

**HCCPS Board of Trustees  
Meeting Agenda  
September 12, 2018, 6:30pm**

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

**Facilitator: Penny Leveritt**

**6:30 Welcoming (read mission statement) (20 min)**

Announcements, appreciations, acknowledgements  
Agenda check; Appoint timekeeper, list keeper  
Thank You Note check  
BOT Visibility this month  
Approve Minutes from previous BOT meeting  
Welcome new folks

**6:50 Public Comment period: (10 min)**

**7:00 Report on Internship Program: Kate (15 min – report/discussion)**

**7:15 Annual Report: Dan (5 minutes – report/discussion)**

**7:20 FY19 BOT goals and guidance on committee goals: Penny (15 min – report/discussion)**

**7:35 Request for exception to Personal leave policy: Joe/Lara (5 min - decision)**

**7:40 Planned response to predominant Parent Satisfaction Survey comments: Directors (10 min - report/discussion)**

**7:50 Intro to potential upcoming bylaws changes: Dan/Amy (10 min - update/discussion)**

**8:00 Emergency Preparedness update/Coop meeting debrief: Dan (15 min - discussion)**

**8:15 New business (5 min – identify only)**

**8:20 Committee Reports (5 min – questions only)**

**8:25 Meeting Wrap-up/ Evaluation/Minutes Finalization (5 min)**

Confirm date/facilitator, snack bringer, newsletter blurb, agenda check for next meeting

**8:30 Review Action Items in this meeting's minutes (5 min)**

**8:35 Adjournment**



## HCCPS Board of Trustees Recruitment Talking Points

### Who Are We?

A group of 6-15 parents and local community members.

### What Do We Do?

The HCCPS Board of Trustees (BOT) is the governing body of the school and holds the charter.

### The BOT is responsible for:

- Develops and updates school policies (detachment of volunteer hours from voting privileges to keep families engaged and to ensure that everyone's voice would be able to be heard)
- Hires and supervises the school Directors
- Reviews and develops salary scales for the employees
- Creates and oversees a 10 year-long range plan. The existing plan helped create the vision to move the school into a new facility and to the reorganization of 6-8 grades
- Ensures that the school holds true to its mission
- Reviews and approves the annual budget

### When Do We Meet?

All BOT and Committee meetings are open to the public and the meeting schedule is posted on the HCCPS website and the front door of the school.

- The BOT meets the second Wednesday of the month
- Committees meet monthly (see website for details)

### Where Do We Meet?

Most meetings are at HCCPS

### How Do We Do It?

Monthly BOT meetings and Committee meetings:

GABS Committee  
Finance Committee  
Personnel Committee  
OnSite Committee

### Call to Action:

You can get involved in a committee (which meets monthly), or become a BOT member. We have BOT elections at each annual meeting (held in the Spring).

If you think you may be interested, talk to a BOT member or pick up a BOT Interest Form in the Main Office.

HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2017-2018

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## Introduction to the School

<b>Name of School</b>	<b>Hilltown Cooperative Charter Public School</b>		
Type of Charter	Commonwealth	Location	Easthampton
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	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 in which the Charter was Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	218	Current Enrollment	218
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist	315
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 on Wed	Age of School	23 years

## **MISSION STATEMENT**

- \* To involve young people 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, that guide and support the school and its educational programs.
- \* To cultivate children's individual voices and a shared respect for each other, our community, and the world around us.

### ***Faithfulness to Charter***

#### **MISSION AND KEY DESIGN ELEMENTS**

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults:

When surveyed annually, parents affirm their belief that the strong connection exists. There are regular opportunities for volunteering both in the classroom and for school wide events, both large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students throughout the school.

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 the teachers throughout the year. Our website includes archives of integrated projects done throughout the year.

3. Students at Hilltown develop strong foundational skills:

Our students consistently score at a high level on the Iowa Test of Basic Skills as well as on internal assessments. See accountability plan.

4. Hilltown fosters a high degree of family involvement:

HCCPS employs numerous structures 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 a myriad of ways. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.

5. 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.

6. Hilltown successfully cultivates children’s individual voices:

All students have regular opportunities to perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to express their concerns or questions. 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**

<b>Date</b>	<b>Amendment Requested</b>	<b>Pending or Approved?</b>
	None during FY 18	

#### **Access and Equity**

Suspensions are rarely used at Hilltown, thus there is no statistical significance to the data. For 2017-2018 there are no full day suspensions.

## DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination
Integration	School exchange initiative: met with principal (Jacqueline Glasheen) and planned to have teachers from E. N. White (K-5 school in Holyoke, MA) sit in on integration meetings to learn from the way we structure the collaborations and discuss the ways in which thinking through integration projects elevates academics as well as arts.	Dan Klatz (Director of Administration) Lara Ramsey (Director of Teaching and Learning) Rebecca Belcher-Timme (K/1 teacher)	<b>Mission and Key Design Elements:</b> The school is designed to integrate the arts and academic subjects.	We made an effort to engage E.N. White teachers with the support of their principal: dates for meeting did not converge. We will maintain this relationship and opportunity for dissemination in 2018-2019.	Notes from initial meeting outlining the benefits of a mutual exchange of ideas- E.N. White teachers would benefit from observing our model of collaboration on curriculum as well as the role of arts in deepening learning on units of study. Our teachers would benefit from hearing and responding to their questions, and from visiting E.N. White to appreciate the constraints and opportunity for arts integration in a partnering school.
ADHD & Executive Function Interventions	Hosted event: Contracted with Dr. Sharon Saline to provide PD to teachers at Hilltown and extended invitation to neighboring districts. Hosted Dr. Sharon Saline as an evening presenter for parents on ADHD/Executive Function. Publicized event by emailing other school districts and publishing notices in the local newspapers.	Lara Ramsey (Director of Teaching and Learning), Justin Smith (Coordinator of Student Services), and Hilltown SEPAC.	<b>Access &amp; Equity; Program Delivery; Culture &amp; Family Engagement:</b> We chose this topic for professional development and community education after surveying parents of students receiving special education services.	Parents and teachers from Easthampton Public Schools, Northampton Public Schools, Holyoke Public Schools, and other area schools.	Attendance list, access to PowerPoint and handouts, follow-up emails of appreciation.



<p>Resilience in the Age of Anxiety</p>	<p>Hosted event: Contracted with Chris Shanky and Dr. Courtney Tucker as evening presenters for parents and teachers on anxiety as it relates to the school experience and how to build children’s resilience to anxiety. Publicized event by emailing other school districts and publishing notices in the local newspapers.</p>	<p>Lara Ramsey (Director of Teaching and Learning), Justin Smith (Coordinator of Student Services), and Hilltown SEPAC.</p>	<p><b>Access &amp; Equity; Program Delivery; Culture &amp; Family Engagement:</b> We chose this topic for professional development and community education after surveying parents of students receiving special education services.</p>	<p>Parents and teachers from Easthampton Public Schools, Northampton Public Schools, Holyoke Public Schools, and other area schools.</p>	<p>Attendance list, access to PowerPoint and handouts, follow-up emails of appreciation.</p>
<p>Hilltown Faculty and Curriculum Advancement Program</p>	<p>Website- Our website describes our new structure for identifying and funding teacher-led professional development initiatives that further the mission of our school.</p>	<p>Lara Ramsey (Director of Teaching and Learning), Grace Mrowicki (Technology Coordinator), Penny Leverett (President of Board), Kate Saccento (teacher), Nan Childs (teacher)</p>	<p><b>Capacity:</b> <i>Professional Climate.</i> This is a model for teacher-initiated professional development that impacts directly on instructional practice. The school staff frequently collaborate and engage in professional development to improve implementation of the curriculum.</p>	<p>Visitors to our website will see this new link to the FACA program, with internal links to curriculum projects:  <a href="http://www.hilltowncharter.org/hilltown-faculty-and-curriculum-advancement-program/">http://www.hilltowncharter.org/hilltown-faculty-and-curriculum-advancement-program/</a></p>	<p>Description of FACA program (objectives and structure for funding) that can be replicated; examples of teacher initiatives including an animation of David Ruggles’ life story (integration project).</p>

