all charter schools are funded. Discussed Tuition History, most interesting rows are FY23, FY24 - how we build out our budget. Highlighted an error/discrepancy and Kate is in touch with the state for clarity.</p> <p>Discussed Background on Recent + Updated Grants. Highlighted FY23 Q2 trends in charter schools across the state. Charter school enrollment is down, but HCCPS has a healthy waitlist this year and next.</p> <p>Discussed Considerations for Budgeting FY24. Highlighted the prospect of freezing salaries, or pausing the step increases for staff. Carla will prepare models to look at regarding decisions and impact. Will likely need to make decisions re salary and benefits, as there aren't many areas where we can 'shave', and all costs are going up. Might need to increase special fundraising for special trips, for example.</p> <p>These matters will be discussed with staff.</p> <p>Finance will discuss and send proposals to the board.</p> <p>Matt asks about health insurance and whether we should be shopping for cheaper providers offering equal services. Historically, broker has given other options in terms of provider and structure, but the way the school has maintained reasonable costs is high deductible plans and school underwrites the deductible, which has proven value.</p> <p>Member raises point about reflecting step increases of staff, even if there isn't reimbursement, so that the time will be reflected and impact eligibility when salary freezes end.</p>	
<p><b>Admissions Update</b> (Update) Kate (10 min)</p>	<p>Kate reports a successful 'admissions season'.</p> <ul style="list-style-type: none"> <li>- 236 applications presently 66 K, 45 6th grade.</li> <li>- K, 20 spots, 6 siblings, 11 spots new families, 3 families still deciding.</li> <li>- Tours are in progress.</li> <li>- 2nd grade, one spot available, filled by non-sibling</li> <li>- 6th grade, 9 spots available, 3 spots siblings, 4 spots new families, 3 families deciding.</li> </ul> <p>203 students on the waitlist.</p>	

	<p>Majority of applications continue to be from Northampton + Easthampton. Increases in Holyoke and Springfield, but they are not part of our charter. (We have inquired many times to include those communities, but they are not in Hampshire/Franklin and have an abundance of charter schools.)</p> <p>We will not know applicant demographics until they are attending.</p> <p>DESE puts out a list right before spots are offered to tell us towns with caps - strongly recommended by the state that these towns are not served. We did not offer new spots to families in Hadley because it would negatively impact Hadley’s education system. The decision was communicated to the Hadley family who would’ve been offered a spot.</p> <p>Gratitude expressed to the team, Kate and Monique for the work put into this process.</p>	
<p><b>JEDI-Defining “Equity” (Discussion):</b> Kathleen H, Rashida (30 min)</p>	<p>Rashida presented the task to discuss what Equity means to the community. Kathleen clarified that we will return to the term Justice again with the invitation to the community.</p> <p>What does equity mean to people? What does it mean to you? How have your views been shaped? What do you think it looks like at Hilltown?</p> <p>Webster’s definition of Equity: -justice according to natural law or right. specifically : freedom from bias or favoritism.”</p> <p>Members discussed their understanding of the term.</p> <p>Member opinion on equity for Hilltown: school should strive to be fair and unbiased in its’ programs, policies and procedures. Beyond that, what fair means, is being defined in each program and policy and procedure. It’s hard to talk about fairness in a general sense. Fairness is about everyone getting their needs met, which is rarely ‘equal’. An eye towards fairness requires being aware of the needs in any policy, program or procedure.</p> <p>The budget process will be an opportunity to look at fairness in the way money is allocated.</p>	

	<p>As a school, we should be thinking about equity quite broadly. Notes that the 40 hours requirement was removed in the name of equity, and perhaps that wasn't the right decision. It's hard, but it's a primary tenant of the school, that makes the school go round.</p> <p>The community was invited to speak and make comments re equity.</p> <p>Member notes that the purpose of this meeting is to come up with shared definitions, and clear that this is going to be an ongoing conversation.</p>	
<p><b>Open Meeting Law Remote Participation Changes (Discussion and Decision):</b> Emily (10min)</p>	<p>Emily presented changes to OML, how they will affect our meetings, full board and committees (reverting to pre-pandemic OML rules regarding remote meetings.)</p> <p>Discussed how the Owl will be used with regards to public and board member participation. Dan raised questions, so Emily will call AG for clarity.</p>	<p>Emily will call AG to confirm best practices when using Zoom.</p>
<p><b>GABS Update</b> (Discussion, 15 min)</p>	<p>Entire board should be reviewing by-laws each year. GABS is currently reviewing in meetings.</p> <p>Date of Annual Meeting: May 24th. Time TBD</p> <p>4 applicants to the board so far: Ben Carlis (P), Kelly Vogel (P), Lisa Hamilton (Com), Lily Neuman (P)</p> <p>Chris and Sara terms are ending and will not serve again. Awaiting intentions of others with terms ending.</p> <p>Annual Meeting thoughts, seeking feedback. Plan to have adult-centered event, but ensure that childcare isn't a barrier to attendance. Performances from older groups, possibly Choir, art show in the all school space, nibbles/treats (potluck?) and non alc drink.</p> <p>Tension between getting people there (young kids performing) and not having an overwhelming situation and having adults really able to be present in the meeting and with community.</p>	
<p><b>Committee Reports -- Questions Only</b></p>	<p>None.</p>	
<p><b>New Business</b></p>	<p>Fy24 Proposal; lunch program update</p>	

<b>Meeting Wrap-Up/ Evaluation</b>	Next Meetings: Wednesday, April 12th, 2023 at 6:30 p.m. in-person and on Zoom Facilitator: TBD Snacks: Matt Drinks: Rashida Newsletter blurb: Matt	
<b>Review Action Items</b>	Reviewed action items.	
<b>Adjournment</b>	Meeting adjourned at 8:44 p.m.	Chris motioned to adjourn the meeting; Sara seconded; the meeting was adjourned.

