

HCCPS Board of Trustees

Meeting Agenda

September 14th, 2022 6:30 PM

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

Join Zoom Meeting

<https://us02web.zoom.us/j/81207825746?pwd=bFdjZGlrbFlzdDFhY1p5MzhqYUR4QT09>

Meeting ID: 812 0782 5746

Passcode: yeU8zJ

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 Start of Year Update: (Update) Kate and Laura (10 min)

6:50 Annual Report: (Update) Kate (10 min)

7:00 New Board of Trustee Member: (Discussion + Decision) Sara (10 min)

- 7:10 Justice Equity Diversity Inclusion (JEDI):** (Update + Discussion) JEDI Team (20 min)
- 7:30 Long Range Plan: (Discussion)** Dan (20 min)
- 7:50 Lunch program:** (Update & Discussion) Kate (15 min)
- 8:05 Q4 Financials:** (Update) Kate (5 min)
- 8:10 Domain Council Meeting Frequency:** (Discussion and Decision) Domain Council (10 min)
- 8:20 BoT Retreat:** (Update) (5 min)
- 8:25 Committee Reports -- Questions Only** (5 min)
- 8:30 New Business** (5 min)
- 8:35 Meeting Wrap-up/Snacks + Drinks/Newsletter Blurb/Minutes Finalization** (5 min)
- 8:40 Review Action Items in this meeting's minutes** (5 min)

Executive session pursuant to M.G.L. c. 30A, s. 21(a)(3) to discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares.

Adjournment

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes– Wednesday, July 13th, 2022, 6:30 pm

Location: HCCPS and Zoom

Present: In-person: Kate Saccento, Chris Korczak, Kathleen Hulton, Matt Dube, Sara Schieffelin, Rich Senecal, Tala Elia, Andrew Rosehill-Coate
 By Zoom: Emily Boddy (joined at 7pm), Dan Klatz, Rashida Krigger

Regrets: Kathleen Szegda, Kate Ewell

Guests: In-person: none
 By Zoom: Gina Wyman, Rebecca Belcher-Timme (joined at 7pm)

Facilitator: Tala

Notetaker: Sara

List keeper: Chris

Timekeeper: Rich

Mission statement read by: Kate S.

Topic	Discussion	Action (if necessary)
Announcements, appreciations, acknowledgments	Kate appreciated Rebecca and Gina for their work as teacher leaders. Sara welcomed Andrew to the BOT. Sara thanked Emily for her support in clerk duties over the past year.	
Any Thank You Notes Needed?	None noted	
BOT Visibility This Month?	None noted	
Minutes	No changes noted.	Sara motioned to approve the June 8th meeting minutes; Rich seconded; the Board approved the June 8th meeting minutes by consensus. Matt motioned to approve the June 15th meeting minutes; Sara seconded; the Board approved the June 15th meeting minutes by

		consensus.
Public Comment	None	
Health + Safety Update: (Update) H+S Team	No update from H and S.	
Justice Equity Diversity Inclusion (JEDI): (Update + Discussion) JEDI Team	<p>Kathleen shared that she and Rashida are working on the JEDI portion of the LRP.</p> <p>Rashida presented an activity about perfectionism related to dominant structure (see slides and definitions in packet).</p> <p>Conversation about the definition of perfectionism, and how it shows up in individuals and organizations.</p> <p>Conversation about the difference between perfectionism and excellence.</p>	
Retiring Bot Meeting Health + Safety Updates: (Discussion + Decision) Tala/Matt	<p>Tala shared a proposal to retire H and S up-dates from the BOT meeting due to COVID changing less rapidly than previously. Kate noted we were advised by the state to have less standing agenda items that are vague, and this agenda item would be consider under that category. Question about why the state made this recommendation–Kate explained that more specific agenda items help communicate to the public and BOT members what is going to be discussed at a meeting. Question asked about if the H and S team would continue to meet regularly next year. Tala and Kate answered that hasn't been determined yet, though moving forward it would likely meet on an ad hoc basis.</p>	Emily motioned to retire the regular H and S standing agenda updates; Chris seconded; the motion was approved by consensus.
Staff Vaccination Policy: (Decision) H+S	<p>Kate S. read policy (see text in packet) regarding voiding of current staff vaccination policy. Tala reminded the team that the initial policy was passed by the BOT so any amendment or change would have to be approved by the BOT.</p> <p>Suggestion was made that language be included in the new policy that things could change in the future.</p> <p>Question about if Hilltown requires other vaccinations for staff. Answer that it is not a requirement in the state of MA.</p> <p>Questions about if existing staff all adhered to the initial policy to get a primary series of vaccines. Answer–yes, all staff complied.</p>	Matt motioned to approve the proposal to void staff vaccination policy with amendment to include language that BOT has the right to review and change this policy; Chris seconded; policy with amendment was approved by consensus.

<p>FY 22 Surplus: (Update + Decision) Kate (10 min)</p>	<p>Kate shared that at the current look at FY22 budget we have an approximately surplus of 100K after depreciation, which is larger than last year. Kate asked for the BOT to provide feedback regarding what to do with the surplus. Ideas: bonus for staff; if we don't do anything it goes into our account; we need a new play structure in a few years. Reminder that last year we awarded \$2000 bonuses per regular employee with an FTE of .5 or greater with at least a half school year of employment (93 days), prorated by FTE and prorated for days of service.</p> <p>Comment that smaller bonuses might make sense since we need to pay principal on the building.</p> <p>Question about how bonuses were received by staff last year. Kate reported there positive feedback.</p> <p>Rashida agreed that she appreciated the bonus, and that others she spoke to did as well. Reminder that it is not something that staff should expect, as we do not always have a surplus or may need to use a future surplus for others things..</p> <p>Question about things that were put off due to supply chain issues and if we expect to pay that this year? Kate replied it was mostly for landscaping and technology.</p> <p>Comments by many BOT members that we should give as much to staff as we can given the difficulty of the year and inflation. Idea to decide what we need to keep then divide the rest up for teachers.</p> <p>Question about what our current interest rate is—in the low 2%. Comment that we should give the bonuses now, rather than paying off the principle, given economic circumstances and impact it would have on staff.</p> <p>Reminder that we have \$400,000 in reserves—comment that this can be used for principal, in which case all the surplus should be used to pay staff bonuses</p>	<p>Matt motioned to approve the proposal that the FY22 surplus be used to give bonus of \$2,000 per regular employee with an FTE of .5 or greater with at least a half school year of employment (93 days), prorated by FTE and prorated for days of service; Chris seconded; the proposal was approved by consensus.</p> <p>Bonuses will be given.</p>
<p>Committee Roles: (Update) GABS (10 min)</p>	<p>Sara shared BOT roles for next year (see list in packet). Question about if non-BOT members are included on the list. Edit made to include Kate, Rashida and Laura on LRP committee.</p>	

<p>BOT Retreat: (Discussion)</p>	<p>Discussion about BOT retreat and if we should wait until the fall in order to include Laura, who does not start until Aug. 22nd..</p> <p>Comment that we should discuss the content of the meeting before deciding on the date as that might help us determine when to hold the retreat. Comment that it might be good to have the retreat be one of the first things Laura does in order to get to know the BOT.</p> <p>Kate noted that Laura’s first two weeks are very full, so it would be better to wait.</p> <p>Comment that August is difficult to gather due to vacations.</p> <p>Reminder about what we discussed at last year’s retreat: LRP, JEDI, and learnings from previous year.</p> <p>Suggestion that we could do a social event instead of or in addition to the retreat.</p> <p>Discussed some ideas for what should be on the retreat agenda? Setting intentions/goals for the BOT?</p> <p>Kathleen H. noted she and Emily were asked to make a survey about people’s experience of being on the BOT and this might be a good agenda item..</p> <p>Proposal to have a welcome gathering for Laura followed by a BOT retreat with agenda TBD.</p>	<p>Tala will send out doodle-poll to determine dates for social gathering and BOT retreat.</p>
<p>BOT Bylaws: (Discussion) Kate</p>	<p>Kate shared that based on feedback from the state we need to change language in by-laws from “administrators” to actual titles of roles in a few places.</p>	<p>Chris motioned to approve the change in language in by-laws from “administrators” to actual titles of roles; Matt seconded; the motion was approved by consensus.</p> <p>Kate will make the change to the by-laws and will share new document with GABS, will update in the BOT book and will submit the amendment to the state.</p>

<p>Updating Bullying Policy: (Update + Decision) Kate</p>	<p>Kate shared an update to bullying policy that was recommended by state (see text in packet). Kate made a proposal that Laura, as Director of Teaching and Learning, form a committee to review and revise the policy.</p>	<p>Matt motioned to pass the proposal as submitted; Rich seconded; the proposal was approved by consensus.</p> <p>Kate will update the bullying policy per recommendation of the state.</p> <p>Laura will form a committee to review and revise the policy.</p>
<p>Committee Reports -- Questions Only</p>	<p>None</p>	
<p>New Business</p>	<p>None noted</p>	
<p>Meeting Wrap-Up/ Evaluation</p>	<p>Next Meetings: Wednesday, Aug. 10th, 2022 at 6:30 p.m. in-person and on Zoom Facilitator: Kathleen S. . Snacks: Tala Drinks: Chris Newsletter blurb: Matt</p>	
<p>Review Action Items</p>	<p>Reviewed action items.</p>	
<p>Adjournment</p>	<p>Meeting adjourned at 8:12 p.m.</p>	<p>Sara motioned to adjourn; Kathleen H. seconded; the meeting was adjourned.</p>

Tentative Agenda Topic for the Aug. 10th Board Meeting:

Hi Kathleen:

We are wondering how (and how soon) we could get on the agenda of an HCCPS board meeting to consider amending the current policy regarding changing grade placement. As you may know, the current policy is very rigid, and we'd like it to allow administrators some discretion to consider exceptions (i.e., deviating from the policy) in particular circumstances, such as allowing someone with identity issues, or who repeats kindergarten to move up, if space is available. Perhaps they could notify the board in such cases, instead of seeking board approval or needing to change the policy, which is what they told us.

The fact that public policy dictates that the best interests of a child must always prevail is something I've learned through my 25+ years practicing family law. What that means in practice is that when it comes to children even legally binding agreements are *always* modifiable. The idea that Hilltown has a rule that does not allow for this kind of flexibility does not make sense.

While the board does not make decisions in individual cases, our hope is that you will consider giving more discretion to the administrators as to this (and other) policies and decisions, and continue to involve the teachers who know the children best to help them make their decision.

We understand that it would be useful to have some guidelines as to when it would be appropriate to deviate from the policy. We cannot foresee every circumstance that may arise, but a child's core sense of identity being challenged is one suggested trigger for increased flexibility around the rules. The rules must be flexible so that they can be responsive to the child and serve their social and emotional needs.

Our son Zac was born in July 2011. He would be in 6th grade now, but due to a speech-articulation delay, we opted for Zac to enter kindergarten at Hilltown as a six-year-old after completing kindergarten at another school. He has spent all of his years at Hilltown feeling like he was in the wrong cohort, but as parents we thought it was in his best interest to remain in his group, as the oldest child.

For the last few months it has been increasingly difficult for him to deal with the fact that his peers, the children with whom he most identifies, have moved to the sixth grade, while he remains in the fifth grade, where he does not feel that he belongs. Keeping him in a class where most of the children are 1-2 years younger than him is causing him to have a crisis of identity.

After years of resisting his expressions of disappointment, displacement, and frustration, we now realize how profound his identity is being impacted by our decision to keep him back a year. Outside of school (e.g., at soccer, Hebrew school, fencing, etc.) he is grouped with sixth graders and he feels that he is constantly having to explain his disability, which resulted in his being in fifth grade. He feels lonely, sad, isolated and like he does not belong where he is now. He feels like he IS a sixth grader, trapped in fifth grade. He is very clear and articulate about this issue. He has reminded us that at Hilltown, children's voices are supposed to matter, but he doesn't feel that it is happening in his case. If a child's own sense of identity is on the line, we think the school should be responsive in a way that uplifts and supports their sense of self and emotional well-being.

We believe that if the policy were a bit more flexible, the school could be more responsive to children like Zac, and meet them where they are. Moving Zac to sixth grade at the start of the school year would definitely be in his best interests, both in terms of academics and social-emotional health. Under the current policy, Kate and Laura cannot allow him to change his class until next year, 12 months from now. Further, we have been told that there are no available slots in the sixth grade, and that the class size limit could not be deviated from without board permission.

In Zac's case, if he is found to be eligible to move up a year, the current policies would result in his skipping sixth grade instead of fifth, which we think is a mistake. We want to think there may be some option to avoid this outcome. Zac loves Hilltown and we have been part of the Hilltown family for eleven years. We believe that ours may not be the only situation whereby some flexibility or discretion may be warranted, and if that necessitates a change in this policy, we think it could benefit other families in the future. We are hopeful that we can have some meaningful conversation that can create a simple change that could better serve children's needs.

With kind regards,

Gabrielle Hartley

HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2021-2022

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Introduction to the School

Name of School: Hilltown Cooperative Charter Public School			
Type of Charter	Commonwealth	Location of School (Municipality)	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem, Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Years the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment as of 7/28/2022	218
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 22-23 as of 7/28/2022	191 on waitlist (plus 35 applications received after initial lottery)
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss at 12:30 every Wed	Age of School as of 2021-2022 School Year	27 years

Mission Statement

- 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 education program
- To cultivate children's individual voices and a shared respect for each other, our community, and the world around us

Letter from the President of the Board of Trustees



Greetings from the Hilltown Board of Trustees,

We are proud to report that our community continued to thrive during the pandemic, thanks to the incredible care and dedication of our administrators, staff, and caregivers.

A few items of note:

- We were able to safely keep our school open to students and staff for the entire school year with full in-person capacity, with no shutdowns for staff or students due to COVID-19
- We made permanent our provisional Justice Equity Diversity Inclusion (JEDI) Committee to continue to address issues and ensure JEDI work is included in all Board and subcommittee work
- We began our next Long Range Planning process with a committee of dedicated Board members, staff, and caregivers
- We finished the fiscal year with a positive operating budget in a difficult pandemic year

We also identified and hired a new Director of Teaching and Learning, Laura Davis, and are excited to work with her this school year.