<p>Intern Program</p>	<p>Completed research and evaluation on our first three years hosting full time graduate interns. Report has been shared with all participating institutions.</p>	<p>Kate Saccento (evaluator and teacher), all prior interns, all prior mentors, all prior supervisors, and administrators were included in the research.</p>	<p><b>Capacity:</b> <i>Professional Climate;</i> <i>Instruction:</i> When mentoring graduate interns, teachers articulate and provide evidence to support their chosen approach to planning, instruction, and assessment; the conversation deepens the practice.</p>	<p>The evaluation has been shared with Smith and Mount Holyoke, colleges that have sent graduate students to our program as interns.</p>	<p>Evaluation document includes objectives, research methods, data analysis, and recommendations/next steps. Raw data is also available upon request.</p>
<p>Blizzard Bags</p>	<p>Folder containing all steps to our pilot with Blizzard Bags is compiled and available to any school upon request.</p>	<p>Lara Ramsey (Director of Teaching and Learning) Dan Klatz (Director of Administration) , all classroom teachers and special education teachers.</p>	<p><b>Program Delivery:</b> <i>Curriculum:</i> The school developed Blizzard Bags that are aligned to State Curriculum Frameworks.</p>	<p>Hampshire Regional High School asked for and obtained our data. A school in Rye, NH (Jacquie DeFreeze, 4th grade teacher is contact person) have accessed our materials so far. Offered data to Easthampton Public Schools.</p>	<p>Folder contains the following documents: proposal for Blizzard Bags to Board of Trustees, letter to families explaining Blizzard Bags, sample Blizzard Bags from different grade levels, data on how many Blizzard Bags were completed, narrative comments from parents and teachers responding to the Blizzard Bag pilot (questions and ideas about ways to improve Blizzard Bags next year).</p>

## Academic Program Success

### Student Performance

#### LINK TO DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION ACCOUNTABILITY REPORT CARD

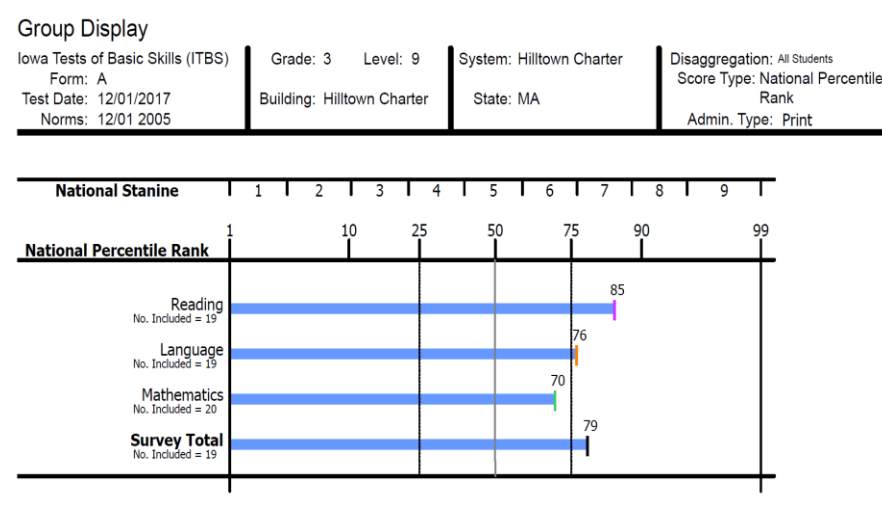
<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2017&orgcode=04500105>

#### INTERNAL AND EXTERNAL ASSESSMENT DATA FOR 2017-2018

As indicated by both internal and external assessments, our curriculum is addressing foundational skills and concepts. Over the past 20-plus years of reporting, student achievement has been consistently high. The challenge for the school in the coming years is to maintain this high level while expanding the size of the school. Because new students are arriving in older grades, we don't know what level they enter Hilltown with in terms of foundational skills, and our task is to ensure a continued high level of achievement. We were successful in meeting this challenge during the 2017-2018 academic year. As the data below indicates, overall student achievement as measured by average standard scores on the Iowa Tests of Basic Skills was in the upper quartile in 5 out of 6 grade levels.

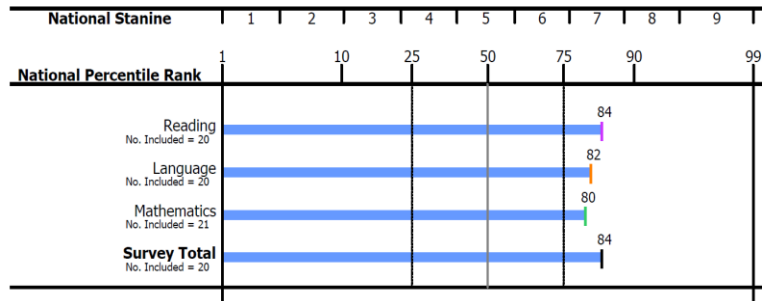
Internal assessments in reading, writing and math indicate a continued high level of performance, meeting all goals in our accountability plan.

**TABLE 1: IOWA TESTS OF BASIC SKILLS DECEMBER 2018**



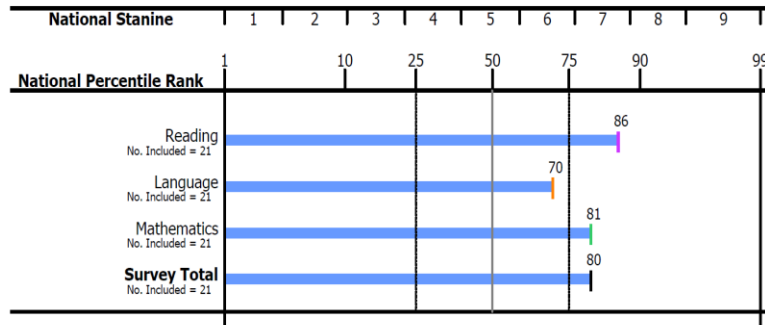
### Group Display

Iowa Tests of Basic Skills (ITBS)    Grade: 4    Level: 10    System: Hilltown Charter    Disaggregation: All Students  
 Form: A    Building: Hilltown Charter    State: MA    Score Type: National Percentile Rank  
 Test Date: 12/01/2017    Admin. Type: Print  
 Norms: 12/01 2005



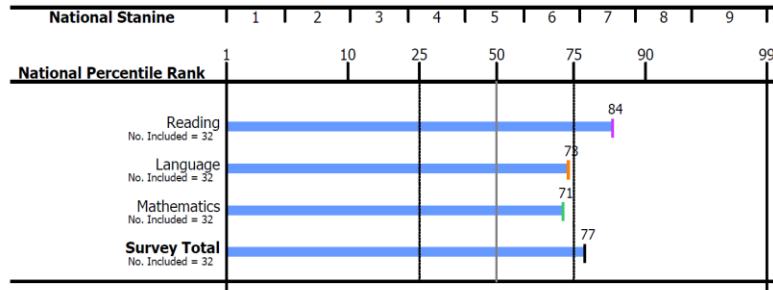
### Group Display

Iowa Tests of Basic Skills (ITBS)    Grade: 5    Level: 11    System: Hilltown Charter    Disaggregation: All Students  
 Form: A    Building: Hilltown Charter    State: MA    Score Type: National Percentile Rank  
 Test Date: 12/01/2017    Admin. Type: Print  
 Norms: 12/01 2005



