



Long Range Planning Committee Meeting Minutes – Wednesday, October 6
2021 at 5:30 p.m.

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, Lara Ramsey, Lily Newman, Kathleen Hulton, Gina Wyman, Rebecca Belcher-Timme, Polly Normand

Regrets: Helen Korczak

Topic	Discussion	Action (if necessary)
What is important in our meetings/for this process?	<ul style="list-style-type: none"> ● Being ambitious in looking ahead ten years--anticipating potential needs ● Being aware of internal/external variables that can impact what does and doesn't get done ● Hilltown has done a good job being faithful to their last long range plan--so pressure is on to make a plan we can enact! ● Ensure that this process is thoughtful and isn't hampered by preconceived ideas. ● Do we need a scripted process of some kind to help facilitate our brainstorming? ● Checking in with the general state of the school--finances, staffing, etc. ● The ability to hold multiple truths ● Shared accountability 	



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	<ul style="list-style-type: none">• Hard decisions will have to be made--clear processes can make it less personal• Communication with the school community about our process--circulate minutes, maybe embed link in the newsletter	
History of Long Range Planning at Hilltown	<ul style="list-style-type: none">• First plan in 2002 took 18 months to complete. School had expanded to add the Prisms just prior to the plan. The mission statement was amended in this plan. Standards for classroom practice were developed by teachers and incorporated into this plan. Grades were reorganized at this time--at the time there was a K/1, 1/2, 2/3, 3/4, etc. The overlapping grades meant kids were often repeating something. No one had a grade level partner and the curriculum wasn't sequenced. Also, state curriculum standards and statewide testing (MCAS) had all become mandatory in the years prior to 2002. Class size and support staff were also discussed as well as expanding the size of the school. The physical space at the time, the Brassworks, was also a concern.• In the second plan, (2011) the physical space was the major issue. Adding more students was the only way to finance more space. HCCPS looked at several buildings throughout the years. Lots of ancillary goals around the expansion.	
Accessibility	<ul style="list-style-type: none">• How do we reach the community at large and give more families access?	Kate will find out how our



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	<ul style="list-style-type: none">• Will community members want to be involved in our process?• Future stakeholders may more widely reflect our community and should have a voice.• Who wants access and doesn't have it?• If our school population can't grow, how do we welcome more families?• Changes may have to be made at a state level to allow charter schools to prioritize various subgroups in the lottery.• Transportation is a major impediment. Students who ride the bus in Easthampton represent a larger percentage of our "economically disadvantaged" population.• Talking to other charter schools may be helpful.• Can we do a better job in Easthampton? Transportation isn't an issue for Easthampton students.• Does our Easthampton population at Hilltown more closely represent the diversity of the Easthampton public schools vs our other sending communities?	<p>Easthampton population at Hilltown compares to the population of kids in the Easthampton public schools demographically.</p>
<p>What makes Hilltown, HILLTOWN?</p>	<ul style="list-style-type: none">• Are all of the "extra" things we do at Hilltown necessary to the identity of the school? (Mini-courses, buddies, All School)• We have needed to adopt curricula that will be most effective in closing academic gaps--they all take time to learn and time to implement. It leaves less time for teachers to do other things.• Original "standards of practice" document from 2002 includes teacher	<p>Us these 4 areas as a general structure: Academic program, culture and community, leadership and talent, operations</p> <p>Lily will work on survey questions to</p>



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	<p>flexibility--is that still something we value?</p> <ul style="list-style-type: none"> • Have a process that allows us to see what's most important to different stakeholders and go from there. • Prioritizing the voices of children can be an important part of the road map for thinking about who we are. Older children have perspective. • What's the tone for this plan? • We want to show humility, that we're still learning who we are. • Previous iterations of the long range plan excluded some voices, both those outside the school without access and some voices that are already part of our community. There are issues of who is at the table to help make decisions. • 4 areas: Academic program, culture and community, leadership and talent, operations • How can we better support families who don't feel a part of the community? • Board concerns: culture of the school, JEDI, attention to the mission statement, leadership structure, composition of the board, length of long range plan, space, land, environmental impact, 	<p>gather data (with support from Rashida and Gina) and propose approaches to input gathering.</p> <p>Propose how to tackle the mission statement of the school (Dan and Kathleen with support from Polly)</p> <p>What is a long range plan (and what isn't it)? (Lara and Rebecca</p> <p>Lily Added: high level timeline of LRP tasks to track to key deadlines - DRAFT BELOW</p> <p>(E.g., intake and data gathering Oct-Dec; data review and draft focus areas with feedback Jan-Mar; draft goals and action steps Mar-Jun)</p>
<p>Review Action Items</p>	<p>Reviewed action items.</p>	



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Tentative Agenda Topics for Next Meeting		
Next Meeting Date/Time/Location		
Adjournment	Meeting adjourned at	

SAMPLE approach to LRP Project Plan/Timeline

Timeline Overview

Phase 1: Gather input and review existing data: Oct - Dec

Phase 2: Make sense of information and identify emerging priorities for LRP: Jan - Mar

Phase 3: Draft, gather feedback, revise and refine to Near Final LRP: Apr - Jun

Priority 1		
Gather input on LRP priorities from our current and ideal stakeholders		
Intended Outcome		
A LRP driven by our communities' priorities and that they can see themselves in		
Activities	Timeline	Owners, Collaborators
Develop questions and process for gathering input	Oct-Nov	Lily, Rashida, Gina Input from all & consensus decision
Send out surveys; implement focus groups	Nov-Jan	
Crunch the data and report on trends to LRP committee, Board and broader community	Jan-Mar	
Integrate trends clearly into draft LRP and share draft with community for feedback	Apr - May	
Revise plans from feedback and craft Near Final draft LRP	May-June	



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Priority 2	Review existing documents and data, including the Mission and Vision statements, and establish plans for integrating or refining them for the current LRP	
Intended Outcome	A LRP driven by our communities' real context, strengths and areas for growth, our student data, and the mission, vision and values that make HCCPS unique	
Activities	Timeline	Owners, Collaborators

Priority 3		
Intended Outcome		
Activities	Timeline	Owners, Collaborators