Since the beginning of the pandemic the Board has been committed to sustaining the school's mission, commitment to community, and fiscal health. We will continue to work with the school staff and community to ensure we are more than ready for the challenges that lie ahead.

Respectfully submitted,

Matt Dube
President, Board of Trustees
Hilltown Cooperative Charter Public School

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Mission and Key Design Elements

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults with a high degree of family involvement:

We were unable to collect usable data from our annual parent survey this year, due to a technical problem with the survey, but in past surveys, parents have affirmed their belief that a strong connection exists. We continue to offer regular opportunities for volunteering both in the classroom and for school-wide events, large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students and staff throughout the school.

HCCPS employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Director of Community and Family Engagement, is charged with involving parents in different aspects of the school. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.

2. Students at HCCPS learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:

The organization of staff time is designed to ensure that teachers in the arts and classroom teachers have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children's weekly contact with art and music teachers throughout the year. Each year, every classroom participates in several multidisciplinary units, incorporating art, music, theater and hands-on projects. Our website includes archives of integrated projects done throughout the years.

3. Students at Hilltown develop strong foundational skills:

We assess the development of students' foundational skills by using universal screenings, tests of basic skills (SAT10), MCAS, and internal assessments. On multiple assessments, our students' foundational skills are consistently above average.

4. Hilltown uses a consensus based governance structure:

During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.

5. Hilltown successfully cultivates children's curiosity, critical thinking, and individual voice:

All students have regular opportunities to share their work and perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to build community and problem solve together. In each unit of study, students have opportunities to hone critical thinking skills and develop their individual voices through persuasive writing and engaging in respectful discourse by listening to each other, and making and supporting evidence based claims. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

Amendments to the Charter

Date Submitted	Amendment Requested	Pending or Approved?
NA	None in 2021-22	NA

Access and Equity: Discipline Data

The most recent, publicly available student discipline data for Hilltown can be found in our 2020-2021 DESE district profile:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04500105&orgtypecode=6&=04500105&>

2020-2021 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	218	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	40	0	0	0	0
Students with Disabilities	36	0	0	0	0
High Needs	63	0	0	0	0
Female	106	0	0	0	0
Male	111	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	6	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	7	0	0	0	0
Multi-race, Non-Hispanic/Latino	29	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	174	0	0	0	0

Hilltown does not need to reduce the use of in- and out-of-school suspension rates at this time. Our rates are historically very low; during the pandemic and hybrid learning, we had no discipline incidents that rose to the level of in- or out-of-school suspension or emergency removal.

We keep track of students who are referred to a Director for behavioral reasons and review that information in order to self-investigate our cultural practices. We use a “thinking sheet” with younger students to process and solve significant problems. We use a set of restorative questions to process, solve and facilitate repairs with older students. We lean toward logical consequences whenever possible (for example, if a student destroyed property, the student would help take care of the property as part of the repair). When necessary, a team meeting between a parent, teacher, student and administrator may be held to review the Community Compact and identify where a new plan or more support is needed.

Hilltown teaches skills such as self-regulation and conflict resolution for all grades. We use the Zones of Regulation curriculum, the Social Explorers program in the younger grades, and mindfulness practices in grades K-8. Students are allowed to take breaks and seek a supportive adult (teacher, teaching assistant, nurse, adjustment counselor, or administrator) in order to de-escalate. We did not have a reason to suspend a student during the 2021-22 school year.

Dissemination Efforts

The table below shows evidence of how Hilltown shared innovative models for replication and best practices to other public schools our local districts during the 2021-2022 school year.

Best Practice Shared	Vehicle for Dissemination	Who at Hilltown was involved in dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Critical Exploration of Local History Resources	Material Development	Grades 2-5	The David Ruggles Center in Florence MA	Our second and third grade classes collaborated with the David Ruggles Center on a study of “Local Heroes of the Underground Railroad”. We developed a scavenger hunt to identify artifacts at the David Ruggles Center and around Florence center which led us to places like Sojourner Truth’s home and The Hill Institute, named for Samuel Hill. The scavenger hunt and other resources we shared with the Ruggles Center will be available for future elementary visitors. Volunteers at the David Ruggles center acted as docents and led our walking tour using our developed materials.
Integration	Recorded discussion	All Teachers	Discussion was recorded and posted on the school website	Visitors to our website can access student work and information about our integration model. They can see specific integration projects across grade levels, and how these projects deepen content area learning in developmentally appropriate ways for each grade. There is evidence of collaboration between art, theater and classroom teachers in these projects.
Mixed age classrooms	Fellowship for Intern, Student Teacher	K/1 classroom	Westfield State University, Elms College, UMass	Our intern and student teachers created and implemented lesson plans to meet the needs of mixed age classrooms and shared and reflected on their experiences in their college coursework.
Due to the pandemic, we did not engage in as many dissemination efforts as usual.				

Student Performance

The most recent (2020-2021) publicly available student performance data may be found in our “Report Card” on the DESE website: <https://reportcards.doe.mass.edu/2021/DistrictReportcard/04500000> Note that the Massachusetts Department of Elementary and Secondary Education did not issue school or district accountability determinations for the 2020-2021 school year, and 2021-22 accountability determinations have not been published yet.

Academic Program

During the 2021-22 school year, Hilltown maintained its core curriculum in reading, writing, and math; adapted curricula to meet the academic challenges resulting from the pandemic, and developed new curricula to better meet Social Studies Standards. The school maintained its tiered system of support and added supports for social-emotional wellness.

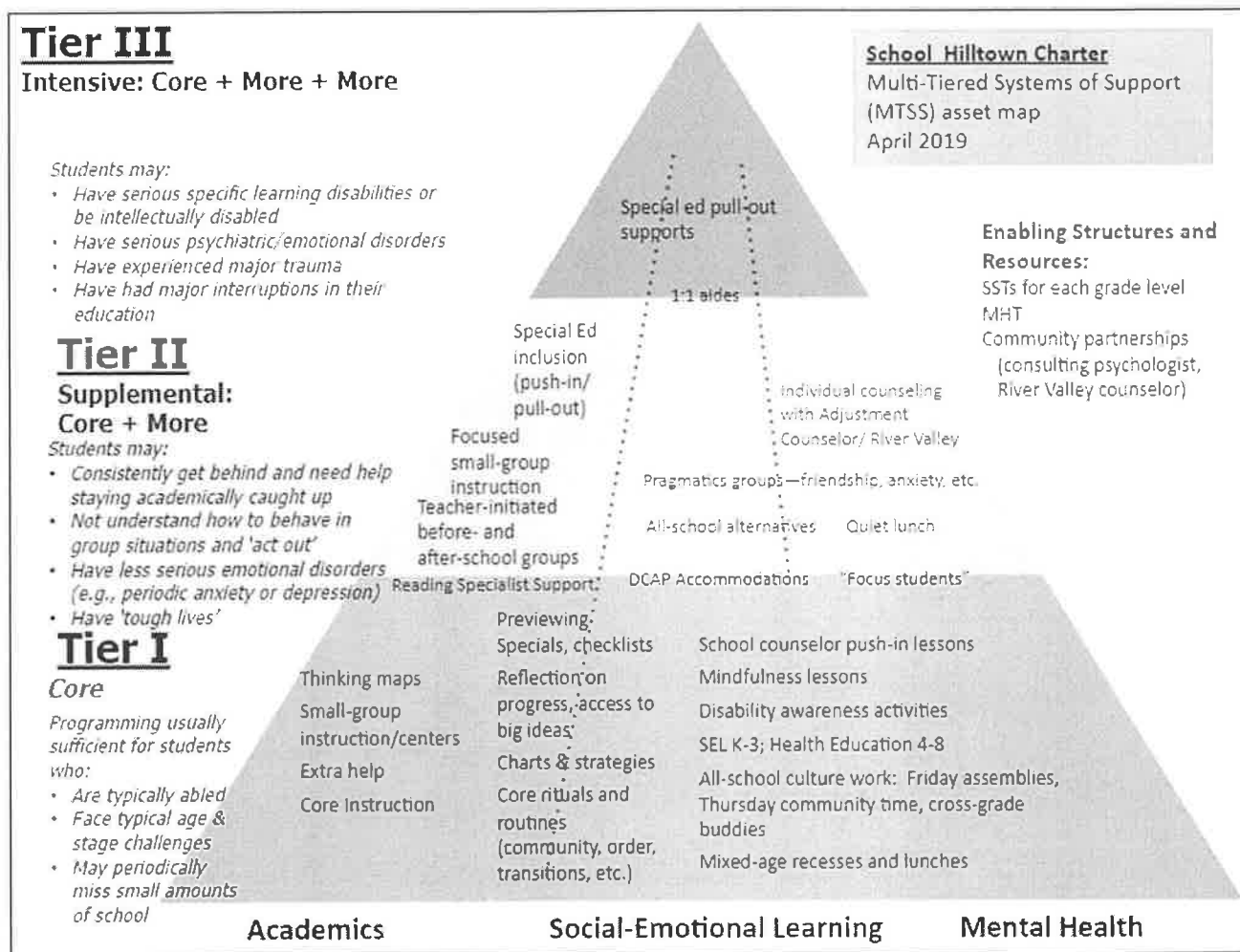
As in previous years, Hilltown used “Being a Reader” as our core reading curriculum in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In K-5, teachers used “Being a Writer” as our core writing curriculum, supplemented by independent book groups, lessons from the “Teachers’ College Writing Program”, spelling patterns from “Words Their Way”, and integrated writing assignments related to social studies and science projects. Integrated writing projects included research reports on countries of the world, biographies of leaders in the Underground Railroad movement, and observations of nature.

Hilltown has been using “Illustrative Math” in grades 6-8 for four years and began using IM for grades K-5 as a pilot during SY21-22; this was our first year of full implementation at the K-5 level. Teachers supplement math through resources including [Math 180](#), [3-Act Math](#), [Esti-Mysteries](#), and daily routines during morning meetings, ranging from “How many classmates are here?” to “What are all of the factors of the number of days we have been in school”

Hilltown has many teacher-created K-8 social studies and science curriculum units. We supplement our own units with standards-aligned published curriculum such as [Mystery Science](#), [History’s Mysteries](#) (iCivics), [Learning for Justice](#), [Facing History and Ourselves](#). K-5, these topics are called *major studies* and are hands-on, arts-integrated academic classes. All students participate in Atelier (art), Music & Movement, Health, and PE. Students in grades 6-8 take Spanish. New units were developed including Sugar and Slavery, Supreme Court Cases, Country Reports, Engineering and Human Body Systems.

We use multiple forms of assessment with our students. We administered the SAT10 for the second year in December 2021. Teachers continued to assess student learning using formative and summative assessments that included rubrics, benchmarks, and unit tests. Our math curriculum provided daily formative assessment, which was used to inform instruction. Special education teachers and related service providers, including the reading specialist, continued to provide services and assess their progress. We used FastBridge, a universal screening tool, as needed, with plans to implement it across all grades in the fall.

Our supports for all students are outlined in our MTSS map:



School Accessibility during COVID-19

Hilltown opened fully in-person on September 1, 2021, and we remained fully open through the entire school year. We were able to minimize COVID-19 absences by masking through early March (when our Health and Safety team determined it was safe to unmask), weekly pool testing (our participation rate was over 90% for students and staff) and implementing the Test-and-Stay protocol early in the year. When students were absent for extended periods, teachers worked with students and families to keep up the work during their absence, or make up the work upon their return. Disruptions due to staff out for COVID-19 were greatly minimized by our structure of having a teaching assistant in each classroom. The assistants were able to provide consistency and continue to move the curriculum forward.

After School Support

In grades 6-8, students on IEPs are invited to receive after school support, supervised by a special education teacher, and implemented by that teacher or a special education teaching assistant. This service was available at no cost to students.

RTI

When students who are not on IEPs and 504s are identified by teachers as not meeting benchmarks (based on formative and summative assessments), the student support team recommends a specific

intervention to be implemented for 6-8 weeks. The intervention may be implemented by the classroom teacher, a teaching assistant, the reading specialist, a special education teacher, the occupational therapist, speech therapist, counselor, or other relevant staff. There is parent communication throughout the process. Goals are set, such as reading fluency will increase by 30 words per minute. Data is collected throughout the process. The team meets at the end of the intervention to review data and determine next steps.

Plan for accelerating learning during the 2021-2022 school year

Reading Intervention

Due to disruptions in the past two school years (2020 and 2021), many students, particularly in first and second grade, were not meeting reading benchmarks, based on FastBridge (a universal screening tool), as well as the benchmarks established by our “Being a Reader” curriculum at the beginning of the year. The reading specialist provided short term intervention for many students, using the “Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words” (SIPPS) program, a companion to “Being a Reader”. Many students reached grade level and were dismissed when they no longer needed the intervention. Other students were identified as having more significant reading needs and received specialized instruction, such as Orton-Gillingham, implemented by the special education teacher. Some fourth and fifth grade students had fluency and comprehension interventions, such as “Read Naturally”. Two thirds of students who received these interventions were dismissed when they reached grade level.