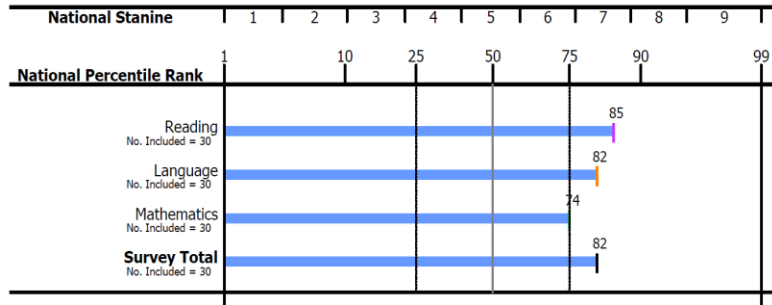
### Group Display

Iowa Tests of Basic Skills (ITBS)    Grade: 6    Level: 12    System: Hilltown Charter    Disaggregation: All Students  
 Form: A    Building: Hilltown Charter    State: MA    Score Type: National Percentile Rank  
 Test Date: 12/01/2017    Admin. Type: Print  
 Norms: 12/01 2005



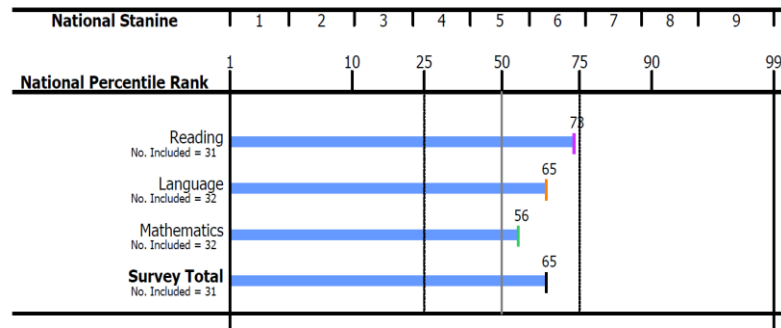
**Group Display**

Iowa Tests of Basic Skills (ITBS) | Grade: 7 | Level: 13 | System: Hilltown Charter | Disaggregation: All Students  
 Form: A | Building: Hilltown Charter | State: MA | Score Type: National Percentile Rank  
 Test Date: 12/01/2017 | Admin. Type: Print  
 Norms: 12/01 2005



**Group Display**

Iowa Tests of Basic Skills (ITBS) | Grade: 8 | Level: 14 | System: Hilltown Charter | Disaggregation: All Students  
 Form: A | Building: Hilltown Charter | State: MA | Score Type: National Percentile Rank  
 Test Date: 12/01/2017 | Admin. Type: Print  
 Norms: 12/01 2005



**TABLE 2: INTERNAL ASSESSMENTS**

<b>Hilltown Reading Assessment Results, K-3 Fall 2017-Spring 2018</b>	
<b>Level (1 level = 1 Grade Level)</b>	<b>Percentage of Students</b>
3 Levels. progress	5%
2 Levels progress	28%
1 Level progress	47%
Less than 1 Level	20%

<b>Hilltown Writing Assessment Results, K-3 Fall 2016-Spring 2017</b>	
<b>Level (1 Level = 4 points, HCCPS Rubric)</b>	<b>Percentage of Students</b>
Two or More Level Gain	46.5%
One Level Gain	37.5%
No Gain	16%
Lost One Level	0%
<b>Hilltown Mathematics Assessment Results, K-3 Spring 2018</b>	
<b>Proficiency Level: End of year assessment Proficiency=75%</b>	<b>Percentage of Students</b>
90-100%	83%
75-90%	16%
Less than 75 %	1%
<b>Hilltown Mathematics Assessment Results, 4 -8 Spring 2018</b>	
<b>Proficiency Level: End of year assessment</b>	<b>Percentage of Students</b>
90-100%	45%
75-90%	40%
Less than 75%	15%
<b>Hilltown Writing Assessment Results, 4-8 Fall 2017/Spring 2018</b>	
<b>Level</b>	<b>Percentage of Students</b>
Advanced	35%
Proficient	46%
Developing	18%
Beginning	1%

**TABLE 3: GRADE EIGHT PROJECTS**

The following student-generated research questions guided the 8<sup>th</sup> grade projects this year:

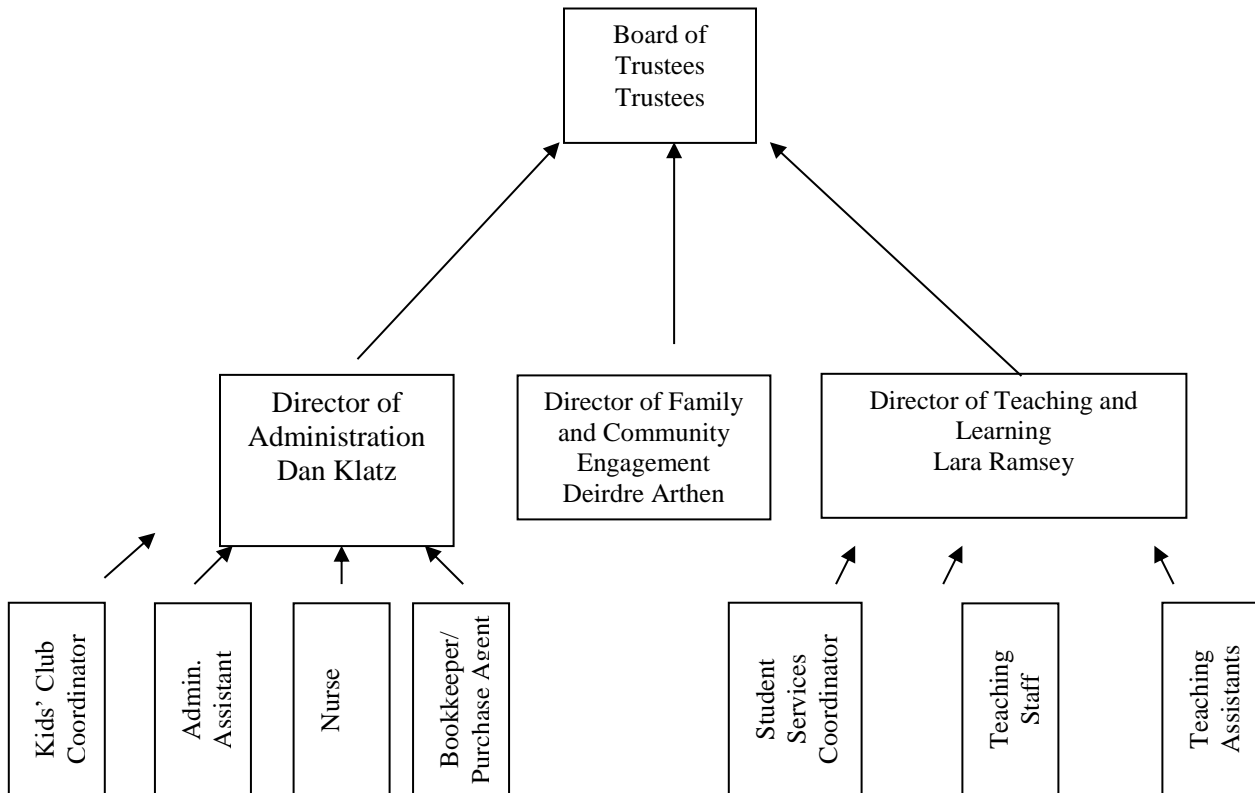
- What is imprinting, and how does imprinting affect the foal, now and in the future, for good or for bad?
- Since its creation, how has hip hop changed and who has changed it the most?
- How can we encourage women to take on business leadership positions?
- How have cats benefited human lives throughout history?
- What are the differences and similarities of K-pop girl groups and K-pop boy groups?
- How is human eyesight similar and different from birds and insects, and how does vision play a role in survival?
- How has photography impacted visual arts and journalism?
- How acceptable is it to be gay in the USA?
- How does anxiety affect American teens?
- Why are donkeys used as working animals in poorer countries, what causes welfare issues, and what can we do about it?
- What is the neuroscience behind memory?
- How does a tow truck work and what are the parts of a tow truck?
- What is it like to live with ADD/ADHD as a growing adolescent?
- How do the arts affect the development of youth?
- How have American memes evolved since World War II?
- How does the relationship between a few different technologies and how society has changed fit into the Hegelian Dialectic?
- How has American football changed over the years?
- Where did soccer originate and how has it developed over time?
- How does music affect horses, do different genres affect horses differently than other genres, and how do horses react to music, in comparison to other animals?
- What are three of the top desserts in Italy?
- How has the increasing speed of pc components change the ways we use technologies?
- What do midwives do for birthing mothers?
- How are birds of prey affected by actions of humans and animals?
- How have animation studios changed over time?
- How do the top five performance cars compare?
- How have video game consoles and controllers evolved?
- How will the Hyperloop, electric vehicles, and driverless cars shape our future towards a better Earth?
- What has been the role of horses in American wars?
- How did hip hop evolve?
- How have ideas and technology that are portrayed in science fiction cinema evolved throughout the years?
- Is early onset Alzheimer's connected to genetics, and how can we predict it to catch earlier?