**Tentative Agenda Topics for the April Board Meeting:**

Finance will bring FY23 revised budget proposal to the BoT in April; lunch program update



4/5/23

Dear Members of the Hilltown Board of Trustees,

I am writing to offer comments on equity in education at Hilltown. My comments are based on my experience as a Hilltown parent of children with IEPs. Also, as chair of the Hilltown SEPAC, caregivers have shared with me their experiences with Hilltown administrators and educators in their efforts to see their children's educational needs are met. I would like to highlight a few vulnerable areas in special education that I see as contributing to an inequitable learning environment. I will also present suggestions for improvement that will bring Hilltown closer to achieving equity in education.

Currently, I have one child attending Hilltown – Kiara in the Reds. My daughter, Phoebe, left Hilltown in January – she was a second year student in the Blues. My partner, Janice, and I moved Phoebe to Leeds Elementary because of learning challenges she faced at Hilltown. Despite having an IEP, Phoebe was below grade-level academically. Every day, she would come home from school upset and dysregulated. She was struggling to learn to read -- after a full year of school and summer school, she remained at a first month Kindergarten reading level. We added pull-out reading services to the IEP, but there was little sign of progress. And it was clear that all of this was wearing on her self-esteem and confidence. I was told by teachers that Phoebe was not learning, not able to pay attention, she was lying on the floor and chewing her fingers throughout the school day, and they did not know how to help her. To get a sense of what was going on, Janice and I decided to observe Phoebe in school. Parents of students with IEPs are entitled to observe the educational programs of their children so we conveyed to Cait and her teachers our plan to observe Phoebe several times over the course of one week – in different classrooms at various times of day learning different subjects. The observation revealed

Phoebe's IEP was not being followed. Teachers and staff were not providing the accommodations she was supposed to receive so that she could access the curriculum.

It was upsetting and frustrating to find Phoebe was not being properly supported in the classroom, but even more troubling was her IEP Team's attitude about her accommodations. When I told the Team what I saw, there was no dispute, no apology, and no sign of alarm expressed by any Team member. After I asked who was supposed to be providing support, Cait recommended naming a "point person" to check in about Phoebe's accommodations – and that was it. I knew this was not a solution and I was struck by what came across as overall apathy around supporting Phoebe in the classroom and IEP compliance. It looked like we were not going to find any meaningful collaboration at Hilltown in our journey to help Phoebe learn and grow as a student.

Because of past relationships I had with members of Phoebe's Team, I don't believe they did not care if she learned or not. However, I do think they lacked commitment in providing her support through accommodations, most likely due to resource issues in the classroom. Even so, if a school prioritizes inclusion, following through on accommodations is key to put students with disabilities in the best position to learn in the classroom. What can be done to make it more likely that students receive their accommodations included in 504s and IEPs?

**Suggestion 1: Formally train Teaching Assistants on accommodations – what they are, what they are for, and how to provide them.** There needs to be training on how to provide accommodations on 504s and IEPs in the classroom. This is especially true for teaching assistants, who are most often the staff expected to provide accommodations to students. Besides

being a requirement of state and federal law,<sup>1</sup> special education training for all staff who are tasked with providing supports to students with disabilities is key to creating an equitable learning environment. Those in need of accommodations have more of a chance at staying regulated and learning, ideally resulting in fewer disruptions during teaching and allowing curriculum expectations and standards for all students to remain intact.

Without accommodations, Phoebe was not experiencing inclusion. This reality was perpetuated by a lack of transparency and accountability. Our parent observation of Phoebe in class was tolerated, but it wasn't welcomed. This was made clear on the day that Janice showed up to observe Phoebe in math class. Kate Saccento asked Janice to speak in her office and asked why she was there. After she answered that Phoebe was not doing well at Hilltown, Kate informed Janice that the teachers had come to her because they were "surprised" that I had observed multiple times (it had been three) throughout the week. Kate did not prevent Janice from observing Phoebe in class, but it was clear that leadership and teachers perceived us as a nuisance rather than Team members. A week later, Phoebe's teachers told us she was looking better in class and she was on the right track in her pull-outs; however, their statements were not materially supported. They did not offer any class work or assessments to demonstrate progress. Not to mention, the previous week, while observing, I saw Phoebe's difficulties in the classroom that teachers described. Equity in education relies on transparency and accountability – parents rely on the school to provide accurate accounts of the progress (or lack of progress) students are making.

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<sup>1</sup> See Section 1412 (a) (14) of *Individuals with Disabilities Education Act* and 603 CMR 28.03

The principles of transparency and accountability are of utmost importance when it comes to managing programs of “Instructional Support” or “RTS,” as it is called at Hilltown. When a student is failing to make progress due to learning, social, emotional, and/or behavioral challenges, the school is obligated to address it. As an initial step, the school can recommend “Instructional Support,” which often includes providing additional supports and interventions from teachers and teaching assistants during class time.<sup>2</sup> Often these are additional responsibilities for classroom teachers -- they are expected to provide individualized support to students while teaching a class (I know this from my fourth grader’s experience with RTS). Something I wonder about is how many Hilltown students are receiving RTS? How many in one subject area within a certain grade? How does it impact the workload and effectiveness of general education teachers?

If a student does not make progress with “Instructional Support,” it is expected that a teacher, specialist, or parent will refer the student for evaluation to establish if they are eligible for an IEP.<sup>3</sup> This process relies on teachers and administrators to be forthcoming with caregivers about the process of RTS (including time frames and assessments) and the progress the student is making. It also necessitates the discussion of evaluation referrals with caregivers, which I believe is another area that must be improved in order to move closer to an equitable learning environment.