Summer School

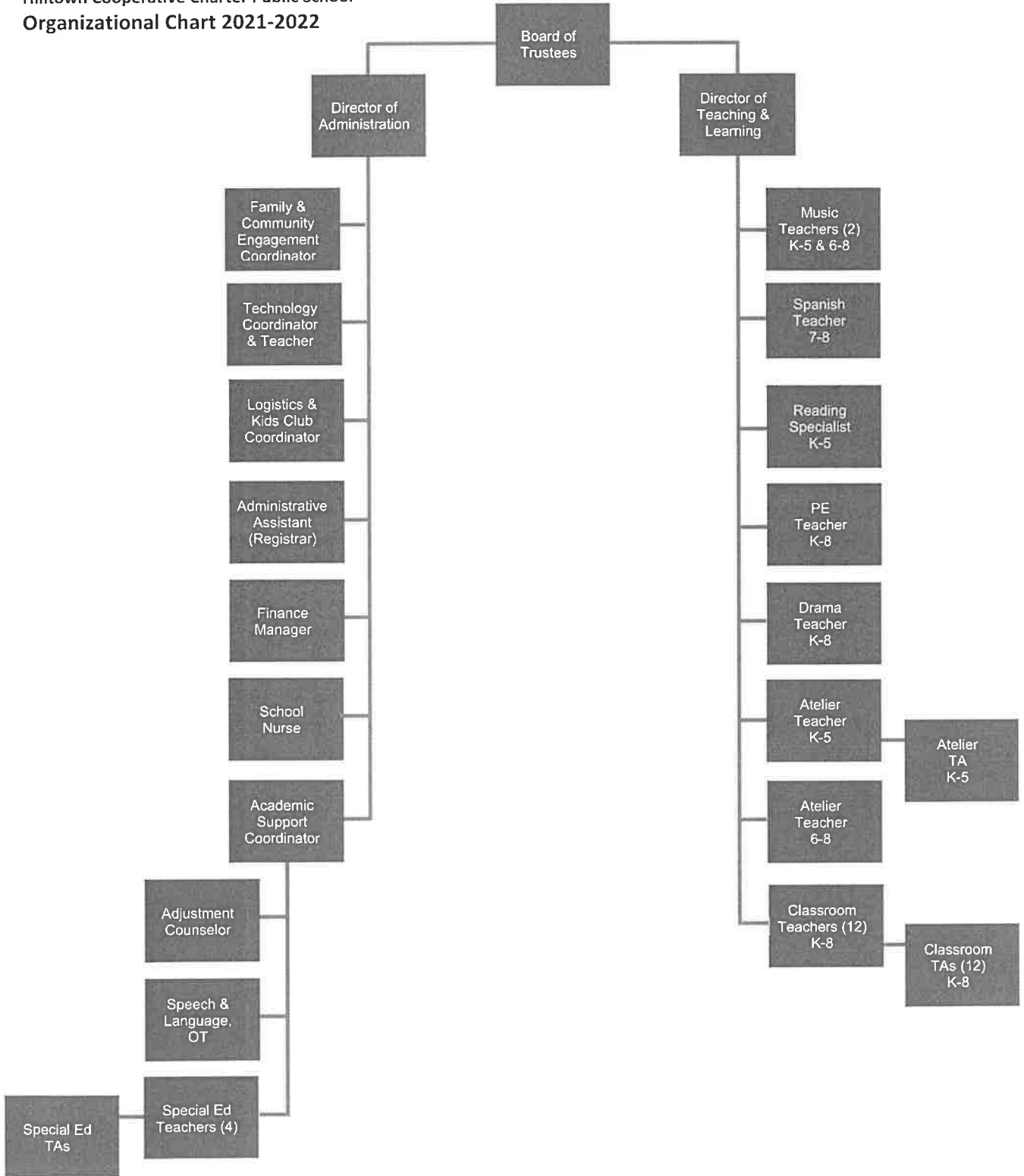
Students finishing kindergarten through second grade who were identified as being anywhere from slightly to significantly below grade level in reading, were invited to participate in a free, five week summer school program, implemented by teachers and teaching assistants from the school. Students receive daily reading instruction with the intention of closing gaps and bringing most students to grade level in reading. Summer school students also have daily math practice to prevent learning loss.

Organizational Viability

Organizational structure of the school

Hilltown is a single-school district, so no network or multi-campus organization is required. No major changes were made to our organizational structure in 2021-22. In the 2022-23 school year, we plan to add a Board Certified Behavior Analyst to our staff.

Hilltown Cooperative Charter Public School Organizational Chart 2021-2022



Budget and Finance

A Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement)

Hilltown Co-op Charter Public School
Unaudited FY22
Statement of Revenues, Expenses
and Changes in Net Position
July 2021 through June 2022

Operating Revenues	
Tuition	3,296,392
Government Grants	214,459
Private Grants	6,330
Medicaid & Other Reimbursements	45,448
After School Fees	91,824
Student Activity Fees	26,974
School Lunch Receipts	25,497
Total Operating Revenue	<u><u>3,706,924</u></u>
Operating Expenses	
Wages	2,570,500
Payroll Taxes	93,588
Fringe Benefits	374,818
Consulting & Contracted Services	117,606
Depreciation Expense	107,375
Dues & Subscriptions	6,393
Educational Supplies & Textbooks	56,997
Equipment	7,955
Food Services	33,080
Instructional Technology	53,404
Occupancy	158,763
Transportation & Field Trips	6,517
Other Operating Expense	21,045
Total Operating Expenses	<u><u>3,608,040</u></u>
Operating Income (Loss)	<u><u>98,884</u></u>
Non Operating Revenues & (Expenses)	
Fundraising Income	5,889
Investment Income	1,742
Interest Expense	(90,099)
Legal Settlements	(5,000)
Fundraising Expense	0
Total Non-Operating Revenues (Net)	<u><u>(87,468)</u></u>
Change in Net Position	<u><u>11,416</u></u>

B Statement of net assets for FY22 (balance sheet)

Hilltown Co-op Charter Public School
Unaudited Statement of Net Assets for FY22
(Balance Sheet)
As of June 30, 2022

<u>Assets</u>	
Current Assets	
Cash	\$ 443,513
Certificate of Deposit	524,888
Accounts Receivable	32,050
Prepaid Expense	47,028
Total Current Assets	<u>1,047,479</u>
Non-Current Assets	
Capital Assets	
Building (Net)	2,913,191
Land 1-3 Industrial Pkwy	472,975
Vehicles (Net)	1,401
Furniture and Equipment (Net)	9,396
Security Deposits	6,653
Total Non Current Assets	<u>3,403,616</u>
Total Assets	<u>\$ 4,451,096</u>
<u>Liabilities & Net Position</u>	
Current Liabilities	
Accounts Payable	\$ 47,283
Accrued Wages Payable	314,530
Accrued Payroll Liability	714
Accrued Expenses	8,320
Deferred Revenue	1,628
Total Current Liabilities	<u>372,476</u>
Long Term Liabilities	
Note Payable - USDA	\$ <u>3,245,634</u>
Total Long Term Liabilities	<u>3,245,634</u>
Total Liabilities	<u>\$ 3,618,109</u>
Net Position	
Investment in Capital Assets	151,330
Unrestricted	681,656
Total Net Position	<u>832,986</u>
Total Liabilities and Net Position	<u>\$ 4,451,096</u>

Hilltown Co-operative Charter Public School

Approved FY23 Budget

Approved by Board of Trustees 06/08/2022

	<u>FY 23</u>
Operating Revenues	
Tuition	\$3,551,929
Government Grants	167,248
Medicaid & Other Reimbursements	11,500
After School Fees	85,100
Student Activity Fees	15,000
School Lunch Receipts	15,000
Total Operating Revenue	<u><u>3,845,777</u></u>
Operating Expenses	
Salaries	2,707,767
Payroll Taxes	98,794
Fringe Benefits	412,412
Consulting & Contracted Services	143,853
Dues & Subscriptions	10,656
Educational Supplies & Textbooks	48,150
Equipment	10,500
Food Services	26,000
Instructional Technology	23,000
Occupancy	196,518
Transportation & Field Trips	36,000
Other Operating Expense	56,300
Total Operating Expenses	<u><u>3,769,950</u></u>
Operating Income (Loss)	<u><u>75,827</u></u>
Non Operating Revenues & (Expenses)	
Fundraising Income	12,500
Investment Income	1,000
Interest Expense	(88,527)
Fundraising Expense	(800)
Other Non-Operating Expense	
Total Non-Operating Revenues (Net)	<u><u>(75,827)</u></u>
Change in Net Position	<u><u>\$0</u></u>

FY23 Enrollment Table	Number of students
Number of students pre-enrolled via March 15, 2022 submission	218
Number of students upon which FY23 budget tuition line is based	218
Number of expected students for FY23 first day of school	218
We generally budget conservatively, allowing for 5-10 less students than expected, in case there are unanticipated changes in enrollment.	

FY23 Capital Plan:

At this time, Hilltown has a keypad access system that allows staff to enter the building by entering an assigned four digit code. The current system is stand-alone and does not allow remote monitoring or access logging. There is nothing to prevent codes being shared by outside vendors or students who have observed codes being entered.

Installation of access control system and IP video system (cameras installed externally to monitor the entrances) will occur in FY 23.

The installation is planned to occur in August 2022.

Goals to be achieved by a new access control system and IP video system:

- Improve building security
- Revoke or grant access to an individual or to groups of individuals
- Control who enters the building and when
- Monitor and track who enters the building and when
- Manage contractors access
- Increase ease of access for staff
- Allow staff to enter from more points (classroom doors)
- Prevent propping of doors when staff/students are outside for an activity
- Administrative access to system from anywhere

Projected cost of the project:

Access Control System	\$30,000
IP Video System	\$18,000
Total Cost	\$48,000

APPENDIX A

Accountability Plan Evidence 2021-2022

Faithfulness to Charter

Measure	2021-2022 Performance (Met/ Not Met)	Evidence
Objective (for KDE 1): <i>Hilltown students and their families will participate in the life of the school through classrooms, community events, and school governance.</i>		
Measure: 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey. 80% of the families measured will match school demographics.	Not Met	Evidence: We plan to re-issue this year's annual satisfaction survey because, due to technical difficulties, the first round did not yield useful results.
Measure: 100% of students in grades K-8 will participate in mixed-age programs to build a sense of student community. Such programs include weekly All School meetings, year-long cross-grade buddies, monthly mixed-age lunchroom assignments, and mixed-age mini-courses at least three times per year.	Not Met	Evidence: 100% of students in grades K-8 participated in mixed-age programs to build a sense of student community, including weekly All School meetings, year-long cross-grade buddies, and mixed-age mini-courses. However, mixed-age mini-courses happened two times (not three times) and mixed-age lunchroom assignments did not happen. We were not able to meet this goal due to COVID-related restrictions.
Measure: 90% of families, with proportionate representation of the school demographics, will engage in one or more whole-school community events or programs: Winter Fair, Solstice Celebration, Music Festival, Grandparents and Special Elders Day, "Link Families" for incoming families.	Not Met	Evidence: This year, we held many of our traditional whole-school community events, including Solstice Celebration and "Link Families" for incoming families. Some community events such as Winter Fair, Music Festival, and Grandparents and Special Elders' Day were not possible due to COVID related restrictions. Approximately 70% of families were able to engage in the events that took place, with proportionate representation of the school demographics.
Objective: (for KDE 2): <i>Hilltown students will access learning by participating in interdisciplinary projects that integrate the arts and incorporate hands-on learning.</i>		
Measure: Annually, 95% of students will engage in hands-on units of study that have been co-created by multiple teachers integrating three or more disciplines. The integrated units of study are guided by essential questions arrived at through a collaborative process drawing on state standards.	Met	Evidence: Hilltown's Integration Archive is available on our website and includes integration planning documents, reflections on learning, and project artifacts.

<p>Measure: Annually, 95% of K-8 students will share their artwork with the whole school (via All School [assembly] presentations, gallery displays, or musical/theater productions). These sharings will be accompanied by integration statements (written or spoken by students or teachers) explaining how their art interacts with other ideas and disciplines in the featured projects.</p>	<p>Met</p>	<p>Evidence: Slideshows from the Atelier were shown in All School (our weekly whole-school assembly). Teachers and students shared statements explaining the projects. Rotating exhibits of student work were displayed in the hallways throughout the year, accompanied by detailed write-ups about each display. Some of these projects are on the school website as well.</p>
<p>Objective (for KDE 3): <i>Hilltown students will demonstrate deep learning that requires critical thinking and personal expression.</i></p>		
<p>Measure: Each 8th grader will design, develop, and present an independent interdisciplinary culminating project in a personal area of interest. This will demonstrate research, writing, and presentation skill learned from the HCCPS experience.</p>	<p>Met</p>	<p>Evidence: Student rubric marks Papers written and photographs of student work See TABLE 1 for list of topics</p>
<p>Measure: 100% of students in grades K-8 will participate in mixed age mini-courses. K-6 will participate three times a year; grades 7 & 8 will participate two times a year. Students will have the opportunity to express their top choices for course enrollment through surveys.</p>	<p>Grades K-6: Not Met Grades 7-8: Met</p>	<p>Evidence: Course descriptions, class rosters. Due to the pandemic, our mini-courses were offered twice this year instead of three times due to concerns about mixing students during the height of the original Omicron wave in January. A wide range of courses were offered in both fall and spring, with 100% participation by all grade levels. See TABLE 2 for list of topics</p>
<p>Objective (for KDE 4): <i>Hilltown students will demonstrate proficiency on external and internal academic measures.</i></p>		
<p>Measure: Each grade, 3-8 will score in the top quartile annually in the tested areas of reading and math and core total on the SAT10 test of basic skills. The students in the top quartile will reflect all demographics of the student population in grades 3-8.</p>	<p>Not Met</p>	<p>Evidence: We did not reach our goal for SAT10 scores. Factors that may have affected these scores include:</p> <ul style="list-style-type: none"> • Pandemic related challenges • students' unfamiliarity with the format and content of this new assessment tool (we just switched from IOWAs to SAT10 in 2020-21) • technical difficulties in administering this new test <p>See TABLE 3 for grade level reports</p>
<p>Measure: 80% of all students in grades K-3 will annually gain one grade level in reading and writing skills as measured by both nationally recognized and internal benchmark assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-3 student body.</p>	<p>Met</p>	<p>Evidence: Reading and Writing assessments See TABLE 4 for full report</p>