# *Organizational Viability*

## **ORGANIZATIONAL STRUCTURE OF THE SCHOOL**

There have been no major changes to our organizational structure this year.

### **Hilltown Cooperative Charter Public School Organizational Chart** Revised 7/2017



## **TEACHER EVALUATION**

Hilltown uses its own teacher evaluation model which utilizes many of the Teacher Proficiency Standards contained in the Massachusetts Model System. Teachers are rated as either Proficient or Not Proficient in the following four areas: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; Professional Culture. In addition to formal and informal observations by the Director of Teaching and Learning, parents provide feedback regarding their experiences with teachers. Teachers use a rubric for systematic self-evaluation and reflect on all four areas of teaching practice. Student performance data is also included in the evaluation process.



## BUDGET AND FINANCE

### A. UNAUDITED HCCPS FY2017 INCOME & EXPENSES

#### Operating Revenues

Tuition	2,787,900
Government Grants	56,819
Private Grants	24,284
Medicaid & Other Reimbursements	43,737
After School Fees	89,250
Student Activity Fees	19,587
Field Trip Income	45,058
School Lunch Receipts	8,124
<b>Total Operating Revenue</b>	<b><u>3,074,758</u></b>

#### Operating Expenses

Wages	2,105,539
Payroll Taxes	68,032
Fringe Benefits	280,444
Consulting & Contracted Services	142,682
Depreciation Expense	97,144
Dues & Subscriptions	5,483
Educational Supplies & Textbooks	33,078
Equipment	4,006
Food Services	11,720
Instructional Technology	9,987
Occupancy	162,383
Transportation & Field Trips	56,540
Other Operating Expense	31,788
<b>Total Operating Expenses</b>	<b><u>3,008,827</u></b>

#### Operating Income (Loss)

**65,931**

#### Non Operating Revenues & (Expenses)

Fundraising Income	21,522
Investment Income	3,062
Interest Expense	(95,973)
Fundraising Expense	(2,213)
Other Non-Operating Expense	(15,134)
<b>Total Non-Operating Revenues (N</b>	<b><u>(88,735)</u></b>

#### Change in Net Position

**(22,804)**

**B. UNAUDITED HCCPS FY 2018 BALANCE SHEET**  
**As of June 30, 2018**

<u>Assets</u>	
<b>Current Assets</b>	
Cash	\$ 551,391
Certificate of Deposit	302,049
Accounts Receivable	38,430
Prepaid Expense	15,394
<b>Total Current Assets</b>	<u>907,264</u>
<b>Non-Current Assets</b>	
Capital Assets	
Building (Net)	3,241,453
Land 1-3 Industrial Pkwy	472,975
Vehicles (Net)	12,611
Furniture and Equipment (Net)	10,522
Security Deposits	1,460
<b>Total Non Current Assets</b>	<u>3,739,021</u>
<b>Total Assets</b>	<u>\$ 4,646,285</u>
<u>Liabilities &amp; Net Position</u>	
<b>Current Liabilities</b>	
Accounts Payable	\$ 49,787
Accrued Wages Payable	218,790
Accrued Payroll Liability	(1,339)
Accrued Expenses	4,147
<b>Total Current Liabilities</b>	<u>271,386</u>
<b>Long Term Liabilities</b>	
Note Payable - USDA	\$ 3,462,401
<b>Total Long Term Liabilities</b>	<u>3,462,401</u>
<b>Total Liabilities</b>	<u>\$ 3,733,787</u>
<b>Net Position</b>	
Investment in Capital Assets	275,160
Unrestricted	637,338
<b>Total Net Position</b>	<u>912,498</u>
<b>Total Liabilities and Net Position</b>	<u>\$ 4,646,285</u>

**C. APPROVED SCHOOL BUDGET FOR FY19**

**Approved by Board of Trustees 06/13/2018**

	<u>FY 19</u>
<b>Operating Revenues</b>	
Tuition	\$2,903,003
Government Grants	56,657
Private Grants	1,500
Medicaid & Other Reimbursements	21,000
After School Fees	85,000
Student Activity Fees	15,000
Field Trip Income	16,600
School Lunch Receipts	10,000
<b>Total Operating Revenue</b>	<u>3,108,760</u>
<b>Operating Expenses</b>	
Salaries	2,229,758
Payroll Taxes	77,078
Fringe Benefits	318,000
Consulting & Contracted Services	126,080
Dues & Subscriptions	5,807
Educational Supplies & Textbooks	27,626
Equipment	12,760
Food Services	12,728
Instructional Technology	12,000
Occupancy	171,531
Transportation & Field Trips	17,110
Other Operating Expense	44,118
<b>Total Operating Expenses</b>	<u>3,054,596</u>
<b>Operating Income (Loss)</b>	<u>54,164</u>
<b>Non Operating Revenues &amp; (Expenses)</b>	
Fundraising Income	37,500
Investment Income	5,000
Interest Expense	(94,564)
Fundraising Expense	(2,100)
Other Non-Operating Expense	
<b>Total Non-Operating Revenues (Net)</b>	<u>(54,164)</u>
<b>Change in Net Position</b>	<u>\$0</u>

## **D. CAPITAL PLAN FOR FY19**

The Board of Trustees approved the following Capital expenses for the FY19 year, all funded through the school's undesignated fund balance:

1. Purchase and install a fresh air exchange for the entire 2nd floor. Cost: \$13,000. Project will be completed before the start of school on August 29.
2. Purchase and install Safeline acoustic panels in the All School space. Cost: \$7000 Installation has been completed by parent volunteers.
3. Map our current HVAC controls: determining which controls go to each piece of equipment and which rooms correspond with each control for both heating and cooling. Cost: \$1800 Project will be completed by August 15.
4. Purchase and install hallway panels in the 6-8 wing. Cost: 5000 Project is complete.
5. Playground Improvements including purchase and installation of 3 KidForce Spinners Cost: \$8000 Project will be completed by August 29

## Appendix A: Accountability Plan Evidence 2017-2018

### Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: Hilltown will cultivate a strong sense of community among students, staff, and families.</b>		
<b>Measure:</b> 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.	<b>Met</b>	<b>Survey results shared with Board of Trustees. 43% of our families completed the survey and 90% of respondents affirmed our strong sense of community.</b>
<b>Objective: Hilltown will involve parents/guardians as partners in the education of their children.</b>		
<b>Measure:</b> 100% of families will be actively involved in the school through membership in its consensus based governing structures, participation in community meetings, and/or participation in the activities in its classrooms.	<b>Met</b>	<b>100% of families actively participated in at least one event, meeting or classroom activity in the 2017-18 school year</b>

### Organizational Viability

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: The HCCPS board of trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).</b>		
<b>Measure:</b> 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.	<b>Met</b>	<b>All Board decisions were made by consensus. See Board of Trustees minutes</b>