**Suggestion 2: Inform educators and specialists about a student’s right to be evaluated and establish protocol for informing caregivers of the evaluation process.** When a

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<sup>2</sup> 603 CMR 28.03

<sup>3</sup> This point is explained on p. 11 of a *Parent’s Guide to Special Education*, which is a joint publication of the Federation for Children with Special Needs and the Massachusetts Department of Education, <https://fcsn.org/wp-content/uploads/sites/2/2021/08/pgenglish.pdf>

parent tells an educator or administrator, they suspect their child has a disability, or when they ask if their child should be on an IEP, they should automatically be informed of their child's right to evaluation. Also, when parents are informed that their child appears to be struggling academically or behaviorally, they should be told that they can request an evaluation to determine IEP eligibility. They should be provided information about how to go about making such a request and to whom. Many caregivers do not know this information and from what I have heard from several Hilltown caregivers, the school does not readily share it. In one case, a caregiver told me they were in discussion with teachers and administrators for over a year about a child's suspected and then diagnosed disability; not once did anyone inform the caregiver about the process of requesting that the student be evaluated by the school. As I see it, this too is a matter of inclusion, transparency, and accountability.<sup>4</sup>

What I am advocating for is not just an adherence to the rules; I think it is crucial for Hilltown to show caregivers that administrators and educators do indeed want to address, and not avoid, the educational needs of students. I don't believe every caregiver should be encouraged to

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<sup>4</sup> I believe it is also a matter of law, as the "Child Find" section (300.111) of the IDEA protects any student who shows signs of having a disability by requiring districts to refer students for evaluation when it appears they might need services. This obligation also pertains to public charter schools. The following is from a 2016 DESE primer for organizations interested in starting a charter school: "Individuals with Disabilities Education Act (IDEA) (§ 300.111) also requires schools to conduct 'child find' activities to identify, locate, and evaluate all children with disabilities, aged birth to 21 years. Charter school 'child find' responsibilities differ from traditional public school because charter schools do not have jurisdiction over a geographical area as most traditional public schools. Charter schools must only conduct 'child find' activities for the students who are actually enrolled in the school" (p. 13). Also, "Parents and teachers must be given clear information about the procedures that will be followed in your charter school concerning the rights of a student to an evaluation for special education. Parents and teachers must also be fully aware of other services your school provides (e.g., a student assistance team to provide help) prior to a formal referral for a special education evaluation" (p. 14). *The Massachusetts Primer on Special Education and Charter Schools* can be downloaded at <https://www.doe.mass.edu/charter/sped/default.html?section=primer>

pursue evaluation for their child, but I do believe that every caregiver should be informed of their options when trying to figure out why their child is struggling academically.

**Suggestion 3: Hire an Academic Support Coordinator who is experienced in special education and prepared to be a leader in the school.** It is essential to hire a Coordinator who understands the procedures and laws of special education, as well as the principles and practices of special education. This person must know how to conduct an IEP meeting, know how to participate in writing goals on IEPs, and how to treat caregivers with respect and compassion. In addition, it is important to hire a Coordinator who can be entrusted with the authority to commit services (even those that are resource-intensive) at every IEP meeting.<sup>5</sup> In my opinion, whomever is hired must be experienced enough and prepared to have direct and honest conversations with caregivers about students' needs and the resources Hilltown has available to support the student.<sup>6</sup> Caregivers of students with 504s and IEPs should be part of the hiring committee since they understand the experience of working with educators and administrators to construct plans of support and education for their children.

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<sup>5</sup> Section 1414 of the IDEA lists the criteria for the representative of the local educational agency, including "is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities." Judicial cases establish that LEA representatives must be prepared to commit resources, even those coming from outside the school. Otherwise, they are not following the mandated principle of FAPE and interfering with parents' rights to participate in the IEP process. For more on this, see <https://www.sde.idaho.gov/sped/files/resource-center/presentations/Julie-Weatherly-What-LEA-Representatives-Need-to-Know-as-IEP-Team-Meeting-Process-Leaders.pdf>

<sup>6</sup> Some students are best served in an out-of-district placement. *The Massachusetts Primer on Special Education and Charter Schools* acknowledges that charter schools are not in a position to educate all students and points to the regulation that describes the process for initiating a placement meeting with the sending district. This is from p. 14: "Pursuant to Massachusetts special education regulations, 603 CMR 28:10(6), if the charter school's IEP team determines that a student with disabilities may need an out-of-district placement, the team shall conclude the meeting without identifying a specific placement type. The charter school must then notify the school district where the student resides within two school days and schedule another meeting to determine the placement. The charter school must invite a representative from the district where the student resides to participate in determining the placement as a member of the IEP team. Please refer to the Technical Assistance Advisory SPED 2014-5: Charter School Out of District Placement '28.10' Guidance for more information."

I believe the practices and actions I describe in this letter would bring Hilltown closer to achieving equity in education. Thank you for considering my comments.

Sincerely,

Cindy Conti

**FY 23 HCCPS Budget - Proposed Revisions**

Assumptions: State projected tuition as of 03/17/23

Static Grants, Approved salary increases for TA's and Teachers

Current Staffing levels, 1% Health Ins increase at current enrollment, 5% Admin increase

4% inflation, 5% Directors increase

FY 23

Approved by BO

5/31/2022

<b>INCOME</b>		
1	State Per Pupil Tuition	3,551,929
2	Grants- Mass DOE SPED 240	41,167
3	Grants- Mass DOE Title IVa	10,000
4	Grants- Mass DOE 140, Title II,A	3,654
5	Grants- Mass DOE Title I 305	19,392
6	Grants - ESSER (50% Tech, 50% PPE) <b>ESSER II for FY22</b>	0
7	Grants - CvRF/ <b>ESSER III for FY 23/FY24</b>	79,659
8	Grants- MASS DOE 262	673
9	Grants - MA Cultural Council	0
10	Grants - IDEA 252	11,665
11	Grants - IDEA 264	1,038
12	Grants - Mass DOE SPED 274 (IDEA)	0
13	FOH Rolling Arts/Class Grants	0
14	Field Trip Fund	0
15	<b>Fundraising - FOH Designated Funds</b>	4,500
16	Kids Club Income	85,100
17	Student Activity Fees- sports, music	15,000
18	Medicaid/SPED Income	8,500
19	Misc Income	3,000
20	Interest income	1,000
21	School Lunch receipts	15,000
22	Special Field Trip Fundraising	5,000
23	Winter Fair	3,000
24	<b>Total Income</b>	<b>3,859,277</b>
<b>EXPENSES</b>		
<b>Personnel</b>		
25	Educational Professionals (Teachers, OT, Counselor)	1,610,289
26	Educational Paraprofessionals (TA's, Interns, Substitutes)	408,924
27	Director's Salaries	210,936
28	Administrative Staff (Asst, Bookkeeper, SPED Coord, Tech, Nurse, Cmty/Fam)	359,256
29	Kids Club Coordinator/Staff	61,724
30	Summer Programs (Response to COVID learning loss)	20,000
31	Stipends- student activities (dance, mini, drama)	5,000
32	Stipends-program	20,000
33	Longevity Pay	11,638
	<b>Payroll subtotal</b>	<b>2,707,766</b>
34	Medicare- everyone-.0145	39,263
35	FICA- non MTRS-.062	44,540
36	SUTA-.001- everyone	2,708
37	UHIC-.0034 everyone/capped @ 1st 14,000	2,285
38	PFML Tax	10,000
39	Health Insurance	325,500
40	HRA	54,912