<p>Measure: Annually, 80% of all students in grade 4-8 will demonstrate proficiency in writing on the HCCPS upper grades writing assessment. The 80% of students demonstrating proficiency will reflect the demographics of our 4-8 student body.</p>	<p>Met</p>	<p>Evidence: Internally developed writing assessments aligned with grade level standards See TABLE 4 for full report</p>
<p>Measure: Annually, 80% of all students in grades K-8 will demonstrate proficiency on end-of-unit math assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-8 student body.</p>	<p>Met</p>	<p>Evidence: End of unit math tests See TABLE 4 for full reports</p>
<p>Measure: 100% of 8th Grade students will achieve a passing score on the Grade 8 culminating project rubric.</p>	<p>Met</p>	<p>Evidence: 100% of students achieved a passing score on culminating project rubrics.</p>
<p>Objective: <i>Members of the Board of Trustees and the school Directors will demonstrate responsive leadership with respect to the broader community of stakeholders (staff, students, families, and local community).</i></p>		
<p>Measure: Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.</p>	<p>Met</p>	<p>Evidence: Board minutes indicate the decision-making mechanism used for each Board decision. Approved Board minutes are posted on the school's website.</p>
<p>Measure: Three Directors will work cooperatively to manage and guide the school. They will collaborate with the Board of Trustees through a Domain Council that meets bi-weekly throughout the school year. The Domain consists of the President and Vice President of the Board, as well as the three Directors of the school.</p>	<p>Not Met</p>	<p>Evidence: Domain Council schedule of meetings and minutes illustrates how the directors worked cooperatively to share the responsibilities of operating the school. The Domain Council met monthly this school year, rather than bi-weekly, to accommodate staff and Teacher schedules during the pandemic. The measure of bi-monthly meetings will be reviewed at the August 2022 Domain Council meeting.</p>

Dissemination

Measure	2021-2022 Performance (Met/Not Met)	Evidence
Objective: <i>Hilltown will share best practices with the local educational communities.</i>		
<p>Measure: The school will host an Open House each year, during which teachers will highlight key design elements in practice.</p>	Met	<p>Evidence: On January 8, 2022, our Administrators and Teachers hosted an Open House. Due to the COVID-19 pandemic, this year’s Open House was held via Zoom. There were breakout rooms for each grade level that offered an opportunity for question and answer. The Academic Support Coordinator was available to answer questions as well. There was a Spanish language translator available.</p>
<p>Measure: The school will partner with an area college or university to develop a model program for training teachers.</p>	Met	<p>Evidence: In the 2021-2022 school year, we partnered with both Elms College and Westfield State University. We hosted early childhood and special education student teachers. We implemented the training protocol developed for our intern program which outlines best practices for both teachers and interns. Our interns and student teachers planned and implemented lessons using our integrated learning model and shared their experience in their college coursework.</p>
<p>Measure: The school will use its website to disseminate information on integration projects. One project per grade level band per year.</p>	Met	<p>Evidence: Each grade level band has an integrated project represented on our website. For example, one grade level band worked in small groups to learn about different types of extreme weather. They used their knowledge of extreme weather to create a “local weather report:” that they scripted, performed and recorded.</p>
<p>Measure: Annual evening workshop featuring key design element (e.g., building community in a K-8 school or arts-integrated curriculum projects).</p>	Not Met	<p>Evidence: COVID limited our ability to hold large, in person gatherings. When restrictions eased in the spring, we were able to hold our annual meeting in person, and incorporated student performances, both vocal and instrumental.</p>

TABLE 1: Eighth Grade Research Project Topics

3D vs 2D Animation	History of X Games
Anxiety in Teenagers	Homosexuality in Ancient Greece
Bread Baking in American Communities	Human and Animal Relationship
Challenges Faced by Refugees Coming to US	Malaria in Sub-Saharan Africa
Color Vision Deficiency	Male vs Female Gazes in Film
Comparison of Japanese and American Education	Methods Used in Search for Alien Life
Conspiracies Surrounding Kurt Cobain's Death	Period Poverty
Contemporary Racial School Segregation	PFAS Impact on Humans & Environment
Development of Microprocessors	Psychology of Cosplay
Disproportionate Impact of Juvenile Justice System on Minority Youth	Sexism in Dress Codes
Eating Disorders	Shark Finning
Effects of Fashion Industry Globalization	Soccer Statistics
Evolution of Electric Guitar Technology	Spread of Misinformation in Media
Gender Dysphoria	The Psychology of Serial Killers
History of LEGO	Unequal Pay in Soccer

TABLE 2: Mini Course Offerings in 2021-22 *(Popular courses were offered multiple times)*

Building Things	Marvelous Mobiles
Checkmate	Meditative Drawing and Coloring
Collage	Musical Adventures
Creative Writing! And Chocolate!	Nature Journaling
Dissection	Photography
Embroidered Wrist Cuffs	Practice for the School Musical
Fairies, Elves and Dwarfs Around the World	Schoolyard Enhancements
Forensics	STEM Challenges
Go- A Game of Patience and Strategy	Tabletop Role-Playing Games
GSA	The Great British Bake-Off
It's A Wrap!	The Magical World of Harry Potter
Latin American Rhythms	T-Shirt Upcycling
Learn to Speak Russian	Word Play
Let's Get Crafty!	Yoga and Meditation
Mad Hatters Unite!	

TABLE 3: SAT10 Scores December, 2021 Grade 3-8

Grade 3						National Grade Percentile Bands							
Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE								
						1	10	30	50	70	90	99	
Total Reading	20	52.1	631	47-5	48.6								
Word Study Skills	20	13.7	627	35-4	41.9								
Reading Vocabulary	20	15.7	637	54-5	52.2								
Reading Comprehension	20	22.8	635	52-5	51.0								
Total Mathematics	19	34.2	606	37-4	43.0								
Mathematics Problem Solving	19	22.3	611	43-5	46.5								
Mathematics Procedures	19	12.0	601	30-4	38.7								
Partial Battery	19	37.8	N/A	45-5	47.3								

Grade 4						National Grade Percentile Bands							
Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE								
						1	10	30	50	70	90	99	
Total Reading	20	56.8	646	60-6	55.3								
Word Study Skills	21	13.7	624	36-4	42.4								
Reading Vocabulary	20	17.9	663	72-6	62.1								
Reading Comprehension	21	25.3	657	69-6	60.7								
Total Mathematics	22	39.8	624	52-5	50.9								
Mathematics Problem Solving	22	25.7	634	60-6	55.2								
Mathematics Procedures	22	14.1	612	38-4	43.7								
Partial Battery	20	96.3	N/A	54-5	52.4								

Grade 5						National Grade Percentile Bands							
Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE								
						1	10	30	50	70	90	99	
Total Reading	18	56.6	664	65-6	58.4								
Word Study Skills	18	15.5	660	56-5	53.4								
Reading Vocabulary	19	18.5	690	78-7	66.1								
Reading Comprehension	19	22.7	657	61-6	56.0								
Total Mathematics	21	35.8	624	36-4	42.4								
Mathematics Problem Solving	21	22.1	635	44-5	46.7								
Mathematics Procedures	21	13.7	612	30-4	39.1								
Partial Battery	19	91.2	N/A	53-5	51.8								

Grade 6						National Grade Percentile Bands							
Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE								
						1	10	30	50	70	90	99	
Total Reading	31	39.4	677	69-6	60.4								
Reading Vocabulary	31	17.1	688	68-6	59.8								
Reading Comprehension	31	22.3	673	65-6	58.0								
Total Mathematics	31	34.9	652	48-5	47.7								
Mathematics Problem Solving	31	23.8	672	65-6	58.1								
Mathematics Procedures	32	11.0	630	22-3	34.0								
Partial Battery	30	75.0	N/A	67-6	53.5								

Grade 7						National Grade Percentile Bands							
Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE								
						1	10	30	50	70	90	99	
Total Reading	28	41.9	699	74-6	63.3								
Reading Vocabulary	28	17.3	712	76-6	64.8								
Reading Comprehension	29	24.0	687	66-6	58.9								
Total Mathematics	29	33.3	660	41-5	45.0								
Mathematics Problem Solving	29	21.8	669	53-5	51.8								
Mathematics Procedures	29	11.5	651	29-4	38.2								
Partial Battery	28	73.6	N/A	54-5	52.4								

Grade 8						National Grade Percentile Bands							
Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE								
						1	10	30	50	70	90	99	
Total Reading	30	41.2	708	76-6	65.0								
Reading Vocabulary	30	17.6	731	78-7	66.4								
Reading Comprehension	30	23.5	695	69-6	60.2								
Total Mathematics	29	30.2	676	42-5	45.8								
Mathematics Problem Solving	31	19.5	684	54-5	52.2								
Mathematics Procedures	29	10.7	664	28-4	38.0								
Partial Battery	29	71.5	N/A	58-5	54.3								

TABLE 4: Internal Assessments in Reading, Writing, and Mathematics, 2021-22

Hilltown Reading Assessment Results, K-3 Fall 2021- Spring 2022		
Level (1 level = 4 pts, HCCPS Rubric)	Percentage of Students	Does the group demonstrating proficiency reflect the demographics of our student body?
Gained less than 1 level of progress	11%	89% of all K-3 students gained one or more levels of reading proficiency this year and 85% of K-3 students who identify as mixed race and non-white gained one or more levels of reading proficiency this year. 89% of all K-3 students gained one or more levels of reading proficiency this year and 81% of K-3 students who are economically disadvantaged gained one or more levels of reading proficiency this year.
Gained one level of progress	53%	
Gained two or more levels of progress	36%	
Hilltown Writing Assessment Results, K-3 Fall 2021-Spring 2022		
Level (1 Level = 1 Grade Level)	Percentage of Students	Does the group demonstrating proficiency reflect the demographics of our student body?
No Gain	7%	93% of K-3 students gained one or more levels of proficiency in writing this year and 95% of K-3 students who identify as mixed-race and non-white gained one or more levels of proficiency in writing this year. 93% of K-3 students gained one or more levels of proficiency in writing this year and 95% of K-3 students who are economically disadvantaged gained one or more levels of reading proficiency this year.
One Level Gain	41%	
Two or More Level Gains	52%	
Hilltown Writing Assessment Results, 4-8 Spring 2022		
Proficiency Level (internal rubric, standards aligned)	Percentage of Students	Does the group demonstrating proficiency reflect the demographics of our student body?
Beginning	4%	80% of 4-8 graders were proficient in grade level writing and 88% of 4-8 students who identify as mixed-race and non-white were proficient in grade-level writing this year. 80% of 4-8 graders were proficient in grade level writing and 80% of 4-8 students who are economically disadvantaged were proficient in grade-level writing this year.
Developing	16%	
Proficient	55%	
Advanced	25%	
Hilltown Mathematics Assessment Results, K-8 Spring 2022		
Proficiency Level: end of unit math tests (Proficiency= 75%)	Percentage of Students	Does the group demonstrating proficiency reflect the demographics of our student body?
Less than 75 %	8%	92% of K-8 students were proficient in grade level math this year and 92% of K-8 students who identify as mixed-race and non-white were proficient in grade-level math this year. 92% of K-8 students were proficient in grade level math this year and 89% of K-8 students who are economically disadvantaged were proficient in grade-level math this year.
75-90%	43%	
90-100%	49%	

APPENDIX B
Charter School Recruitment and Retention Plan

Hilltown Cooperative Charter Public School
Recruitment Plan 2022-2023

2021-2022 Implementation Summary

Data shows that there is continued strong interest in applying for admission to Hilltown. For the 2021-2022 school year, we received 276 applications for 41 openings. For the 2022-23 school year, so far we have received 274 applications for 35 anticipated openings.

We continue to target specific local institutions to reach target populations where our school fell below GNT and CI percentages. We were not able to host an in-person Open House at our school in January due to COVID restrictions. Instead, we held a Zoom Informational session that we advertised widely to our specific populations. We made a great effort to distribute invitations to our virtual Information Session to local agencies that support immigrant and low income/economically disadvantaged families.

Another challenge with recruitment continues to be the fact that, in accordance with common practice among other schools of choice in the area, we offer preference to siblings of enrolled students in our admissions lottery. While this does address the intended goal of keeping families together, it also limits the number of spaces available to new families each year. In 2021-2022, 16 of our 41 new students were siblings of students already enrolled.

In 2021-2022, we had 71 applicants for 20 spots available in Kindergarten (our biggest entry point) with 10 grade K spots filled by siblings, and 28 sixth grade applicants for 11 spots with two spots filled by siblings. For 2022-2023, we anticipate that 9 of our 35 new students will be siblings of students already enrolled. So far we have 77 applicants for 20 spots available in Kindergarten with seven grade K spots likely to be filled by siblings, and 33 sixth grade applicants for 11 spots with two spots likely to be filled by siblings.

General Recruitment Activities for 2022-2023

We are eager to take on the general recruitment activities for the 2022-2023 school year.

Activity 1: Annual Community Outreach Event

Before activities 2-4 (below) and before the application deadline for our lottery, we will distribute postcards to local community organizations, preschools, and businesses who serve families in our priority counties (Hampshire and Franklin). The postcards will be printed in accessible language, in English and Spanish, and will include invitations to our Zoom information session and in-person open house. They will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students.

Activity 2: Pre-School Outreach

Before the application deadline, we will invite local pre-school providers to tour our school. We will also visit local preschool providers to host information sessions with their currently enrolled families.

Activity 3: Information Session

We will hold a Zoom information session prior to the application deadline and post the invitation for the information session on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students. We will also have a Spanish translator available at the session.

Activity 4: Open House

We will host a weekend open house where families and preschool providers will have the opportunity to tour the school and speak directly with school administrators and teachers. We will advertise the Open House through postcards at local community organizations, preschools, and media. We will also post the invitation on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and will be printed in English and Spanish. We will also have a Spanish translator available at the open house.

Finally, we will continue to include a welcoming statement for LEP students on our website, have our admissions materials translated into Spanish, and have a “Google Translate” link on our website.

We have made a long-term commitment to increase applications and enrollment from all subgroups, although we recognize that there are a limited number of spots and many of them will go to siblings.