**Academic Program Success**

<b>Objective: Students will develop strong foundational skills.</b>		
<b>Measure:</b> Each grade, 3-8, will score in the top quartile annually in the tested areas of reading, math, language, and Core Total on the Iowa Test of Basic Skills;	<b>Met in five out of six grades.</b>	<b>See Table 1</b>
<b>Measure:</b> 90% of all 4 <sup>th</sup> graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.	<b>Met</b>	<b>See Table 1</b>
<b>Measure:</b> 80% of all students in grades K-3 will annually gain at least one previously defined level on the HCCPS reading, writing and math assessment;	<b>Met</b>	<b>See Table 2</b>
<b>Measure:</b> 80% of all students in grades 4-8 will score in the pre-determined proficiency level on the HCCPS writing and math.	<b>Met</b>	<b>See Table 2</b>
<b>Objective: Hilltown graduates will demonstrate academic competency in an area of individual interest.</b>		
<b>Measure:</b> Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in a personal area of interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	<b>Met</b>	Papers written and photos of culminating projects. See table 3 for complete list of topics.
<b>Measure:</b> 100% of these students will achieve a passing score on the Grade 8 culminating project rubric.	<b>Met</b>	Student rubric marks

Objective and Measures related to Dissemination:

<b>Objective: Hilltown will share best practices with the local educational communities.</b>		
<b>Measure:</b> The school will host monthly after school programs detailing a specific aspect of curriculum or school design. Programs will be offered to teachers, parents, and interested community members.	<b>Met</b>	See page 3 for complete description.
<b>Measure:</b> The school will partner with an area college or university to develop a model program for training teachers.	<b>Met</b>	Continued relationship with Smith College. Added partnership with Mt. Holyoke College.

# Appendix B: Charter School Recruitment and Retention Plan

## Recruitment Plan 2018-2019

School Name: Hilltown Cooperative Charter Public School

### **2017-2018 Implementation Summary:**

General interest in Hilltown remains strong. This year, we received 350 applications for 38 openings. We continue enrolling more students with learning disabilities across all the grade levels, with a significant increase in grades 6-8. And the number of Low Income/Economically Disadvantaged students has also increased over the past year.

We are a regional school in a largely rural area. The vast majority of ELL students live in one elementary district within the city of Northampton. They are served by a wonderful, neighborhood school, within walking distance for many families, and that serves as a community gathering spot as well. We believe it would be disservice to that community to actively recruit directly from that district. Instead we chose to advertise in specific places as specified below. Beginning this past year, our strategy has involved more “in person” times to share about the school and recruit prospective families.

Twelve of our thirty eight incoming students are siblings of existing families.

**Describe the school’s general recruitment activities, i.e. those intended to reach all students.**

### **General Recruitment Activities for 2018-2019:**

In addition to the practices from past years including display ads in local newspapers, posters/flyers in area post offices/libraries, neighborhood markets and public bulletin boards, public service announcements, and our own website, this coming year we will focus on direct in-person recruitment using our teachers, parents, and administrators. Our plan is to focus on the major Head Start agencies in our area and on the Center for New Americans. We will both develop relationships with these agencies and spend time at these locations introducing our school to the communities. We will have admissions materials on hand, as well as the capacity for interested families to apply online.



**Recruitment Plan – 2018-19 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 18.8%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 12.6%</p> <p>The school is above CI percentages</p>	<p align="center"><b>(b) Continued 2017-18 Strategies</b></p> <ul style="list-style-type: none"> <li>• Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Ensure that brochures are available at the REACH project and the area early intervention program.</li> <li>• Outreach to Whole Children, a non-profit organization providing afterschool services for children with special needs.</li> <li>• Our SEPAC (Special Education Parent Advisory Council) is present and available at our January Open House for prospective parents.</li> <li>• SEPAC hosted monthly meetings and speakers that SEPACs from area districts were invited to.</li> </ul> <p align="center"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p>
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<p align="center"><b>Limited English-proficient students/English learners</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 0%</p> <p><b>GNT percentage:</b> 1.1%</p> <p><b>CI percentage:</b> 1.5%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p align="center"><b>(b) Continued 2017-18 Strategies</b></p> <ul style="list-style-type: none"> <li>• Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Post brochure and notices of tours and Open House at the Center for New Americans in Northampton. Ask them to post a link to us on their Facebook page.</li> <li>• Outreach at 2 local housing projects (Florence Heights and Hampshire Heights).</li> <li>• Distribute brochures at Franklin-Hampshire Community Action Program</li> <li>• All ads will include a statement welcoming LEP applicants</li> <li>• Our website will include a statement welcoming LEP applicants</li> <li>• Bi-lingual (Spanish) staff member will be present at our Information Night</li> <li>• Meet with a representative of Holyoke Community College (not in our bi-county region but very near and on the local bus route) to see if outreach possibilities exist to young parents who attend HCC and live in our region.</li> <li>• Have a google translate link on our website.</li> </ul>

	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Hold two information sessions at the Center for New Americans in Northampton. Have teachers and parents available to speak with prospective parents.</li> <li>● Hold two information sessions at local housing projects (Florence Heights and Hampshire Heights). Have teachers and parents available to speak with prospective parents.</li> </ul> <p>Our goal is for a closer relationship with these agencies that will result in changes in the data in the next year (this will be year 2)</p>
<p><b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b></p>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 16.1%</p> <p><b>GNT percentage:</b> 12.9</p> <p><b>CI percentage:</b> 23.8%</p> <p>The school is <u>below</u> CI percentage The school is <u>above</u> CNT percentage</p>	<p style="text-align: center;"><b>(b) Continued 2017-18 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Outreach at WIC and SNAP sites, Goodwill and Salvation Army stores in the county.</li> <li>● Brochures and applications made available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs</li> <li>● Free child care and refreshments available at Information Night</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Work with Administrators at the two major pre-school programs in our immediate area: Community Action in Northampton and Head Start in Easthampton to both know more about Hilltown, and how families can apply.</li> <li>● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents</li> </ul> <p>Our goal is for a closer relationship with these preschools that will result in changes in the data in the next years (this is year 2)</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● With our expanded 6-8<sup>th</sup> grade we have more struggling students entering. Sixth grade is the entry grade for the largest middle school in our area and we have a seen a significant increase in applicants from that district, often families looking for a smaller middle school experience.</li> <li>● Special presentations by teachers and parents of 6-8<sup>th</sup> graders at our January open house will help parents understand the resources available for their students.</li> </ul>

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● Hands-on project based learning;</li> <li>● after school activities;</li> <li>● significant family engagement opportunities;</li> <li>● community service learning;</li> <li>● individualized instruction;</li> <li>● safe learning environment.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2018-2019 Strategies</b></p> <p>Our students are not of legal age to drop out.</p>

## Retention Plan 2018-2019

### 2017-2018 Implementation Summary:

All of our ongoing retention strategies seem to be working well. These include small class size with low adult: child ratio; extended day opportunities for students with disabilities; daily non-academic after- school program; frequent parent conferences; teaching assistants in all classrooms; 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.

The challenge is that even with all these strategies, we sometimes see fluctuation in attrition. With a small school population, that can be very idiosyncratic. Fortunately this year, our attrition level was quite low.

### Overall Student Retention Goal

<b>Annual goal for student retention (percentage):</b>	93%
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### Retention Plan –2018-19 Strategies List strategies for retention activities for each demographic group.

#### Special education students/students with disabilities

(a) CHART data

**School percentage:** 7.7%  
**Third Quartile:** 11.1%

The school's attrition rate is below third quartile percentages.

**(b) Continued 2017-18 Strategies**

Below third quartile: no enhanced/additional strategies needed

- 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.