	FY 23	
IT	Proposed	
	4/5/2023	
	3,371,844	
	42,716	
	10,000	
	3,528	
	19,181	
	0	
	79,659	
	747	
	6,100	
	0	
	0	
	0	
	1,500	
	0	
	5,500	
	90,000	
	22,800	
	18,000	
	4,000	
	3,200	
	20,000	
	0	
	3,130	
	<b>3,701,905</b>	
	1,571,437	
	409,778	
	202,147	
	371,265	
	57,327	
	14,460	
	5,000	
	25,000	
	10,400	
	<b>2,666,813</b>	
	38,669	
	47,675	
	2,667	
	2,808	
	10,000	
	<b>290,000</b>	
	54,912	



	12,000	
	14,717	
	3,000	
	<b>3,143,262</b>	
	7,000	
	8,050	
	10,000	
	2,600	
	15,000	
	4,100	
	500	
	18,000	
	0	
	58,000	
	4,440	
	<b>127,690</b>	
	48,000	
	5,300	
	505	
	27,040	
	7,000	
	2,122	
	10,000	
	10,000	
	33,754	
	88,527	
	4,680	
	5,000	
	18,000	
	8,320	
	1,560	
	6,240	
	3,120	
	<b>279,168</b>	
	25,000	
	1,000	
	5,500	
	3,500	
	4,500	
	1,500	
	1,000	
	650	
	6,500	
	<b>49,150</b>	

<b>Equipment</b>		
81	Chromebook Replacement	5,000
82	Furnishings	5,000
83	Minor Equipment<\$500 ,	3,000
84	SPED Equipment	2,500
85	Tech Repair/Replacement	18,000
86	Vehicle Expenses	1,000
	<b>subtotal</b>	<b>34,500</b>
<b>Grant Funded Expenses</b>		
87	FOH Rolling Arts/ Class Grants/Kiln	0
	<b>subtotal</b>	<b>0</b>
<b>Miscellaneous</b>		
88	Advertising	3,000
89	BOT Discretionary Fund	500
90	Community Domain Expenses	2,800
91	Sunshine/Staff Appreciation	2,000
92	Community Service Projects	500
93	Director's Discretionary Fund	2,500
94	Field Trips	5,000
95	Fundraising Expenses	800
96	Graduation Expenses	1,500
97	Kids Club Program Expenses	3,500
98	MCPSA Dues (.3% of state tuition dollars)	10,656
99	Miscellaneous	7,000
100	School lunch expense	25,000
101	Special 6-8th grade Trip Expenses	30,000
102	SPED/Medical Contingency	25,000
103	Student Activity Expenses ( dances, sports, sleepover)	7,500
104	Travel	500
	<b>subtotal</b>	<b>127,756</b>
	<b>Total operating expenses</b>	<b>3,859,277</b>
	<b>Over/Under</b>	<b>0</b>
	<b>Non-cash liability-depreciation</b>	<b>104,926</b>
	<b>Principal payment from Fund Balance</b>	<b>58,017</b>

	8,526	
	1,500	
	1,500	
	6,500	
	10,000	
	250	
	28,276	
	7,000	
	7,000	
	2,500	
	250	
	2,800	
	1,500	
	500	
	1,500	
	5,000	
	500	
	1,500	
	3,500	
	10,654	
	7,000	
	27,000	
	20,000	
	0	
	5,000	
	0	
	89,204	
	3,723,750	
	(21,845)	
	106,945	
	58,017	

		<b>Under/Over</b>	<b>Total Personnel Costs</b>
<b>Scenario 1</b>	<ul style="list-style-type: none"> <li>• Same staff FTE</li> <li>• Salary freeze</li> <li>• This scenario will not solve the same problem in future years</li> </ul>	-3,877	3,163,584
<b>Scenario 2</b>	<ul style="list-style-type: none"> <li>• Same staff FTE</li> <li>• Scheduled step increases based on current scales</li> <li>• No increase for those at the top of TA or Teacher scales and administrative staff</li> </ul>	-39,487	3,199,195
<b>Scenario 3</b>	<ul style="list-style-type: none"> <li>• Same staff FTE</li> <li>• Scheduled step increases based on current scales</li> <li>• 1.5% COLA for those on top step &amp; admin. staff</li> </ul>	-62,482	3,222,190
<b>Scenario 4</b>	<ul style="list-style-type: none"> <li>• Same staff FTE</li> <li>• Scheduled step increases based on new salary scales (upcoming personnel committee recommendation)</li> <li>• Increased salary at top steps based on new salary scales</li> <li>• 3.88% increase for admin. staff</li> </ul>	-144,531	3,304,238



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Subject: Inclusive language in Bylaws and definition of "Cooperative Member"

Date: April 5, 2023

Priority Level: High

Approximate Length of Discussion: 15 minutes

Presented by: Kate Ewall

Committee Members Drafting Proposal: Emily Boddy (Trustee, GABS Chair), Sara Scheiffelin (Trustee, GABS Member), Kate Ewall (Trustee, GABS Member), Rashida Krigger (Family + Community Engagement Coordinator, GABS Member), Kelly Vogel (Parent, GABS Committee Member), Stacy Giufry (GABS member)

Text of the Proposal:

In Article II of the HCCPS Board of Trustees Bylaws of the Cooperative membership is defined as:

Sec. 1 Any parent 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

During a discussion on the GABS subcommittee it came to our attention that this is not inclusive of non-traditional primary caregivers (grandparents raising children etc.)