Recruitment Plan – 2022-2023 Strategies Including strategies for recruitment activities for specified demographic groups	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 14.3%</p> <p>GNT percentage: 14.1%</p> <p>CI percentage: 14.1%</p> <p>Hilltown is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	(b) Continued 2021-2022 Strategies
	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Ensure that brochures are available at the REACH project and the area early intervention program ● Outreach to Whole Children, a non-profit organization providing after school services for children with special needs ● Our SEPAC (Special Education Parent Advisory Council) is present and available at our Open House for prospective parents ● SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts
	(c) 2022-2023 Additional Strategy(ies), if needed
	None needed at this time.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 0%</p>	(b) Continued 2021-2022 Strategies
	<ul style="list-style-type: none"> ● Distribute brochures at Franklin-Hampshire Community Action Program ● All ads will include a statement welcoming LEP applicants ● Our website will include a statement welcoming LEP applicants

<p>GNT percentage: 1.4%</p> <p>CI percentage: 1.5%</p> <p>Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> ● Bi-lingual (Spanish) translator and tour guide will be present at our Open House ● “Google Translate” link will be available on our website ● Reach out to the local refugee organizations (Welcome Home Refugee Resettlement Program), including the distribution of flyers ● Distribute flyers and/or place advertisements in bulletins at religious organizations and groups that provide services in languages other than English <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Explore alternative locations/agencies to distribute flyers, since housing projects do not allow any form of solicitation ● Find and reach out to local pre-schools known to have greater populations of limited English proficient families ● Bi-lingual (Spanish) translator and tour guide will be present at our Information Sessions on-line as well as in-person <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 19.4%</p> <p>GNT percentage: 23.4%</p> <p>CI percentage: 33.4%</p> <p>Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● Outreach at local WIC and SNAP sites, Goodwill and Salvation Army stores ● Brochures and applications made available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs ● Work with Administrators at the two major pre-school programs in our immediate area (Community Action in Northampton and Head Start in Easthampton) to share information about Hilltown and how families can apply ● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents ● In 2019-2020, we changed the format of the Admissions Open House: instead of a weekday evening session, we held the event on a Saturday afternoon. The intent was to make the event more available to working families, to offer an Open House experience with all teachers present, and offer an Open House equally geared to parents and children. <p style="text-align: center;">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Did not meet CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> ● Specifically state in our promotional materials that our program serves all students, including students of all socio-economic backgrounds ● Distribute promotional materials at local bus stops, libraries, laundry mats ● Outreach to more local preschools with promotional materials, invitations to information session and open house, and offer on-site informational sessions at their schools <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● Use our Teacher/TA model to effectively provide targeted tier one and two supports within our general curriculum classrooms ● Provide additional small group and individual support, through our Student Support teachers for students who enter behind grade-level and-or struggle to make academic progress ● Through our Student Support Teams, develop support plans to ensure that students who are struggling in our program are given the support they need to succeed
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2021-2022 Strategies</p> <p>In our recruitment materials and activities...</p> <ul style="list-style-type: none"> ● We will explicitly state that our school is open to all students regardless of prior academic performance ● We will also emphasize the following: <ul style="list-style-type: none"> ○ Hands-on, project based learning ○ After school activities ○ Significant family engagement opportunities ○ Community service learning ○ Individualized instruction ○ Safe learning environment

Retention Plan 2023-2023

2021-2022 Implementation Summary:

Our retention strategies have proven to be successful in achieving our retention goal. We continue to have small class sizes with low adult: child ratios; frequent parent conferences; active learning strategies; early identification of struggling learners; and early literacy development through the Reading Specialist.

In the 2021-2022 school year, we were able to offer the daily non-academic after-school program again (it was not offered in 2020-2021 due to pandemic restrictions). Family engagement opportunities started to resume as well; parents were allowed to come in and out of the building as they usually would prior to March 2019, and we were able to have a meeting of the Cooperative, inviting all families, in person at the end of the school year.

In addition, we continue to keep small class sizes, homework support for students with disabilities, teaching assistants in all classrooms, and extra support in younger grades from OT and speech therapists. Fortunately, our student attrition level has consistently been quite low. Our 2021-2022 attrition report showed a school-wide attrition rate of 4.8%. We continue to achieve our target retention rate of 95% or higher.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan – 2022-2023 Strategies
Strategies for retention activities for various demographic groups.

Special education students/students with disabilities

<p>School percentage: 3.6%</p> <p>Third Quartile: 12.5%</p> <p>Hilltown’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">Special education students/students with disabilities (b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Small class size with low adult to child ratio • 4x/week after school homework club • Daily non-academic after-school program • Frequent parent conferences • Child study process for early intervention on a pre-special education evaluation basis • Teaching assistants in all classrooms
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Not applicable</p>

Limited English-proficient students/English learners
Limited English-proficient students

<p>School percentage: 0</p> <p>Third Quartile: 12.5%</p> <p>Hilltown’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 3x/week after school homework club • Daily non-academic after- school program
	<p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>School percentage: 6.7%</p> <p>Third Quartile: 15.5%</p> <p>Hilltown’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Ensure that we have no income-based barriers to services • Ensure that application for free/reduced lunch is easily and confidentially accessible • Provide financial assistance for non academic after school program
	<p align="center">(c) 2023-2023 Additional Strategy(ies), if needed</p> <p>None needed</p>

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Small class size with low adult to child ratio • 3x/week after school homework club • Daily non-academic after-school program • Frequent parent conferences
	<p align="center">(e) 2023-2023 Additional Strategy(ies), if needed</p> <p>None needed</p>

<u>Students at risk of dropping out of school</u>	(f) Continued 2021-2022 Strategies
	<ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed ● Family engagement ● Active learning strategies (hands on project based learning) ● Arts integration ● Early identification of struggling learners ● Early literacy development via reading teacher ● Extra support in younger grades from OT, PT, and speech therapist
	(g) 2022-2023 Additional Strategy(ies), if needed
	None needed

APPENDIX C

School and Student Data Tables

Our student demographic information can be found in our district profile on the DESE website at: <https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04500000&orgtypecode=5>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR	
Race/Ethnicity	% of Students
African American	0%
Asian	2.8%
Hispanic	2.3%
Native American	0%
White	82.0
Native Hawaiian, Pacific Islander	0%
Multi-race, non-Hispanic	12.9%
Selected Populations	% of Students
First Language not English	0.9%
English Language Learner	0%
Students with Disabilities	14.3%
High Needs	26.7%
Economically Disadvantaged	19.4%

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kate Saccento Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2014	NA
Lara Ramsey Director of Teaching and Learning	Responsible for student support services including discipline, supervision of teaching staff, curriculum development, education policy and implementation	7/2017	06/30/2022
Rashida Krigger Community and Family Engagement Coordinator	Responsible for parent /community volunteers, community service learning program, community events planning, online presence, supervision of development activities	8/2021	NA

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the 2021-2022 school year	Reason(s) for Departure
Teachers	23	1	4	3 retired; 2 found other employment outside education
Other Staff	31	3	4	1 retired; 2 found other employment in education; 3 found other employment outside education; 1 district discharge

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2022	11
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Terms served	Length of each term (start and end date)
Tala Elia	Parent	Personnel	1	11/03/2020-7/30/2023
Katharine Ewall	Parent	Personnel	1	7/01/2021-6/30/2024
Kathleen Szegda	Vice-President, Parent	Domain Council, JEDI Committee	1	7/01/2020-6/30/2023
Kathleen Hulton	Parent	LRP Committee	1	7/01/2021-6/30/2024
Dawn Reesman	Parent	Chair, Personnel Committee	2	7/01/2021-9/01/21
Emily Boddy	Parent	GABS	1	7/01/2021-6/30/2024
Matthew Dube	President, Parent	Domain Council	2	7/01/2021-6/30/2024
Joseph Wyman	Parent	Chair, Facilities Committee, JEDI Committee	2	7/01/2021-6/30/2024
Sara Schieffelin	Clerk, Parent	Chair, GABS Committee Personnel Committee	1	7/01/2021-6/30/2024
Daniel Klatz	Community Member	LRP Committee	1	7/01/2021-6/30/2023
Richard Senecal	Treasurer, Parent	Chair, Finance Committee	1	7/1/2019- 6/30/2023
Chris Korczak	Parent	Facilities Committee	1	8/28/2020-8/30/2023
Marguerite Durant	Staff	LRP Committee	1	7/01/2021-6/30/2023

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location (*all with an option to join by Zoom as needed)
July 13, 2022- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
August 10, 2022- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
September 14, 2022- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
October 12, 2022- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
November 9, 2022- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
December 14, 2022- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
January 11, 2023- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
February 8, 2023- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
March 8, 2023- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
April 12, 2023- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
May 10, 2023- 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time of Meetings	Location
Domain Council	Every other week on Wednesdays, 4 pm	HCCPS
Facilities Committee	Meets on as needed basis; no set schedule at this time	Zoom
Finance Committee	Generally every first Wednesday of each month, 8:30 am	Zoom
GABS	Generally every second Tuesday at 11:00am	Zoom
Personnel Committee	Generally every fourth Wednesday of each month, 7:30am	Zoom
Long Range Planning Committee	Once a month - Tuesday 5:30 pm	Zoom
Justice, Equity, Diversity and Inclusion Committee	Once a month - Monday 12 pm	Zoom

APPENDIX D

Additional Required Information

Key Leadership Changes for 2022-23

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Kathleen Szegda	kszegda@hilltowncharter.org	New
Charter School Leader	Kate Saccento	ksaccento@hilltownccharter.org	No Change
Assistant Charter School Leader	Laura Davis	ldavis@hilltowncharter.org	New
Special Education Director	Cait Browne	cbrowne@hilltowncharter.org	No Change
MCAS Test Coordinator	Laura Davis	ldavis@hilltowncharter.org	New
SIMS Coordinator	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
English Learner Program Director	Cait Browne	cbrowne@hilltowncharter.org	No Change
School Business Official	Kate Saccento	ksaccento@hilltownccharter.org	No Change
SIMS Contact	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
Family and Community Engagement Coordinator	Rashida Krigger	rkrigger@hilltowncharter.org	No Change
Admissions and Enrollment	Kate Saccento	ksaccento@hilltownccharter.org	No Change

Facilities

Location	Dates of Occupancy
1 Industrial Parkway Easthampton, MA	August 2014- current (no change)

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	February 8, 2023
Lottery	February 9, 2023

APPENDIX E

Conditions, Complaints and Attachments

A. Conditions: Not applicable.

Hilltown has not been placed on any conditions—either with or without a designation of probationary status—by the Commissioner or the Board of Elementary and Secondary Education.

B. Complaints

The Hilltown Board of Trustees received one grievance regarding how a bullying investigation was conducted by an administrator.

The Board President and Vice President responded to the grievance by following the school's grievance procedure outlined in the family handbook. The aggrieved party declined the first level of the response, which would have included meeting with the administrator. The Board Vice President then moved to level two and met with the other Domain Administrator and the aggrieved.

In conclusion, the Board President responded with the following:

- The administrator confirmed that the bullying investigation was conducted according to proper school processes and procedures and detailed documentation was recorded.
- Upon learning of the complainant's dissatisfaction with the initial bullying investigation and claims of bias, an outside agency was brought in at the school's expense to conduct an independent investigation.
- In addition to its findings relative to the underlying bullying, the independent agency confirmed that the Director "completed a very thorough investigation regarding the bullying complaint filed by the caregiver."

Hilltown received two Problem Resolution System (PRS) complaints in the 2021-2022 school year.

One complaint was regarding the above mentioned bullying investigation. The PRS Office at the Department of Elementary and Secondary Education found that Hilltown was in compliance with the investigation. However, Hilltown was found out of compliance because the school's plan had not been reviewed biennially. In addition, feedback regarding the school's bullying prevention and intervention plan was provided by the PRS Office. Hilltown has since reviewed and revised its plan to include the feedback provided, and the Board of Trustees' has approved the revisions for the 2022-23 school year.

The second complaint was regarding the communications around a student's 504 plan, TEAM notices, and alleged noncompliance around 603 CMR 28.04(5)(f). Hilltown submitted a response to PRS by the required deadline and is currently waiting for review and determination by the PRS Office.

C. Attachments: None

HCCPS Board of Trustees Interest Form

Date: August 3, 2022

Your Name: Gina Wyman

Address: 20 Middle Street, Florence, MA 01062

Best phone number: 413-237-7849

Best email: gwyman@hilltowncharter.org

What is your current or most recent employment and what position do/did you hold?

I currently teach 4th and 5th grade (Oranges) at Hilltown.

How did you hear about and connect with HCCPS?

I was first a teacher here in August of 2002.

What interests you most about the school or about education in general ?

I love that the school features mixed-age classrooms and integrates the arts in to the curriculum.

Why are you interested in serving on this Board ?

I am interested in having teacher voice represented on the Board. Since there currently is no teacher member on the board, I am willing to step in.

What skills do you hope to bring to the organization? (Please check any and explain below)?

<ul style="list-style-type: none">• Finance• Real Estate• Leadership• Non-profit experience• Education	<ul style="list-style-type: none">• Writing/editing• Development• Volunteering• Commitment to school• Law	<ul style="list-style-type: none">• Public Relations• Community Building• Creativity• Charter school policy• Corporate• other
--	---	--

When is the earliest you would be available to serve?

I can begin immediately.

If there is no space available on the Board of Trustees, are you interested in serving on a committee or in another way?

- Yes
- No

Which committees or groups most interest you? Please check as many as you like.

- BoT Finance
 - BoT Personnel
 - BoT Site
 - BoT Governance / Board Sustainability
-
- Friends of Hilltown (501-c-3 fundraising organization)

The HCCPS Board uses consensus process for decision-making. Are you familiar or experienced with consensus process? If yes, please tell us where you have used it before. If not, do you think you'd be open to learning and using it?

I have served on the HCCPS board before, and I have been a teacher at Hilltown.

Please tell us about your prior Board experience?

I served on the HCCPS board before (around 2008, I believe).