**(c) 2018-2019 Additional Strategy(ies), if needed**

<b>Limited English-proficient students/English learners</b> Limited English-proficient students	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0% <b>Third Quartile:</b> 12.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2017-18 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● 3x/week after school homework club;</li> <li>● daily non-academic after- school program.</li> </ul>
	<p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p>No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0% <b>Third Quartile:</b> 12.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2017-18 Strategies</b></p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Ensure that we have no income- based barriers to services;</li> <li>● Ensure that application for free/reduced lunch is easily and confidentially accessible.</li> </ul>
	<p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● Small class size with low adult to child ratio;</li> <li>● 3x/week after school homework club;</li> <li>● daily non-academic after- school program;</li> <li>● frequent parent conferences;</li> <li>● RTI process for early intervention on a pre-special education evaluation basis; individualized reading instruction.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>● Family engagement;</li> <li>● active learning strategies (hands on project based learning, arts integration);</li> <li>● early identification of struggling learners;</li> <li>● early literacy development via reading teacher;</li> <li>● extra support in younger grades from OT, PT, and speech therapist.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) 2018-2019 Strategies</b></p> <p>Not applicable</p>

## Appendix C: School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04500105&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	1	0.5
Asian	3	1.4
Hispanic	13	6.0
Native American	0	0.0
White	176	80.7
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	25	11.5
Special education	41	18.8
Limited English proficient	0	0
Economically Disadvantaged	33	16.1

<b>ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date	End date
Dan Klatz, Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, liaison to DESE, supervision of administrative staff, policy implementation	7/2001	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	NA
Deirdre Arthen, Director of Community and Family Engagement	Responsible for parent /community volunteers; community service learning program; community events planning, online presence, supervision of development staff	4/2000	NA

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year</b>	<b>Departures during the 2017-2018 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	23	1	1	
Other Staff	22	1	4	
<b>BOARD MEMBER INFORMATION</b>				
Number of commissioner approved board members <b>as of August 1, 2018</b>			9	
Minimum number of board members in approved by-laws			6	
Maximum number of board members in approved by-laws			15	

**BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Scott Remick	President, Parent	Domain Council	2	07/01/15-06/30-18
Penny Leveritt	Vice President,	Domain Council	2	07/01/14-06/30/20
Charles	Parent	Site Committee	1	07/01/15-06/30/18
Amy Reesman	Clerk; Parent	Governance and	1	07/01/16-06/30/19
Susannah Howe	Parent	Governance and	2	7/01/15-06/30/18
Chris Greenfield	Parent	Finance Committee	1	07/01/16-06/30/19
Michael Filas	Parent		1	07/01/16-06/30/19
Terra Missildine	Community	Governance and	1	07/01/15-06/30/18
Steve Hoyt	Parent	Personnel	1	07/01/14-06/30/18
Tim Reynolds	Parent	Governance and	1	07/01/17-06/30/20
Joe Wyman	Parent	Personnel	1	07/01/17-06/30/20

**Key Leadership Changes**

<b>Position</b>	<b>Name</b>	<b>No Change/ New/Open Position</b>
Board of Trustees Chairperson		No Change
Charter School Leader		No Change
Assistant Charter School Leader		No Change
Special Education Director		No Change



MCAS Test Coordinator		No Change
SIMS Coordinator		No Change
English Language Learner Director		No Change
School Business Official		No Change
SIMS Contact		No Change

**Facilities**

Location	Dates of Occupancy
1 Industrial Park Easthampton, MA	August 2014- current

**Enrollment**

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 11, 2019
Lottery	February 12, 2019



## Board of Trustees and Committee Goals – 2018/2019

### DRAFT

#### **Board of Trustees Goals**

- Financial
  - Review completed Capital Replacement Assessment from Finance
  - Review evaluation/recommendations of the role of the Contingency Fund from Finance
- Director Evaluations
  - Complete for Dir. of Teaching and Learning
  - Complete for Dir. of Administration
  - Continue to analyze, document and clarify process for future Board of Trustees constellations
- Overall Management
  - Develop a vision of how community and family engagement could work best at this time in the life of the school and in the future, including identifying potential staffing needs to support this vision.

#### **Finance Committee Goals**

- TBD

#### **GABS Committee Goals**

- TBD

#### **Facilities Committee Goals**

- TBD

#### **Personnel Committee Goals**

- TBD

## **Directors' Planned Response to Parent Satisfaction Survey Comments Fall 2018**

Send a survey to full-time Kids Club families to find out what they are most interested in - to address varying comments about that, and as a part of a full Scope of Program Review (LRP Program goal #3)

Improve communication from CSL and other specialists to parents, as well as classroom teachers. Develop ways to make it more regular and uniform.

Expand methods of communication about volunteer opportunities and appreciations.

Various adaptations in the Prisms programs are in process to address numerous comments –

Look at parking lot safety

Work with students to address hallway behavior and housekeeping

Rework the Parent Satisfaction Survey and send out before April break.



## BOARD OF TRUSTEES BY-LAWS

The mission of the Hilltown Cooperative Charter Public School is:

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

Commented [HA(1)]: Changed to 'To involve young people'? Not sure when this change happened or if it was a mission amendment?

### ARTICLE I Name, Purpose and Location

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

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

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

### ARTICLE II Membership.

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

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

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

ARTICLE III Meetings of Members

Sec. 1 The Board of Trustees shall hold an Annual Meeting.

The annual meeting of the membership shall:

- A. Elect the Board of Trustees.
- B. Hear and receive a copy of the annual report of the Board of Trustees.
- C. Consider amendment of the By-laws if special notice is given.
- D. Attend to such other business as may come before the meeting.

The annual meeting shall be held in the Spring.

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

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

Sec. 4 Except as otherwise provided by the laws of the Commonwealth of Massachusetts, the presence in person or representation by proxy at a meeting of twenty percent of the members entitled to vote thereat shall constitute a quorum. When a quorum is present at any such meeting, sixty percent of the votes cast shall be necessary and sufficient for the election to any office or for the decision of any questions brought before the meeting, except as otherwise provided by these By-laws or the laws of the Commonwealth of Massachusetts.

ARTICLE IV Board of Trustees

Sec. 1

- A. The governing body of the School shall be called the Board of Trustees. Said Board holds the charter from the State and is therefore responsible for ensuring that the school and Board members comply with all applicable laws and regulations. It shall be jointly responsible for all action taken on behalf of the School. The Board of Trustees shall be responsible for the overall well being of the organization: fiscal management, approval of the annual budget, fund raising, organizational and personnel policies. It shall ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter and earns charter renewal. The Board shall approve all general policy decisions.
- B. The Board of Trustees shall be responsible for the selection, appointment, evaluation and/or removal of the administrators of the School.
- C. Board members must serve HCCPS with duty, loyalty, and care, missing no more than

**Commented [HA(2):** Does this mean to say the School shall hold an Annual Meeting [for the purposes of the members of the cooperative to nominate new trustees, as well as hear from the board re: the annual report, possible bylaws amendments, and other business.]

Would you say the membership of the cooperative and the Board of Trustees have a joint meeting? You want to be sure to delineate the two entities to avoid confusion.  
I take members to be cooperative and trustees to be the board.

**Commented [HA(3):** Since only at special or annual meeting this can limit ability to make changes – if that is the desired impact, ok.

**Commented [HA(4):** See comment in section 9

**Commented [HA(5):** Must state operates independently of any school committee

two regularly scheduled BOT meetings in a given Fiscal Year.

- D. Board members shall be responsible to determine general school policies while maintaining compliance with state and federal law.
- E. The Board of Trustees forms committees and/or task forces, either permanent or as needed. Board members shall define the purposes, duties, and particular powers for each committee and approve these by way of consensus.

**Commented [HA(6):** Does this trigger a removal process that can be described in article 6 of the bylaws?

**Commented [HA(7):** Can the committees be named in the bylaws?  
If committees can have non-trustee members, this should be stated in the bylaws.