We propose that the above underlined language be changed to a word determined by this board after brief discussion.

Goals to Achieve:

- To discuss whether parent is the word intended in this context and whether the board would like to consider changing this to "custodian", "caregiver" or "parent or appointed guardian" or another alternative not yet mentioned.
- To discuss the weight or importance of including all caregivers even when non-parental caregivers are few in our ranks vs providing a preferred salutation such as "parent" to some.
- To help define when a generic term such as "caregiver" would be appropriate vs when or if it is important to single out parents separately such as using the address of "parents and caregivers"



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Personnel Committee Proposal to the Board of Trustees

**Date:** April 1, 2023

**Priority level:** High

**Approximate time needed for discussion:** 15 minutes

**Proposal to be presented by:** Matt Dube

**Text of Proposal:**

We propose the following TA Salary Scales for FY24-26:

TA's											
Current - FY23 Hilltown Cooperative Charter (185 day year)			From Researched Data Median Hourly Rates FY23 HCCPS			Recommended Increases - Levelled Steps					
						FY24 100% of FY23 Median		FY25 2.5% increase		FY26 2.5% increase	
Step	Salary	Hourly	Step	Hourly	% of Median	Step	Hourly	% Increase	Step	Hourly	% Increase
1	24,405	16.49	1	17.70	93.17%	1	17.70	7.34%	1	18.14	2.50%
2	25,500	17.23	2	18.41	93.61%	2	18.53	7.54%	2	18.99	2.50%
3	26,596	17.97	3	19.14	93.88%	3	19.36	7.74%	3	19.84	2.49%
4	27,706	18.72	4	19.91	94.03%	4	20.19	7.85%	4	20.69	2.49%
5	28,816	19.47	5	20.68	94.13%	5	21.02	7.96%	5	21.54	2.49%
6	29,926	20.22	6	21.71	93.15%	6	21.85	8.06%	6	22.39	2.48%
7	31,036	20.97	7	22.70	92.38%	7	22.70	8.25%	7	23.27	2.50%

Commentary: Equivalent with the plan for teacher increases, TA's move to the median for FY24 and increase 2.5% each year thereafter through FY26  
After Budget Analysis this results in an overall FY24 budget line increase of 15.76% (\$64,855 increase)

Given inflation and tough hiring conditions due to many factors, we think it is important to establish a strong TA scale that is equivalent to the researched FY23 median of comparison district schools.

**Goals to be achieved by proposal:**

- 1) Keeping our TA salaries in line with median rates of comparison schools
- 2) Making our rates more attractive to new hires and for retention of current employees
- 3) Allowing us to raise our Substitute rates, possibly attracting more substitutes
- 4) Setting salary rates for FY24-FY26 for Teaching Assistants (if budget allows)

**Potential problems/dissenting views:** Budget impact





**HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL**

**Personnel Committee Proposal to the Board of Trustees**

**Date:** April 1, 2023

**Priority level:** High

**Approximate time needed for discussion:** 15 minutes

**Proposal to be presented by:** Matt Dube

**Text of Proposal:**

We propose the following Teacher Salary Scales for FY24-26:

<b>Teachers</b>								
Current - FY23 Hilltown Cooperative Charter 192 Days			From Researched Data Median FY 23 Salaries			Current HCCPS % of Median		
Step	Salary BA	Salary MA	Step	Salary BA	Salary MA	BA	MA	
1	46,008	50,222	1	47,240	51,814	97.39%	96.93%	
2	47,630	52,015	2	48,748	52,604	97.71%	98.88%	
3	49,251	53,807	3	50,451	54,665	97.62%	98.43%	
4	50,873	55,600	4	52,492	56,264	96.92%	98.82%	
5	52,495	57,392	5	54,132	57,860	96.98%	99.19%	
6	54,117	59,185	6	56,770	60,478	95.33%	97.86%	
7	55,738	60,977	7	57,538	61,372	96.87%	99.36%	
8	57,360	62,770	8	58,963	64,829	97.28%	96.82%	
9	58,982	64,562	9	61,352	65,991	96.14%	97.84%	
10	60,604	66,355	10	62,331	67,085	97.23%	98.91%	
11	62,225	68,148	11	64,708	70,523	96.16%	96.63%	
12	63,847	69,940	12	66,114	71,897	96.57%	97.28%	

<b>Recommended Increases - Levelled Steps</b>										
Step	FY24		% increase		FY25		FY26			
	100% FY23 Median		over FY23		+2.5% from HCCPS FY24		+2.5% from HCCPS FY25			
	Salary BA	Salary MA	BA	MA	Step	Salary BA	Salary MA	Step	Salary BA	Salary MA
1	47,240	51,814	2.68%	3.17%	1	48,420	53,109	1	49,631	54,437
2	48,956	53,640	2.78%	3.12%	2	50,179	54,980	2	51,434	56,355
3	50,672	55,466	2.88%	3.08%	3	51,938	56,851	3	53,237	58,273
4	52,388	57,292	2.98%	3.04%	4	53,697	58,722	4	55,040	60,191
5	54,104	59,118	3.06%	3.01%	5	55,456	60,593	5	56,843	62,109
6	55,820	60,944	3.15%	2.97%	6	57,215	62,464	6	58,646	64,027
7	57,536	62,770	3.22%	2.94%	7	58,974	64,335	7	60,449	65,945
8	59,252	64,596	3.30%	2.91%	8	60,733	66,206	8	62,252	67,863
9	60,968	66,422	3.37%	2.88%	9	62,492	68,077	9	64,055	69,781
10	62,684	68,248	3.43%	2.85%	10	64,251	69,948	10	65,858	71,699
11	64,400	70,074	3.49%	2.83%	11	66,010	71,819	11	67,661	73,617
12	66,114	71,897	3.55%	2.80%	12	67,767	73,694	12	69,461	75,536