Is there anything else you think we should know? (Attach paper if needed)

*Thank you very much for your time and interest.
Please return this form to Deirdre Arthen at school or at:(darthen@hilltowncharter.org)*

Gina B. Wyman

20 Middle Street, Florence, MA 01062 (413-237-7849)
ginawyman@gmail.com

EDUCATION

Smith College, Northampton, MA

Master of Education in Elementary Education, May 2001; Teaching Fellow

Skidmore College, Saratoga Springs, NY

Bachelor of Arts in Philosophy, Cum Laude, May 1998; Periclean Honor Society

Oxford University, Oxford, England

Junior Year Abroad, 1996-1997; Tutorials in Philosophy

LICENSURE

MA Professional Licensure, License #369147

- ❖ Elementary 1-6
- ❖ Early Childhood PK-2
- ❖ Earned SEI Endorsement

EXPERIENCE

Hilltown Cooperative Charter Public School, Easthampton, MA

June-August 2022

Teacher Leader

- ❖ Co-led the hiring process for several teaching and teaching assistant positions
- ❖ Drafted the whole-school schedule for the fall, incorporating feedback from many stakeholders
- ❖ Planned for opening days of school, including professional development days
- ❖ Reviewed and revised employee and family handbooks

Hilltown Cooperative Charter Public School, Easthampton, MA

2019-Present

Fourth/Fifth Grade Classroom Teacher

- ❖ Teach all subjects in a multi-age classroom at arts integrated charter school
- ❖ Design and teach curriculum aligned with state curriculum frameworks
- ❖ Communicate regularly with parents through email updates, conferences, and progress reports
- ❖ Supervise teaching assistant
- ❖ Mentor grade level colleague

Coordinator of Teacher Education, Smith College, Northampton, MA

2013- 2019

- ❖ Advised undergraduate and graduate student teachers to help them meet college degree requirements and state teaching licensure regulations
- ❖ Established and maintained relationships with administrators and teachers in more than a dozen local public, charter, and independent schools; communicated in a clear and timely manner
- ❖ Placed undergraduate and MAT students in elementary and secondary schools and summer programs for practicum and pre-practicum fieldwork
- ❖ Identified candidates at risk of not meeting licensure requirements and developed support plans
- ❖ Taught elementary methods course (social studies and language arts) each fall
- ❖ Planned and taught lesson planning module to incoming graduate students

- ❖ Designed and led cover letter, resume, and interview skills workshops
- ❖ Supervised ten Program Supervisors
- ❖ Led Education Department's licensure programs through successful DESE Formal Review process
- ❖ Maintained Smith's relationship with DESE, served as Smith's licensure officer and ensured that Smith follows all licensure regulations put forth by DESE
- ❖ Served on DESE formal review teams for four different Massachusetts Educator Preparation programs (Spring 2015, Spring 2016, Fall 2017, Spring 2019)

Supervisor of Student Teachers, Smith College, Northampton, MA 2007- 2013

- ❖ Oversaw undergraduate and graduate student teachers in their practicum placement
- ❖ Observed lessons and provides feedback
- ❖ Initiated and participate in three-way meetings with student teachers and Supervising Practitioners

Kindergarten/First Grade Classroom Teacher 2003-2006

First/Second Grade Teacher 2002-2003

Hilltown Cooperative Charter Public School, Haydenville, MA

- ❖ Taught all subjects in a multi-age classroom at a Reggio Emilia inspired school
- ❖ Designed and taught an emergent curriculum aligned with state curriculum frameworks
- ❖ Communicated with parents
- ❖ Supervised teaching assistant
- ❖ Developed and implemented community service learning projects at local nursing home

Fourth Grade Teacher, Four Corners School, Greenfield, MA 2001-2002

- ❖ Taught all subjects in a self-contained fourth grade classroom
- ❖ Designed curriculum in all subject areas that aligned with MA Curriculum Frameworks
- ❖ Communicated with parents regularly
- ❖ Supervised Americorps literacy volunteers
- ❖ Member of school-wide and district-wide math curriculum and literacy teams

Teaching Fellow, Smith College Campus School, Northampton, MA 2000-2001

- ❖ Served as part-time faculty at Smith College Campus School
- ❖ Developed curriculum in all subject areas
- ❖ Taught in a fifth grade classroom (fall) and in a Kindergarten classroom (spring), while completing Master of Education degree

Associate Teacher, New Canaan Country School, New Canaan, CT 1999-2000

- ❖ Co-taught all subjects in a third grade classroom

PROFESSIONAL MEMBERSHIPS and AWARDS

Massachusetts Association of Colleges for Teacher Education (MACTE) member 2013- 2019

Consortium for Excellence in Teacher Education (CETE) member 2013-2019


Japan Fulbright Memorial Fund Teacher Program Fall 2005

Awarded a fully funded short term study tour of Japan sponsored by the Japanese government; designed curriculum unit on Japanese culture for a multi-aged group of students



JEDI RECAP AND PLAN

September 14, 2022



Dominant Culture

- Culture isn't just universal or completely shared or agreed upon by everyone
- Some groups in society have more power and influence over social institutions, and, also over culture
- Many of the meanings and ways of doing things are also established patterns of the past that were handed down to us by schools, the family, other institutions and individuals (so past inequalities can and do shape present cultural practices)
- In societies, and in smaller locales: often one set of cultural meanings and practices come to have more power and established
- Many of our accepted ideas and norms are those of a dominant culture

Dominant Culture

- Dominant in the U.S. more generally: European, Protestant, White, Male, Middle Class, Heterosexual, English-speaking, Ableist (others?)
- Other aspects of dominant culture that are more specific to Western MA? To Hilltown?
- Because of our identities, histories and other factors, individuals have different relationships to and different abilities to “play by the rules” of dominant culture, and also face different consequences when they can’t or refuse to follow the rules
- When organizations are not explicit about examining and attending to culture, it is likely that dominant culture will reign supreme, have exclusionary effects

Aspects of Dominant Culture We Talked about Last Year

- Overview of Dominant Culture (November)
- Quantity Over Quality (December)
- Fear of Open Conflict (January)
- Defensiveness (March)
- Perfectionism (July)



LONG RANGE PLANNING UPDATE: SUMMER 2022

The Long Range Planning Committee is in the final stages of drafting goals for community feedback. At our summer meeting, several issues emerged with require Board attention. Another major issue will require staff attention during the August Professional Development Days.

For Staff:

To fully develop our long range plan, and given the shifts in leadership and staffing over the past two years, the Education Domain needs to develop a shared vision of an excellent culture and program. This vision would enable us to have:

1. A shared vision of where we're going
2. The ability to set coherent goals towards that vision and align our work
3. A tool to check our progress/calibrate against and stay mission-aligned

We should have a report on this work at the September BOT meeting.

For the full Board of Trustees:

Board Composition - we had noted that to achieve our goals of broadened community outreach and parity, we need to look at Board Composition.

The Board needs to discuss community membership, and any changes that would allow for more community members to join. Who, specifically, would we be looking to recruit? Are we prepared to change the school's by-laws to promote these changes?

Evaluation of administrative structure:

The feedback that the Committee received was almost entirely responding to the demands of the Director of Teaching and Learning, and we have developed some potential strategies to address the concern which were raised. However, there was not feedback on some other questions which need to be addressed, and the Committee believes that these issues are best addressed by the full Board and then incorporated into the final plan.

The central questions for the Board are:

1. Is the current "shared management" structure (more than one administrator who reports to the Board) the configuration we want going forward. This last plan made the following explicit statement under the goal of Maximize Administrative Effectiveness: "... better define and support the

roles and functions of the current three coordinators for the purpose of enhancing and augmenting their ability to dedicate themselves to administering a larger and increasingly complex institution.... The question of a wholesale review of the structure of the school administration was entertained by the LRP, but we found no compelling reason to do so—and we advise against it.” At this time, a similar reflection is necessary so the community understands the purpose of our overarching administrative structure.

2. One decision which eventually emerged from conversations about maximizing administrative effectiveness was the change made last year to move the position of Family and Community Engagement to a Coordinator position and have them report to the Director of Administration. The Long Range Planning Committee lacks the information and resources to evaluate that decision. This evaluation and any accompanying recommendations have to be made by the full Board and incorporated into any final plan.

The LRP Committee requests that the full Board tackle these questions beginning in September and provide the Committee with any recommendations to be included in the final Strategic Plan.

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
July 2021 through June 2022

	Jul '21 - Jun 22	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
State Sources				
Per-Pupil Revenue	3,296,392	3,306,871	-10,479	100%
Total State Sources	3,296,392	3,306,871	-10,479	100%
Federal Grants-DESE Administer				
ESSER III 119	25,446	17,701	7,745	144%
IDEA 264	1,093	1,038	55	105%
IDEA 252	11,724	11,665	59	101%
ESSER 113				
ESSER II 115	84,329	85,841	-1,512	98%
SOA 117	16,749	16,749		100%
SPED 262 Early Childhood	679	673	6	101%
SPED 240	41,357	41,167	190	100%
SPED 274				
Teacher Quality 140	3,686	3,654	32	101%
Title I 305	19,396	19,392	4	100%
Title IV	10,000	10,000		100%
Total Federal Grants-DESE Administer	214,459	207,880	6,579	103%
Friends of HCCS Grant				
FOH Amplifying Voices Grant	630	630		100%
FOH Annual Fund Grant				
FOH Rolling Arts Grants	200			
Total Friends of HCCS Grant	830	630	200	132%
Private Grants				
MA Cultural Council	5,500			
Total Private Grants	5,500			
Fundraising Income				
Field Trip Fund	6,657	6,577	80	101%
FOH Designated Funds	4,500	4,500		100%
Winter Fair				
Total Fundraising Income	11,157	11,077	80	101%
Other sources				
COVID Sick leave Reimbursements	4,779	4,800	-21	100%
Earnings on Investments	1,742	2,000	-258	87%
School Lunch Receipts	25,907	18,000	7,907	144%
Special Trip Receipts				
Prisms Special Trip Receipts	1,389			
Special Trip Receipts - Other		5,000	-5,000	
Total Special Trip Receipts	1,389	5,000	-3,611	28%
SPED Medicaid reimbursement	36,342	23,000	13,342	158%
Total Other sources	70,159	52,800	17,359	133%
Kid's Club Income	91,824	85,000	6,824	108%
Student Activity Fees	20,317	17,000	3,317	120%
Miscellaneous Income	4,327	3,500	827	124%
Total Income	3,714,965	3,684,758	30,207	101%
Gross Profit	3,714,965	3,684,758	30,207	101%
Expense				
Personnel Costs				
Personnel				
Professional Educational Staff	1,490,267	1,480,040	10,227	101%

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
 July 2021 through June 2022

	Jul '21 - Jun 22	Budget	\$ Over Budget	% of Budget
Paraprofessional Educ. Staff	340,691	330,098	10,593	103%
Administrative Staff	344,444	342,159	2,285	101%
Directors	200,890	200,891	-1	100%
Kids' Club Staff	52,790	55,140	-2,350	96%
Stipends - Student Activities	6,672	7,000	-328	95%
Stipends - Program	23,410	19,000	4,410	123%
Summer Programs(COVID Response)	10,280	10,280		100%
Year End Bonuses	91,143			
Longevity Pay	9,913	9,800	113	101%
Total Personnel	2,570,500	2,454,408	116,092	105%
Payroll Taxes				
FICA	43,253	35,589	7,664	122%
Medicare	35,440	38,813	-3,373	91%
PFML Tax	8,956	10,000	-1,044	90%
SUTA	2,564	2,454	110	104%
UHIC	3,375	2,285	1,090	148%
Total Payroll Taxes	93,588	89,141	4,447	105%
Fringe Benefits				
College Credit Reimbursement	2,590	3,000	-410	86%
HRA Benefit	46,324	53,500	-7,176	87%
Health Diversion	10,000	12,000	-2,000	83%
Health insurance	305,668	293,000	12,668	104%
Worker's Compensation Insurance	10,351	11,492	-1,141	90%
Total Fringe Benefits	374,933	372,992	1,941	101%
Total Personnel Costs	3,039,021	2,916,541	122,480	104%
Consultant & Other Svcs-Fixed				
Admin Services/Data Managemnt	11,418	12,000	-582	95%
Annual Audit	7,860	7,860		100%
FSA/HRA Service	1,809	2,500	-691	72%
Payroll Service	3,772	3,500	272	108%
Prisms Electives		3,000	-3,000	
SPED Advisor		1,000	-1,000	
SPED Contractors	51,985	65,000	-13,015	80%
SPED Summer Services	3,820	3,820		100%
Total Consultant & Other Svcs-Fixed	80,664	98,680	-18,016	82%
Consultant & Other Svcs				
Child Care	150			
Curriculum Consultants	5,469	4,080	1,389	134%
Legal Fees	5,418	10,000	-4,582	54%
Staff Development	20,404	17,000	3,404	120%
Total Consultant & Other Svcs	31,441	31,080	361	101%
Occupancy				
Cleaning Services	44,678	50,000	-5,322	89%
Copier Rental	5,696	5,300	396	107%
Copier Service Contract	118	500	-382	24%
Electricity	24,725	26,000	-1,275	95%
Elevator Maintenance	7,497	10,000	-2,503	75%
Fire/Sprinkler Alarm services	490	2,040	-1,550	24%
Heat	7,177	7,500	-323	96%
HVAC Maintenance	6,853	10,000	-3,148	69%
Insurance-Liability/Propty/Auto	31,184	31,184	-0	100%
Interest Expense - USDA Loan	90,099	90,099	0	100%
Internet	4,044	4,500	-456	90%
Landscaping	4,536	10,000	-5,464	45%

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
 July 2021 through June 2022