Sec. 2

- A. The Board of Trustees is a public entity, which shall be composed of six to fifteen voting members. Parents of students shall fill at least two positions, and ideally not more than two-thirds. Membership in the Cooperative is not a prerequisite to serve on the Board of Trustees.
- B. New members of the Board of Trustees shall be elected every year as necessary for a three-year term by a vote of a sixty percent majority of the voting Members of the School attending the Annual Meeting. Community members may choose instead to serve a first term of two years and may choose instead to serve one year for subsequent terms. The Board of Trustees will then hold a formal vote to accept all new members, as required by the Department of Education. The total number of sequential years a member may serve is 6; the total number of years a member may serve is 12.

**Commented [HA(8):** Missing checklist requirements related to appointment

- C. Between Annual Meetings, the Board of Trustees shall be empowered to elect by quorum of the Board new trustees to fill any vacancies on the Board. Such appointment shall be subject to ratification by the Cooperative Membership at the next Annual Meeting or Special Meeting.
- D. Permanent employees of the school shall be disqualified from serving as voting members of the Board of Trustees during their time of employment. The three Domain Directors shall serve as ex-officio members of the Board of Trustees, where they may fully participate in Board of Trustee meetings, but not vote.
- E. One member of the Friends of Hilltown Board may be appointed by the Friends of Hilltown to serve a one-year term as an ex-officio member of the Board of Trustees, where they may fully participate in Board of Trustee meetings, but not vote.

**Commented [HA(9):** Is the meaning here that the Board may elect a new trustee to fill a vacancy between annual meetings of the cooperative membership by a majority vote? At the next annual meeting of the cooperative membership, the trustee may/or may not be nominated to a subsequent full term of service and the partial term does not count towards their term limit?

In addition, up to two permanent employees may be elected to the Board of Trustees as non-voting members for two-year terms and may choose to renew for an additional one year term. The total number of sequential years a permanent employee member may serve is three.

Clarity around the implementation is important. If the person serves as a trustee for part of a term, the cooperative membership cannot rescind their appointment without requiring all board action during that time to be revisited [Ratify indicates that they must approve to take effect.]. Consider how to frame the membership vote at that subsequent annual meeting based on prior experience.

- F. Individual members of the Board of Trustees are considered special public employees of the State.
- G. Trustees will not participate in any decision, which may result in their financial gain. They must recuse themselves from discussions about such decisions, save to provide factual information about the issue. Any Trustee who gains financially from the school shall disclose this to the Board, and in accordance with state law. Board members may not receive payment for services.
- H. No more than one partner or household member of any immediate family shall serve as a Trustee of the school, or a member of the same Board Committee at a given time.
- I. The Board of Trustees may not discriminate against potential members on the basis of

**Commented [HA(10):** Is there a total # of years limit as stated in B above?

**Commented [HA(11):** Does the same process occur at the annual meeting of the membership to nominate and then the board of trustees votes for these ex-officio members? It is also unclear if these ex officio members are considered trustees. This is a very important point of practice that needs to be sorted out.

**Commented [HA(12):** Requires the addition of specific language from the checklist related to conflict of interest.

age, sex, sexual orientation race, national origin, ancestry, religion, marital status, or non-disqualifying handicap or mental condition.

Commented [HA(14)]: Missing gender identity

Sec. 3

- A. Board meetings shall be open in accordance with Massachusetts General Laws, Chapter 39 Section 23A, B, and C.
- B. Note shall be given of the date, time and location of all meetings in accordance with the law pertaining to the open meetings of governmental bodies (MGL Chapter 30a Section 11a1/2)
- C. Board Member participation must occur in person or via teleconferencing when necessary as approved by the Clerk, for a quorum or a timely decision. Members may not meet by telephone, email, proxies, or alternatives.
- D. A record of every meeting shall be kept, including the time, date, and location of the meeting, the members present or absent, and all action taken at the meeting, including formal votes taken.
- E. Meeting minutes shall be adopted in compliance with MGL Chapter 30a Section 11a1/2.
- F. The Board of Trustees shall meet at least quarterly.

Commented [HA(13)]: This section appears to largely be a restatement of certain provisions of OML. Stating compliance with OML using the language from the checklist is sufficient [since the law changes time to time]

Commented [HA(15)]: This law has been repealed.

Commented [HA(16)]: Outdated citation

Commented [HA(17)]: Include language from checklist regarding remote participation

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

Commented [HA(18)]: Requires meetings in Massachusetts

Is this reflective of practice? Can you state an annual #? Maximum or minimum?

Sec. 5

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

ARTICLE V Officers

Sec. 1

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

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

Commented [HA(19)]: I understand that 'Domain Council is made up of the three staff coordinators and the president and vice-president of the Board of Trustees. It is responsible for proposing the annual budget and making policy recommendations to the Board.'

The role of the Vice President of the Board of Trustees is to assist the President in carrying out his or her responsibilities as needed. The Vice President is also responsible for facilitating the complaint procedure.

Is it consider a committee of the board? All individuals are currently members of the board – if ex-officio are consider trustees – should consider OML requirements.

The role of the Treasurer of the Board of Trustees is to sign official documents and checks, to monitor and provide support and assistance to the Director of Administration on financial matters. The Treasurer shall chair finance committee meetings and present financial reports to the Board of Trustees.

The role of the Clerk of the Board of Trustees is to comply with the department of education reporting requirements of the Board of Trustees.

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

**Commented [HA(20):** Department of Elementary and Secondary Education

#### ARTICLE VI Resignations, Removals

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

Sec.2 Removals: At any meeting called for the purpose, the members may, by vote of a two-thirds majority of the members entitled to vote, suggest removal of any Trustee from office. The Board of Trustees must ratify by formal vote the suggested removal. The Board of Trustees may, by vote of a majority of the Trustees then in office, remove from office any officer or agent who has been elected or appointed by the Board of Trustees, with or without cause being shown, and if cause be shown, may remove a Trustee.

**Commented [HA(21):** Is it a simple majority vote by Trustees?  
What happens if the trustees reject the suggested removal? What if the suggested removal is a teacher?

**Commented [HA(22):** Do you mean officer or trustee?

#### ARTICLE VII Liability

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

#### ARTICLE VIII Fiscal Year

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

#### ARTICLE IX Notices

Sec. 1 A written notice shall be directed to a member at his or her usual address as it appears on the records of the School or at his or her residence or usual place of business, and to a Trustee or officer at his or her usual or last known business or residence address, unless such member, Trustee or officer shall have filed with the Clerk a written request that such notices intended for him or her be directed to some other address, in which case, it shall be directed to the address designated in such request.

**Commented [HA(23):** Do notices continue to be distributed by mail?

#### ARTICLE X Amendment of By-laws

Amendments to the by-laws may be proposed by any member of the School at both the special meetings and the annual meeting. Any proposed amendment must be submitted in written form, duplicated and circulated to the membership at least seven days in advance of the meeting. Any proposed amendments must be seconded. Amendments to the by-laws shall be approved by a sixty percent majority of the voting Members of the School attending the Annual Meeting, subject to the approval of the Board of Trustees and the Department of Education.

**Commented [HA(24):** 60% is an interesting choice – would a simple majority be easier to implement?

**Commented [HA(25):** Commissioner of Elementary and Secondary Education.



amended 05/11/04, proposed revisions 4/21/06; approved 5/9/2006  
proposed revision 4/27/07; approved 5/8/2007  
proposed revision 7/15/09; approved 7/15/09  
approved at annual meeting April, 2010.  
approved revision at annual meeting, May 2011  
approved revision at annual meeting May 15, 2013  
approved revisions 10/22/2014 at special meeting of the Cooperative  
approved revisions 5/13/2015 at Annual Meeting  
approved revisions 5/10/2017 at Annual Meeting  
approved revisions 5/14/2018 at Annual Meeting

**[School Name]**  
**Board of Trustees Bylaws Checklist**  
 Fall 2014

The bylaws of every board of trustees must comply with state and federal laws and contain certain provisions. Please use the following checklist to guide the creation of your charter school bylaws.