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HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Based on salary information gathered from Easthampton, Northampton, PVPA, Four Rivers, Westhampton, Southampton, Chesterfield/Goshen, Williamsburg, Hadley and Hatfield

**Goals to be achieved by proposal:**

- 1) Keeping our Teacher salaries in line with median rates of comparison schools
- 2) Making our rates more attractive to new hires and for retention of current employees
- 3) Setting salary rates for FY24-26 for Teachers (if budget allows)

**Potential problems/dissenting views:** Budget Impact



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Personnel Committee Proposal to the Board of Trustees

**Date:** March 21, 2023

**Priority level:** High

**Approximate time needed for discussion:** 5 minutes

**Proposal to be presented by:** Matt Dube/Dan Klatz

**Text of Proposal:** We feel it is important to acknowledge and reward employee loyalty. The original amounts for longevity bonuses were created in 2006. Economic increases over the past 17 years warrant a revision to the scale. We recommend the following change to the existing Longevity Policy (full text on page 2), increasing the amounts awarded for FY24 and beyond. We further propose that these amounts be analyzed every three years along with salary parity to see if recalculation or reconfiguration of the matrix is warranted.

**Proposed longevity scale:**

YEAR #	AMOUNT
5 - 7	\$500
8 - 14	\$750
15 - 20	\$1000
21 +	\$1250

**Goals to be achieved by proposal:**

- 1) Rewarding current employees for hanging in there with us
- 2) Making our benefits more attractive to new hires and for retention of current employees

**Potential problems/dissenting views:**

Budget impact



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

**HCCPS Longevity Benefit Policy**

**(to be approved by Board of Trustees 12/14/2022)**

This scale would pertain to ALL staff and faculty that are consecutive full employees of HCCPS. This means that substitutes, contract employees, consultants, and others that are not on the payroll as an employee cannot count years toward longevity – even if they eventually become an employee of HCCPS.

Years count toward longevity if:

- An employee worked .5 FTE or more in that year
- If the employee was in good standing

There will be no longevity awarded, and no counting of years towards longevity, if an employee was:

- Under a Corrective Action Plan and defined as "not in good standing" within the year during which the employee is eligible.
- Working less than .5 FTE
- On a planned year leave of absence

Longevity amount will be based on:

- A pro-rated amount depending on their FTE (over .5) for the current year
- The consecutive year of work the employee is currently engaged in

**Current longevity scale:**

<b>YEAR #</b>	<b>AMOUNT</b>
5-7	\$250
8 -14	\$500
15 – 20	\$750
21 +	\$1000



# HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

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## Domain Administrators' Report April 2023

- **Collaborative Teacher Leadership Team** - A team of K-6 teachers formed in January to work on school-wide topics under the direction of Laura Davis. The team has met monthly since then, and decided to engage in scope and sequence work focused on documenting science and social studies curriculum at Hilltown in grades K-8. To date, the team has identified MA curriculum frameworks in these disciplines that are currently being addressed at Hilltown, and has started to work on identifying gaps and overlaps among the grade levels. They have also explored other public school districts' published scope and sequence documents, as well as potential templates to document Hilltown curriculum. The goal of this work is to formally document the good work being done at Hilltown, and to gather it into a format that will be helpful for all teachers to know what is being taught across the school, and would be informative for any new teachers in the future. Participants are being paid a stipend for this additional work. The plan is to continue this work in the 2023-2024 school year.
- **MCAS testing underway** - Students in grades 3-8 have started to take ELA MCAS tests. In May, students in grades 3-8 will be taking Math MCAS tests, and students in grades 5 and 8 will be taking Science/Technology/Engineering MCAS tests.
- **K-1 structure for 2023-2024** - Hilltown directors, in collaboration with and input from K-5 educators, have made the decision to implement a separate Kindergarten and First Grade academic schedule for next year. K-1 students will continue to have mixed-grade groups for music, atelier, physical education, and recess. This change will be in place for the 2023-2024 school year. It does not currently represent a permanent change to the Hilltown grade configuration structure. Next year, the plan is for Kerri to teach all incoming Kindergarten students in the Blues, and Cecilia to teach all First Grade students in the Indigos.

This decision is based on close examination this year about how best to support this cohort of Hilltown's youngest students. We have found that these Kindergarteners and First Graders overall have significantly different academic and social-emotional needs, possibly related to their pandemic-era pre-schooling experiences. For example, Kindergarten students this year have needed more attention to the foundational routines and expectations that help students to engage in academic work, while First



## HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Grade students who built this foundation last year have been ready to take on more challenging reading and math topics. While there have always been differences between the needs of Kindergarten and First Grade students at Hilltown, these differences are more pronounced than usual. In single-grade classrooms, the teachers will be able to tailor and adapt routines, whole-class instruction, and small-group work for a narrower range of student needs.