	Jul '21 - Jun 22	Budget	\$ Over Budget	% of Budget
Minor Repair/Maintenance	8,669	15,000	-6,331	58%
Plowing/Snow Removal	4,750	8,000	-3,250	59%
Telephone	1,023	1,500	-477	68%
Trash Removal/Recycling	4,413	6,000	-1,587	74%
Water/Sewer	2,912	3,000	-88	97%
Total Occupancy	248,863	280,623	-31,760	89%
Supplies				
Educational Supplies/Textbooks				
*Atelier supplies	1,526	2,400	-874	64%
*Blues Ed Supps	753	850	-97	89%
*Indigos Ed Supplies	808	850	-42	95%
*Greens Ed Supps	608	880	-272	69%
*Yellows Ed Supps	695	850	-155	82%
*Oranges Ed Supps	913	910	3	100%
*Reds Ed Supps	903	910	-7	99%
*Purples Ed Supps				
Purples - STEM	666	715	-50	93%
Purples - ELA/HUM	595	715	-120	83%
Total *Purples Ed Supps	1,260	1,430	-170	88%
*Prisms Ed Supps				
*Prisms Humanities	464	715	-251	65%
*Prisms Science	725	715	10	101%
*Prisms ELA	723	715	8	101%
*Prisms Math	627	715	-88	88%
Total *Prisms Ed Supps	2,540	2,860	-320	89%
*Minicourses	311	550	-239	57%
*Music/movement supplies				
*Music Supplies - K-5	375	375	-0	100%
*Music Supplies - 6-8	297	285	12	104%
Total *Music/movement supplies	672	660	12	102%
*Physical Education Supplies	874	875	-1	100%
*SPED Ed Supps	2,691	2,750	-59	98%
*Reading Specialist Supplies	287	300	-13	96%
*Other Ed Supplies/Textbooks**	20,157	17,925	2,232	112%
Educational Supplies/Textbooks - Other				
Total Educational Supplies/Textbooks	34,998	35,000	-2	100%
Food and Supplies	250	750	-500	33%
Health & Safety Supplies	2,473	3,000	-527	82%
Household Supplies	5,069	4,000	1,069	127%
Office Supplies	3,531	3,000	531	118%
Playground Supplies	524	900	-376	58%
Postage	554	1,000	-446	55%
Printing and Reproduction		650	-650	
Testing & Evaluation Supplies	4,522	6,500	-1,978	70%
Total Supplies	51,921	54,800	-2,879	95%
Equipment				
Chromebook Replacement	10,700	11,000	-300	97%
Furnishings/Rugs	4,048	10,000	-5,952	40%
Minor Equipment	3,127	2,040	1,087	153%
SPED Equipment	779	1,500	-721	52%
Tech Repair/Replacement	42,705	50,000	-7,295	85%
Vehicle Expenses	177	1,020	-843	17%
Total Equipment	61,536	75,560	-14,024	81%
Grant-funded expenses				
Friends of HCCS Grant Expense				

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
July 2021 through June 2022

	Jul '21 - Jun 22	Budget	\$ Over Budget	% of Budget
FOH Rolling Arts Grant Expense	200			
FOH Amplifying Voices Grant	629	630	-1	100%
Friends of HCCS Grant Expense - Other	4,497			
Total Friends of HCCS Grant Expense	5,326	630	4,696	845%
MA Cultural Council Grant	5,500			
Total Grant-funded expenses	10,826	630	10,196	1,718%
Other expenses				
Medical Contingency - COVID				
Advertising	3,405	2,500	905	136%
BOT Discretionary Fund	322	500	-178	64%
Community Domain Expense	4,592	2,800	1,792	164%
Community Service Projects	196	500	-305	39%
Graduation Expenses	910	1,500	-590	61%
Field trips				
Indigos Field Trips	166	600	-435	28%
Blues Field Trips	166	600	-435	28%
Greens Field Trips	149	630	-481	24%
Yellows Field Trips	143	600	-457	24%
Oranges Field Trips		660	-660	
Reds Field Trips		660	-660	
Purples Field Trips		930	-930	
Prisms Field Trips	317	1,860	-1,543	17%
Total Field trips	940	6,540	-5,600	14%
Fundraising Expenses		800	-800	
Kid's Club Food/Supplies	2,533	3,500	-967	72%
MCSA Dues	6,393	6,393		100%
Miscellaneous Expenses	4,304	5,000	-696	86%
School Lunch Expense	33,239	25,000	8,239	133%
SPED Contingency		15,000	-15,000	
Special Trip Expenses				
Prisms Special Trip Expense	3,600			
Purples Special Trip Expenses	1,800			
Special Trip Expenses - Other		12,308	-12,308	
Total Special Trip Expenses	5,400	12,308	-6,908	44%
Sunshine/Staff Appreciations	1,672	1,000	672	167%
Student Activity Expenses	2,978	7,500	-4,522	40%
Travel		510	-510	
Total Other expenses	66,883	91,351	-24,468	73%
Directors' Discretionary Fund	134	2,500	-2,366	5%
Total Expense	3,591,289	3,551,765	39,524	101%
Net Ordinary Income	123,676	132,993	-9,317	93%
Other Income/Expense				
Other Expense				
Depreciation Expenses	107,375	107,375	-0	100%
Non-recurring Expenses				
Legal Settlements	5,000			
Total Non-recurring Expenses	5,000			
Total Other Expense	112,375	107,375	5,000	105%
Net Other Income	-112,375	-107,375	-5,000	105%
Net Income	11,301	25,618	-14,317	44%

Hilltown Cooperative Charter School
Balance Sheet
 As of June 30, 2022

	Jun 30, 22
ASSETS	
Current Assets	
Checking/Savings	
Easthampton Savings	
ESB-General Reserve x0819	209,165.77
ESB Checking - XXXXX4269	443,513.30
ESB-Capital Reserve x1886	315,721.96
Total Easthampton Savings	968,401.03
Total Checking/Savings	968,401.03
Other Current Assets	
Grant Receivable	32,050.00
Prepaid Expenses	47,028.38
Security Deposit	6,652.51
Total Other Current Assets	85,730.89
Total Current Assets	1,054,131.92
Fixed Assets	
Property 1-3 Industrial Pkwy	
Building	3,317,751.35
Land	472,974.91
Total Property 1-3 Industrial Pkwy	3,790,726.26
Accum. Depreciation - Building	-456,487.89
Property Improvements	151,440.27
Accum. Dep - Property Imprvmnts	-99,512.57
Property and Equipment	
2011 Toyota Sienna Minivan	14,012.00
Accum Depreciation - Vehicles	-12,610.80
Classroom Equip./Furnishings	34,508.16
Accumulated Depreciation - F&E	-25,111.71
Total Property and Equipment	10,797.65
Total Fixed Assets	3,396,963.72
TOTAL ASSETS	4,451,095.64
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	44,581.41
Total Accounts Payable	44,581.41
Credit Cards	
American Express	371.79
Capital One	2,445.06
Total Credit Cards	2,816.85
Other Current Liabilities	
Accrued Expenses	8,319.59
Accrued Payroll	314,530.48
Deferred Revenue - Grants	1,628.37
Payroll Liabilities	
Dental Plan Payable	126.03
Employee Health	5,163.61
Employee Life	226.34
Sect 125 - FSA	-4,802.15
Total Payroll Liabilities	713.83

Hilltown Cooperative Charter School
Balance Sheet
As of June 30, 2022

	Jun 30, 22
Total Other Current Liabilities	325,192.27
Total Current Liabilities	372,590.53
Long Term Liabilities	
Note Payable - USDA	3,245,633.64
Total Long Term Liabilities	3,245,633.64
Total Liabilities	3,618,224.17
Equity	
Investments in Fixed Assets	151,330.08
Undesignated Fund Balance	670,240.54
Net Income	11,300.85
Total Equity	832,871.47
TOTAL LIABILITIES & EQUITY	4,451,095.64

Hilltown Cooperative Charter School
FY 23 Capital Expenditures
 As of September 7, 2022

Type	Date	Num	Name	Memo	Amount
Property Improvements					
Bill	07/26/2022	65366	I.B.S. Electronics & Security	50% deposit invoice - Access Control System	7,285.70
Bill	07/26/2022	65369	I.B.S. Electronics & Security	50% deposit invoice - Security Cameras	10,527.47
Bill	08/02/2022	F14714	Florence Lock and Key	Security/Access project - Purchase/Install 7 Electric Strikes	4,139.00
Bill	08/26/2022	65813	I.B.S. Electronics & Security	50% balance invoice - Security Cameras	10,527.47
Bill	08/26/2022	65812	I.B.S. Electronics & Security	50% balance invoice - Access Control System	7,885.70
Total Property Improvements					40,365.34
TOTAL					40,365.34



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Proposal to Decrease Domain Council Meeting Frequency

Date: September 14th, 2022

Priority level: Medium

Approximate time needed for discussion: 10 minutes

Proposal From: Domain Council

Proposal to be presented by: Kathleen Szegda/Kate Saccento

Background:

The accountability plan calls for the Domain Council to meet two times per month. There are some months where one meeting per month is sufficient for the Domain Council to conduct its necessary activities.

Text of proposal:

We propose changing the accountability plan to one meeting per month for the Domain Council.

Potential problems/dissenting views:

- There would be less structured time built in for Domain Council communication. However, the Council could choose to meet more than once in a month as needed.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Domain Directors' Report September 2022

1. The 2021-2022 Annual Report has been reviewed and approved by DESE. The annual report can be found in the September BOT draft packet and on the Hilltown website.

The Annual Report is an important document for charter school accountability, presenting evidence regarding the school's academic program, organizational viability, and faithfulness to the terms of its charter. Each charter school's Annual Report is used:

- to provide the public, the Department, and the Board of Elementary and Secondary Education with a comprehensive picture of the school's programs, its progress in meeting accountability plan goals, and the success of its strategies;
- to guide the accountability site visits for charter schools (as needed); and
- to establish a recruitment and retention plan for school enrollment.

2. New staff updates

- a. There are three teachers who are brand-new to Hilltown this year: Nicole Singer (2-8 atelier), Nick Deysher (K-5 music/movement), and Chris Jenkins (6-8 music/movement). All three teachers are settling in, and have been connected with mentors who will support them throughout their first year. There are also five new teaching assistants.

3. Professional development

- a. All faculty and staff started the year with five days of collaborative work to prepare for the arrival of students and families. In addition, new teachers met with administrators for community-building and an orientation to the school.
- b. Professional development activities to date have focused on how to effectively support student behavior by developing strong relationships and community-building; setting clear norms, routines, and expectations; and identifying strategies for support and accountability. Over the year, teachers will be contributing to a "toolbox" of strategies, lessons, and resources in these areas.
- c. We have revised guidelines for our new teacher mentoring program. New teachers in their first year at Hilltown, or second year in a two-year curriculum cycle, have started weekly meetings with their mentors. Mentoring is based on a coaching model, and is intended to be tailored to each mentee's needs.

4. Teacher/education system updates

- a. The absence and substitute teacher system is now online. We are working on increasing the number of substitutes on our list
- b. Field trips are now coordinated through a digital form



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

5. Capital Project completed

A new access system for the school building was installed during August. The system allows access to be individualized by assigned cards. The system also allows remote access. Cameras were also installed at each of the school's entrances/access points. The total cost of the project was \$40,365.34. (The approved cost for the project was \$48,000.)

6. Community Domain

- a. The Link Families program happened over the summer, and families were encouraged to participate in free activities in public spaces rather than feeling obligated to host in their homes.
- b. The First Friday Fest was a big success. We had a very large turnout, and many fun activities.
- c. Work is underway to implement Community Service Learning with some of the class cohorts this year.
- d. Class parties are being hosted during the first two months of school this year. Some invitations have gone out.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- July 21st, 2022
8:30 a.m. HCCPS

Present: Kate Saccento, Rashida Krieger, Tala Elia, Kathleen Szegda

Regrets: n/a

Topic	Discussion	Action
Board Meeting for August	Agreed to cancel August Board mtg	
Domain Updates	Working on Link Families; new kindergarten play group this year; discussed how to support class linkage/gatherings before school starts; end of year survey - two questions on sense of community were skipped/likely not working properly - will send brief survey with questions; working on end of year finances; bonuses that were approved by Board being paid out; school cleaning went well; moving forward on new access system; fire inspection will be happening soon; working on systems of transition with Laura Davis starting; Annual Report draft done; will be working on employee and family handbook after finishing Annual Report; first session with person from Equity Literacy Institute went well when reviewing employee and family handbooks- received some feedback for modifications, recommended changing mission statement; full enrollment this coming school year; summer program going very well; hiring - process for k-5 music teacher almost complete, working on TAs and grade 6-8 music teacher, working on posting BCBA and figuring OT; Gina and Rebecca working on daily schedule for coming year	Directors will send Domain Report for September BoT packet
Grievance/Complaint Policy	Focusing on family handbook policies. Working on revisions to grievance/complaint policies.	
Future Domain Council Meetings		Added to calendar



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Review action items	Kate will create google docs for revised grievance and complaint docs Following up with Kathleen Hulton about helping to prompt for class gatherings before school starts.	
Next meeting time/date/location		Monday August 1st, 2:30 p.m.
Adjournment		Meeting adjourned at 9:30 a.m.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOLS

Domain Council Meeting Minutes- Aug 1st, 2022
2:30 p.m. HCCPS

Present: Kate Saccento, Tala Elia, Kathleen Szegda

Regrets: Rashida Krigger

Topic	Discussion	Action
Meeting Agenda for BOT September	LRP Will discuss at next DC meeting	
Frequency of Domain Council Meetings	Go to once a month. Since part of accountability plan, needs Board approval.	Kate will draft proposal to Board
Grievance/Complaint Policy	Confusing to have two policies. Will put forth proposal to move to one grievance policy. Needs to be voted on by community to remove complaint process. Will propose simplified complaint until it can be voted on at Annual Meeting.	
Future Domain Council Meetings	Sept 7th, 8:00 a.m.	Added to calendar
Review action items	Kate will draft proposal	Done
Next meeting time/date/location		Wed Sept 7th, 8:00 a.m. in person
Adjournment		Meeting adjourned at 3:30 p.m.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- Sept 7th, 2022
8:00 a.m. HCCPS