- **Tuition update, message received from the Charter School Office** Based upon multiple years of charter school pre-enrollment and certified October SIMS reporting, the Department adjusted the pre-enrollment estimates for 25 charter schools. Although Hilltown submitted a pre-enrollment estimate of 218 on December 7, 2022, Hilltown was included as one of the 25 adjusted. Pre-enrollment estimates do not impact tuition received by charter schools. The adjustments were made to provide more accurate reporting for upcoming budgeting forecasts, but will not impact the tuition charter schools will receive in FY24. Annual charter school tuition, and any adjustment to those payments, is established through specific data collection processes. The first five months of charter school tuition is based on March 15 pre-enrollment data. Certified October SIMS reporting data adjusts tuition payments for December through May, and the February claim form creates a final “true-up” of tuition payments in June.
- **Meeting of the Cooperative** On April 27, 2023, a Meeting of the Cooperative was held to discuss the ways in which Hilltown can foster in-person relationships among Hilltown caregivers, as well as caregiver connections to the school. The goal was to identify potential structures and practices that regularly bring caregivers in-person together to promote organic community-building. Caregivers and staff brainstormed in small groups to identify potential ways to address the goal. A brief report of the meeting will be shared at April’s Board of Trustees meeting.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- March 27th, 2023  
8:30a..m. HCCPS

Present : Tala Elia, Laura Davis, Rashida Krigger, Kathleen Szegda, Kate Saccento  
Regrets:

Topic	Discussion	Action
Meeting Agenda for BOT February	To Be Discussed At Next Meeting	
Domain Updates  FY23 Revised Budget	<p>Community &amp; Family Engagement-meeting of cooperative tomorrow about community engagement; community team calling/texting people encourage to come; preparing for Spring Music festival 4/28; planning for clothing swap which is scheduled for 4/25; discussion with parents about organizing science fair and Bingo Night</p> <p>Teaching Learning-many staff are out and few subs so need to prepare to cover as needed; MCAS starting next week ;prepping for next year and kids transitioning to next grade</p> <p>Administration-kiln almost ready to be used; Easthampton rep coming this week to examine <u>facility and discuss lunch program</u></p> <p>With Current Year Adjustments And Some Reductions, deficit a bit lower at ~\$36,000</p>	
FY24 Budget  Grievance/Complaint Policy	<p>Discussed Various budget cuts given the decreased funding for per pupil tuition this year and anticipated <u>moving forward</u></p> <p>Ran out of time for discussion. Will discuss at next meeting.</p>	
Community Meeting Review	<u>To Be Held Tomorrow Night</u>	Done

Action Items		
Next Meeting time/date/location		Fri3/31, 11:00a.m. in person
Adjournment		Meeting Adjourned At 10:00a.m.

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HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- March 31st, 2023  
11:00am.HCPSS

Present :Tala Elia, Laura Davis, Rashida Krigger ,Kathleen Szegda. Kate Saccento  
Regrets:

Topic	Discussion	Action
Meeting Agenda for BOT February	will solidify via email	
FY24 Budget	Discussed various budget cuts given the decreased funding for per pupil tuition this year and anticipated moving forward. Striving for balance of offering some form of step and COL increases and cutting costs with a goal of full COL and step increases within 2 years.	
Grievance/Complaint Policy	will discuss at next meeting	

Review action items

Next Meeting  
time/date/location

Adjournment Meeting Adjourned At 12:00p.m.

Done

Wed4/24,8:45a.m  
. in person



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Finance Committee Meeting Minutes –March 1, 2023, Zoom, 8:30 AM

**Present:** Carla Clark, Richard Senecal, Kate Saccento, Lisa Plaza, Andy Tilbe, Kylan Mandile  
**Guests:** None  
**Regrets:** None  
**Agenda:** Approve March’s Minutes, Proposed Budget Revision, Lunch Program Update, Playground Update

Topic	Discussion	Action (if necessary)
<b>March Minutes</b>	-Approval of March’s minutes	<b>Carla moved to approve March’s minutes, Kate seconded. Approved by consensus</b>
<b>FY23 Proposed Budget Revision</b>	-Tuition will be approximately \$170K less than originally projected -The end of year goal is to reduce the \$170K gap to \$60K -Bring revised budget to April’s BoT meeting -Salaries are the bulk of expenses -Difficult decisions need to be made in order to balance the budget	
<b>Lunch Program Update</b>	-Easthampton administrator visiting the school in March for another review	
<b>Playground Update</b>	-Facilities Committee has been reviewing this in their meetings -Most likely will not happen next fiscal year	



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

<b>Tentative Agenda Topics for Next Meeting</b>	Approve April's Minutes Lunch program review Playground capital expenditure review	
<b>Next Meeting Date/Time/Location</b>	4/5/23; Carla Clark's Office, 8:30 AM	
<b>Adjournment</b>	Meeting adjourned at 9:00 AM	



**GABS Committee Meeting Minutes – Tuesday March 28th at 8:20 am**

**Meeting Location: HCCPS and Zoom**

**Present:** Sara Schieffelin; Emily Boddy; Rashida Krigger; Kate Ewall ; Stacy Giufry  
**Guests:** none  
**Regrets:** Kelly Vogel  
**Notetaker:** Sara

<b>Topic</b>	<b>Discussion</b>	<b>Action (if necessary)</b>
<b>Check-in</b>	Tonight’s the Cooperative Meeting! What are people’s hopes and intentions	
<b>JEDI</b>	Interwoven into other discussions	
<b>By-laws-review and discussion</b>	Discussion about whether the term “parents” needs to be changed to “caregiver” or “guardian.”	Sara will put on agenda for next BOT meeting re. changing words  Kate will a proposal to present to BOT
<b>Annual meeting planning- discussion</b>	Annual meeting (Spring Gathering and Year-End Annual Meeting of the Cooperative) is: May 24th, 6:30pm  Rashida has spoken to Nicole about including art in the space.	At the next BOT meeting Emily will remind committee chairs that they need to write a committee annual reports to share at the annual meeting.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

	<p>Nick and Felicia are willing to facilitate having Harmonies and Chorus perform. Rock Band is on the fence. Nick, Felicia, and Rashida are also willing to perform.</p> <p>Committee chairs that they need to write a committee annual report to share at the annual meeting.</p> <p>Kelly and Rashid have planned an activity around JEDI, this will tie into the activity that we had last year at the annual meeting. This will be tied into BOT work, so that the community can see that BOT has been working on these things.</p> <p><u>Discussion about order</u></p> <ul style="list-style-type: none"><li>● Board President statement</li><li>● Performance- Chorus</li><li>● Activity</li><li>● Performance- Harmonies</li><li>● Business</li><li>● Performance- Rock Band and/or Nick, Felicia, and Rashida</li></ul> <p>Emily wrote a draft of a blurb for Hilltown Happenings.</p>	<p>Emily wrote for newsletter</p> <p>Rashida will write an email reminding people about tonight's meeting and differentiating it from the annual meeting</p> <p>Rashida will put a save the in Hilltown Happenings this week</p>
<p><b>Recruitment and succession planning-discussion</b></p>	<p><u>New Members</u></p> <p><u>Parents:</u> Lily N., Ben C., and Kelly V. and Stacey G. have applied (Lily's resume?);</p> <p><u>Community:</u></p> <p>Lisa Smith Hamelton--has applied</p> <p><u>Succession planning:</u></p> <p>We need to consider who will take over as treasure.</p>	<p>Sara will reach out to Rich re who might be a good for treasure (we need to line someone up)</p> <p>Kate will reach out to Be. C. re joining facilities</p>



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

	<p><u>Committee Interest:</u></p> <p>Patrick- will be encouraged to join a committee since we have 4 parents already to have applied</p> <p><u>Staff:</u></p> <p>We still have space for 1 more staff</p>	
<b>Next Meeting Date/Time/Location</b>	Tuesday April 25th, 8:20 am at Hilltown and Zoom (Emily will facilitate)	
<b>Adjournment</b>	9 am	

**Agenda items for next month:** annual meeting planning; recruitment and succession planning; JEDI; by-laws review



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

JEDI Committee Meeting Minutes- April 3, 2023  
12:15 p.m.

<https://us02web.zoom.us/j/85491144674?pwd=MGVEWjB6ek5objFSbktLa3FkdGR3UT09>

**Present:** Kathleen Hulton, Rashida Krigger, Meg Taylor, Angelique Baker

**Regrets:** Natalia Korczak, Cinzia Pica

Topic	Discussion	Action
Updates	Kathleen updated members about temporary extension of remote option for public meetings until March 2025. JEDI will continue to meet remotely for this year. JEDI may be the only Board committee still meeting remotely? Next year's committee should make a plan about next year in the summer.	Kathleen will pass this info along to the next chair of JEDI
Discussion of Anti-Racism statement draft	Meg wrote a first draft of a JEDI statement for Hilltown. Members talked over the draft, pointed out things that it needs and things we like.  Issues to be worked out: what should it be called? JEDI Statement? Anti-Racism? Length How specific in listing kinds of inequality? How to handle intersection with neurodiversity? Continued sense that this is a hard task, but also one that members are committed to completing soon.	
Ideas for race-focused Board education and discussion	Committee members had little to say about diversity.	Kathleen and Rashida will prepare to lead a discussion focused on diversity at the April 12 Board Meeting.

Next meeting time/date/location	April 24, 2023 12:00 pm <a href="https://us02web.zoom.us/j/85491144674?pwd=MGVEWjB6ek5objFSbktLa3FkdGR3UT09">https://us02web.zoom.us/j/85491144674?pwd=MGVEWjB6ek5objFSbktLa3FkdGR3UT09</a>	
Adjournment	The meeting was adjourned at 1:25 p.m.	





HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOLS

Personnel Committee Meeting Minutes- March 15, 2023  
3:30 pm Zoom - Remote

**Present:** Matt Dube, Laura Davis, Nicole Singer, Nicole Marcotte, Carla Clark, Dan Klatz

**Regrets:** Andrew Coate

Topic	Discussion	Action
Approve Minutes	No minutes to approve	Minutes will be approved next Personnel meeting
Longevity Compensation	Discussion about Longevity Proposal that was not approved by full BOT due to questions about 'consecutive' service and whether consecutive service should be required. Consensus is that due to difficulty in tracking, particularly employees that leave and return, consecutive service should be required. Concerns about subjectivity surrounding eligibility of prior service scenarios also raised.	Revised proposal will be approved April 12th and sent back to BOT for April meeting.
Teacher/TA Salary Scales	Discussion of previously considered new pay scales based on evaluation and consideration of other schools/districts data. Concern about larger budgetary issues, and having staff see increases that will not be adopted by Finance and BOT. Consensus is that we should make our recommendation via proposal to demonstrate our commitment to staff, with the understanding that it may be rejected or tabled by BOT. Staff council has offered to help Personnel Committee communicate this decision to staff, and to help mitigate staff expectations around the numbers.	Personnel will update the proposal to final form and approve it before the April BOT meeting.
Future Meetings	Per Emily Boddy / State's guidance, meetings after March will need quorum to be in person.	We will schedule meetings accordingly.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Review action items	Longevity Proposal and Pay Proposal to full BOT.	
Next meeting time/date/location	April 15 at 5:30 via Zoom.	
Adjournment	4:30PM	



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Draft Personnel Committee Meeting Minutes- Feb 8, 2023  
3:30 pm Zoom - Remote

**Present:** Matt Dube, Laura Davis, Nicole Singer, Nicole Marcotte, Carla Clark, Dan Klatz, Andrew Coate

**Regrets:**

Topic	Discussion	Action
Approve Minutes	Nicole moved, Carla seconded. Consensus on approval	Minutes were approved.
Teacher/TA Salary Scales	<p>Discussion of the data points being used to make recommendations.</p> <p>Some staff suggested using current sending districts. The problem with this is that several spend so much more money per student that it may yield unfair comparisons.</p> <p>Discussion of the goal of picking districts—to obtain the best picture of “the market” in which we compete for teachers.</p> <p>We will stick with the current list as it gives us a fairly accurate picture for comparisons.</p> <p>These same districts can be used for administrative salary comparisons.</p> <p>Concerns were expressed that making a recommendation for salary increases in a potential deficit budget year might create unrealistic expectations.</p> <p>Counter opinion is that we need to establish a goal even if it is not immediately attainable.</p>	Final decision deferred until March.
Review action items	None	
Next meeting time/date/location	March 15 at 3:15 via Zoom.	
Adjournment	4:30PM	