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

Topic	Discussion	Action
Meeting Agenda for BOT September	Lunch program, Q4 financials, Annual report, LRP, GABS new member	
Domain Updates	Admin - New access system in place and fully operational. Annual inspections occurring - sprinkler, fire alarm. Fire inspector provided first aid review for select staff at PD. New admissions occurred at end of August for 7th, 4th, 1st and K. Opening of school went really well. Two staff positions open - BCBA and recess TA. Education - 5 days of PD with focus on student behavior support. Creating toolbox for strategies and tools for behavioral support. Revised mentoring guidelines for new teachers. Made sub system and field trips digital forms. Working on filling out sub list.	
Grievance/Complaint Policy	Revised policy. Will continue to work on and present at Oct board meeting.	Kate will share revisions
School Lunch	Carla and Kate have call with DESE about how HCCPS could join school lunch program given challenges of lack of cooking facility and finding sponsor who is willing.	
Future Domain Council Meetings		Add to calendar
Review action items		Done
Next meeting time/date/location		Wed Sept 28th, 8:00 a.m. in person
Adjournment		Meeting adjourned at 9:00 a.m.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Finance Committee Meeting Minutes –June 1, 2022, Zoom, 8:30 AM

Present: Carla Clark, Richard Senecal, Kate Saccento, Maureen Mahar, Andy Tilbe, Lisa Plaza
Guests: None
Regrets: None
Agenda: Approve May’s Minutes, FY23 Budget Review, Capital Expenses

Topic	Discussion	Action (if necessary)
May Minutes	Approval of May minutes	Rich moved to approve March minutes, Carla seconded. Approved by consensus
FY23 Budget Review	-FICA line item change due to incorrect formula in favor of Hilltown -Full time behaviorists will increase line item expense -Summer teacher leaders (leadership positions)- increase line item expenditure -Increase in line item expenditure for professional development SPED medical contingency line item increase	Rich moved to approve the preliminary FY23 budget and present to BoT for approval, Maureen seconded. Approved by consensus.
Capital Expense Proposal	-Enhanced security system upgrade that can track access remotely and include outside cameras only. The Administration can change codes for staff/contractors. This will increase security for the school building.	Rich moved to approve the building access system proposal and send to the BoT, Lisa seconded. Approved by consensus.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Tentative Agenda Topics for Next Meeting	Approve June's Minutes Q4 FY22 Financial review/approval for BoT FY23 budget updates/overview Goals for FY23 Update on school lunch program	
Next Meeting Date/Time/Location	9/8/22; Via Zoom, 8:30 AM	
Adjournment	Meeting adjourned at 9:00 AM	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

GABS Committee Meeting Minutes DRAFT – Wednesday Sept. 12th, 11am

Meeting Location: By Zoom

Present: Sara Scheffelin; Emily Boddy; Kelly Vogel; Rashida Krigger; Kate Ewall
Guests: None
Regrets: None
Notetaker: Sara

Topic	Discussion	Action (if necessary)
Check-in	Highlights from the summer.	
Meeting minutes review and approval	Reviewed and approved last month's minutes	
Announcements	Sara is now Chair of GABS again.	
Orientation - Discussion/plan	Orientation is Wednesday Spet. 14th at 5:15pm. All BOT members are invited.	Sara to share orientation materials with all BOT members and potential incoming members
Recruitment	Recutriting Teachers:	Sara will follow up with Meg



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	<p>Gina has sent in resume and interest form and will be proposed to BOT on Wednesday night. And we could take another teacher.</p> <p>Tori said no.</p> <p>Meg said maybe, might be more interested in committee membership. Sara will follow up.</p> <p>Community Members:</p> <p>Kelly reached out to father-in-law Allen who is interested.</p> <p>Kelly reached out to Anias Penisk, art therapist in Easthampton who is very involved in the community. Kelly is waiting to hear back.</p> <p>Intake Form - Kate and Cinzia spoke, and Cinzia reports JEDI has worked on intake form, it is finished from JEDI perspective, and is on shared drive. GABS looked at it and it is not up-dated. Trying to figure out what shared drive it is on. Emily and Kate will work on it, and share it with JEDI.</p> <p>Committee needs-</p> <p>Finance is good</p> <p>Facilities could use another member. Kate E. will report back on committee needs after meeting. Maybe Laurie Nicholes who was on before? Dave Dion is a landscaper at Smith?</p> <p>JEDI- Rashida will get back to us about needs after meeting</p> <p>GABS is good-maybe Meg R. will join.</p>	<p>Rashida will announce opening at staff meeting tomorrow</p> <p>Rashida will reach out to Allen. Sara will give Rashisa his info.</p> <p>Kate E. will assess committee needs of Facilities</p> <p>Rashida will assess committee needs of JEDI</p>
<p>Committee Goals</p>	<p>Continued work on BOT interest Form w JEDI</p> <p>Continued organization of BOT drive/documents</p>	<p>Emily and Kate will work on intake form (will consult notes</p>



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	Recruitment and succession planning Review the By-Laws and up-date as appropriate JEDI Comment that community building at Hilltown has gone down over the years, especially after the pandemic BOT visibility/Community engagement as a goal?	from joint meeting with JEDI and GABS) and share with JEDI Emily will continue to work on organizing BOT drive/documents All members will continue with recruitment and engagement efforts
Next Meeting Date/Time/Location	TBD	Sara will send out email/doodle poll re. Planning next meeting
Adjournment	11:58	

Agenda items for next month: figure out meeting dates moving forward; assess recruitment needs for next year



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOLS

Long Range Planning Committee Meeting Minutes – Tuesday, July 26, 2022

Location/Link: In person at 1 Industrial Parkway, Easthampton

By Zoom: <https://us02web.zoom.us/j/84914868960?pwd=WUppZmNZb3Boem9Uc1FvWjJwR3VOQT09>

Online Meeting ID: 849 1486 8960

Online Meeting Password: plan

Present: Dan Klatz, Kate Saccento, Laura Davis(phone), Lily Newman, Kathleen Hulton, Gina Wyman, Rebecca Belcher-Timme, Polly Normand, Helen Korczak

Absent: Rashida Krigger

Topic	Discussion	Action (if necessary)
Approval of Minutes from April	Return to this item when tech issues are resolved	
Complete draft LRP priorities	<p><u>JEDI Priorities</u> <u>Structure Priorities</u></p> <ul style="list-style-type: none"> - Kate, Gina, Rebekah - Focused on how to better address student needs through structures <p>Summary</p> <ul style="list-style-type: none"> - Focuses on early learners and grade level configuration - Curriculum adoption piece-meal - Haven't zoomed out to see how it all fits together - Disconnects between things at various grade levels (standardized testing, reading progress, use of technology, developmental needs not aligned to the real needs of students and learning) - Learning to read vs reading to learn - Heavily detailed implementation plans for this - multi-year and multi-faceted - Keep the goal focused on aligning to the developmental and learning needs of all students 	<p>Action Step:</p> <ol style="list-style-type: none"> 1) Revisit Board Composition question and evaluate where it lives in the plan (Structures?) 2) Revisit SEL-related goals <p>Where do we center the higher level visioning piece?</p>



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	<ul style="list-style-type: none">- One of the strategies should get at the detail of grade level configuration- New students would enter in 5th - have had students in the past so may not require as many- There's been a focus on 6th as the standalone grade with a lot of narrative and history behind it - has been taken for some as a "truth"- To get at this, establish the shared vision of program and culture- This means being open to grade reconfiguration as an exploration- MCAS is a very concrete data set that shows the disconnect around grade level configuration <p><u>Pandemic Recovery Priorities -</u></p> <ul style="list-style-type: none">- Dan, Lara and Polly worked on this- Dan joined with Lara's leaving <p>Summary</p> <ul style="list-style-type: none">- Timeline: Early on in the course of the multi-year plan- Huge impact on multiple aspects of the school- Redefines some of the work going forward in systems, structures, programs- Broke goals into 3 areas: Family engagement, SEL, decision-making- Overlaps with Structures goals- Includes evaluating how things have been in SEL, Family Engagement events and setting the path forward- Invest time in "redefining" family engagement- Decision-making centers on Board with clear processes, transparency; policies in Board Book need to be updated<ul style="list-style-type: none">- Emily Boddy updating and organizing Board Bk this summer	<p>Where do we revise language to get at the work of taking stock of what we're doing currently; the redefined visioning going forward; setting the plan details for coherent resources/program/c curriculum</p> <p>3) Consider adding priority or action step around STAFF WELLNESS and retention</p> <p>4) Realign the documents to reflect</p>
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	<ul style="list-style-type: none">- Ok to put things in even if already underway and can be noted in Progress Monitoring <p>Reactions/Feedback</p> <ul style="list-style-type: none">- Board Composition question - we had noted that to achieve our goals of broadened community outreach and parity, do we still want to look at Board Composition?- Currently 10 parents and 1 community member (which is DAN currently) but not supposed to be more than $\frac{2}{3}$ parents. Up to 15 ppl- Potentially 4 open spaces on the Board- Wouldn't live here - either in STRUCTURE goals or PARITY goals- Revisit this - added to structures page- #1 under SEL supports says redefine Scope and Sequence for SEL<ul style="list-style-type: none">- Don't currently have this- Implementing bits of RC- Hasn't been consistently implemented or with fidelity- Coming from teachers- Not codified- Emily's work is also pieces-meal like zones of regulation, peaceful problem-solving, mindfulness- Not a coherent, cohesive curriculum or approach - more of a toolbox- Loose SAS not documented with different staff holding different parts (personal safety, tattling, realistic problem solving - response to student needs in the moment)- Toolbox more than a curriculum- Don't need to purchase some national curriculum- Hilltown brings a lot of strengths - flexible toolbox is valuable	
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- No curriculum is complete and really aligned to what local context needs
- **HCCPS still needs to define and document this**
- **Suggested step: For a long range plan and with the shifts in leadership, starting with a shared vision of an excellent culture and program** would enable
 - Shared vision of where we're going
 - Ability to set coherent goals towards that vision and align our work
 - Tool to check our progress/calibrate against and stay mission-aligned
- Without this, strategies run the risk of not having a clear rationale or competing with each other
- How are we sequencing the change to address the real limits on time and bandwidth?
- Who does what and when? How are we setting the detailed priorities?
- The LRP will require extensive detailed planning - what's the strategic scaffolding/pacing of implementation?
- Currently working on this with the BCBA role and leverage this position to ID the most strategic next steps for documentation
- Part of this will be a step back on where we are and where we're going
- Position not yet posted - consultant helping with a JD to define and post the role
- This role would work with Emily to help create a cohesive program from the current assets - need to do inventory of what's happening and resources available
- **What about SEL for staff?**
 - A lot of the other structure work would help with staff well-being



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- Having snacks really helps and appreciations, especially healthy snacks
- Cold seltzer
- Turnover through the last 2 years was huge and disruptive - it would make sense to have a staff wellness goal as part of the pandemic recovery
- Appreciation makes a difference
- Quality of life is supported by good SEL and reduces the stress of P/T interactions when students are struggling
- **Need education for parents on partnering with teachers and communicating productively**
- Entire arts dept turned over this year
- Multiple academic teachers left last year
- Also an opportunity
- Picking up kids from the Blacktop and coming in just in those class groups has been helpful in setting the morning up
- **Back to the need for the shared vision around arts integration as well**
- **What is family engagement at HCCPS?**

Reorganizing our goals to ensure we do the long term shared visioning

- **GOAL: Establish a shared vision an excellent academic, culture and JEDI program at HCCPS**
 - **Strategy #1:** Academic program
 - Evaluate alignment between grade configurations and developmental needs of students
 - Sequence curriculum implementation strategically for high quality at all levels
 - Appropriate leadership roles and responsibilities to address this
- **Strategy #2:** Culture



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	<ul style="list-style-type: none">- Add SEL goals- Add Family Engagement- Add PARITY/Enrollment- Appropriate leadership and staffing for this <p>- Strategy #3: JEDI</p> <p>HOW to tackle this with staff?</p> <ul style="list-style-type: none">- Staff can address it as a way to connect with what HCCPS already does well and what we want to adjust- Engage in openings or other staff sessions during August PD <p>How will the LRP committee present the strategies?</p> <p>Board should tackle evaluation of administrative structure Let them know more of what came up here was JEDI Incorporating JEDI goals and assessments into broader conversations</p> <ul style="list-style-type: none">- Not necessarily a “from the ground up” kind of movement with our more homogenous population and an external perspective- Having outside consultant to continuously walk us through and evaluate where Hilltown stands <p>SEL programs don’t often look at socioeconomic differences - Linking JEDI to SEL from the beginning</p> <p>Shared vision of excellence Diversity is almost a given in a public institution and easily measured. Justice, equity & inclusion and addressing or maintaining these things require change and are what we may come up against more conflict</p> <p>Thinking about overall mission of Hilltown.</p>	
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	<ul style="list-style-type: none">- Equity audit- How do we *do* these things- Evaluating traditions that further emphasize- Equity that's real and how we address it that isn't hitting the lower hanging fruit <p>How do we make science fairs equitable? How do we make a spirit week equitable?</p> <p>Have the conversations during the year about better ways to do traditions (for example: the beginning of the year parties)</p> <p>August PD meetings: what makes an excellent school. Grouping things with post its over the course of several mornings</p>	
Meetings next Fall	TBD	
Next Meeting Date/Time/Location	TBD	
Adjournment	2:05	



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Personnel Committee Meeting Minutes- August 30th, 2022
4:00 pm Zoom - Remote

Present: Matt Dube, Laura Davis, Emily Lees, Carla Clark, Dan Klatz

Regrets: Andrew Coate

Topic	Discussion	Action
Committee Meeting Times	Discussed what days and times will work best for new committee members; Emily Lees mentioned ongoing teacher meetings on Tuesdays; determined that best times would be on Wednesdays at 3:15	Matt will send potential meeting days/times for future meetings
Focus Areas for FY23 Year	Personnel folder: the team identified a need to review existing processes and policies, and then determine which of those need consideration, clarification, or updating; Salary scales: one of the goals for this year is evaluating salary scales based on data from comparable districts, and making a direction to the full Board; Longevity compensation: Personnel will review current policy for bonuses based on service time	Items will be added to future meeting agendas
Next Personnel Meeting	TBD	Will be added to calendar
Review action items		Done
Next meeting time/date/location		TBD
Adjournment		Meeting adjourned at 5:00 p.m.