The Bylaws must:	Location in Bylaws (page and section number)
1. State the name and purpose of the school and that the school is a public school. The name of the school must include the words "charter school". Citation: G.L. c. 71, § 89(c) and 89(k)(1)	
2. Specify that the board of trustees holds the charter granted by the Commonwealth of Massachusetts. Citation: G.L. c. 71, § 89(c)	
3. Specify that the school's fiscal year begins on July 1 and ends on June 30 of the following calendar year.	
4. Specify that the board of trustees of a charter school is a public entity, which operates independently of any school committee. Citation: G.L. c. 71, § 89(c)	
5. Specify that individual board members are considered special state employees. Citation: G.L. c. 71, § 89(c)	
6. Specify that members of the board of trustees will comply with the Commonwealth's state ethics requirements including, but not limited to, meeting all training requirements; complying with G.L. c. 268A, the conflict of interest law; filing all required disclosures under G.L. c. 268A; and filing all statements of financial interest in a timely fashion as required by G.L. c. 71, § 89(u). Failure to comply with state ethics requirements may result in removal of individual board members by the board of trustees or by the Commissioner. Citation: G.L. c. 71, § 89(u); 603 CMR 1.06(2)(e)	
7. Specify the frequency of board meetings, which must be held in Massachusetts, and occur at least quarterly. Citation: 603 CMR 1.06(2)(c)	
8. Specify that the board of trustees and its committees, irrespective of what the title may be, will comply in all respects with the open meeting law, G.L. c. 30A, §§ 18-25, and the regulations, guidance, and directives of the Office of the Attorney General. This includes, but is not limited to, training, notice of meetings, records of meetings, and executive sessions. Citation: G.L. c. 30A, § 18-25	
9. Specify that a member of the board of trustees may participate remotely in a meeting provided that such participation complies with the requirements of 940 CMR 29.10 including, but not limited to, meeting the permissible reasons for remote participation.	
10. Specify that the board of trustees is a public employer for the purposes of tort liability under Chapter 258 of the General Laws and for collective bargaining purposes under Chapter 150E of the General Laws.  In <u>Horace Mann</u> charter schools, state that the school committee is the public employer for collective bargaining purposes under Chapter 150E of the General Laws.  Citation: G.L. c. 71, § 89(y)	

<p>11. Specify that board of trustees will not exercise managerial powers over the day-to-day operations of the school.  Citation: 603 CMR 1.06(1)</p>	
<p>12. Specify that the board of trustees will fulfill their fiduciary responsibilities, including but not limited to, the duty of loyalty and duty of care, as well as the obligation to oversee the school's budget.  Citation: 603 CMR 1.06(1)</p>	
<p>13. Specify that the boards of trustees must ensure that school operates in compliance with all applicable state and federal laws including, but not limited to (<i>please include each component in the school's bylaws</i>):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Successfully completing the opening procedures process in accordance with G.L. c. 70, § 89; 603 CMR 1.00; and any guidelines issued by the Department;</li> <li><input type="checkbox"/> Requesting the Commissioner's appointment of any new trustees and receiving that approval prior to any new trustees beginning their service as members;</li> <li><input type="checkbox"/> Submitting timely annual reports;</li> <li><input type="checkbox"/> Submitting timely annual independent audits;</li> <li><input type="checkbox"/> Hiring, evaluating, and removing, if necessary, qualified personnel to manage the charter school's day-to-day operations and holding these administrators accountable for meeting specified goals;</li> <li><input type="checkbox"/> Approving and monitoring progress towards meeting the goals of the school's Accountability Plan;</li> <li><input type="checkbox"/> Adopting and revising school policies, including plans for student recruitment and retention;</li> <li><input type="checkbox"/> Responding to complaints in writing as required by 603 CMR 1.09; and</li> <li><input type="checkbox"/> Ensuring that members of the board receive an orientation and training regarding their duties and obligations as members of a board of trustees.</li> </ul> <p>Citation: 603 CMR 1.06(1)(a-i)</p>	
<p>14. Specify the number of members of the board of trustees; the board of trustees must have a minimum of five members.  Citation: 603 CMR 1.06(1)</p>	
<p>15. If the board of trustees includes one or two employees of the school as members of the board of trustees, explicitly identify these categories of membership by position and identify the numbers of such members.  Citation: 603 CMR 1.06(2)(f)</p>	
<p>16. Specify the number of years that shall constitute a board member's term and set a specific, reasonable limit on successive and total terms that a board member may serve.  Citation: 603 CMR 1.06(2)(a)</p>	
<p>17. Specify that the board of trustees will exercise due diligence in assessing the suitability of candidates for board membership with respect to potential conflicts of interest and areas of skill and expertise that will be of value to the board of trustees, such due diligence to occur prior to a vote by the board of trustees to request the Commissioner to appoint the proposed member(s). Prior to submitting a candidate to the Commissioner for approval, the board of trustees must determine that no financial interests under G.L. c. 268A exist which may preclude a majority of the board from participating in deliberations or voting on certain matters within the scope of the board's authority.  Citation: 603 CMR 1.06(2)(b)</p>	
<p>18. Specify the process by which a trustee may resign or be removed from the board.</p>	

<p>19. Specify that action by the board requires a majority vote of a quorum of trustees and, to the degree required, specify the situations for which approval may require a special majority. Specify that a quorum is a majority of the trustees serving on the board. Absent such a provision defining a quorum, a quorum will be the majority of trustees of the “body as constituted,” irrespective of vacancies.</p> <p><u>See Gamache v. Town of Acushnet</u>, 14 Mass. App. Ct. 215, 219 (1982) (noting that a Town bylaw established a board of appeals of five members, and a temporary vacancy did not alter that bylaw).</p>	
<p>20. Specify the number and titles of board officers, describe the responsibilities of each officer, and describe the process for electing officers.</p>	
<p>21. Specify the process by which committees are formed.</p>	
<p>22. Describe the procedure for bringing complaints to the board of trustees and for the board of trustees to respond in writing to any such complaints filed with it.</p> <p><b>Citation:</b> G.L. c. 71, § 89(1); 603 CMR 1.06(1)(h) and 1.09</p>	

**DOMAIN COUNCIL MEETING MINUTES**  
**18 July 2018**

Attending: Penny Leveritt, Dan Klatz, Deirdre Arthen, Lara Ramsey

Via conference call: Tim Reynolds

Meeting Start: 5:00 pm

Location: HCCPS

**Domain Council Meeting Agenda:**

Parent Satisfaction Survey

Received the full survey with comments. Deirdre will send pdf version.

Update will be coming about what actions we might take because of prevalent survey comments. Dan: next year we might want to change some of the questions. Make the questions more about the parent's perceptions – "I think that..."

Also, we might want to look at the survey in general for adding and deleting some questions. Consider changing up some of the questions now and again.

BoT meeting structure

Let's try to be aware of using the procedure of the question/comment list. As we have new members, it's a good time to have clarity about the list. Maybe add the role of who will be listkeeper at the prior meeting?

Newsletter blurb? Maybe mention at next meeting what a blurb is supposed to do.

Director of Comm and Family Engagement – Full-time/Part-time decision process

Review of job description and needs assessment – what would a full-time position look like? What benefits come out of it? And then there is implementation.

Perhaps we need a focus group approach – teachers, parents, staff, board, directors – thinking about what could be done with a Community and Family Engagement as a whole, including looking at staffing needs.

For next DC meeting, come up with some ideas about how to form a focus group.

Next Meeting:, Wednesday, August 22, 2018, 5pm  
6:30pm – Meeting ended

Respectfully Submitted  
Penny Leveritt

**DOMAIN COUNCIL MEETING MINUTES**  
**22 August 2018**

Attending: Penny Leveritt, Dan Klatz, Deirdre Arthen, Lara Ramsey

Regrets: Tim Reynolds

Meeting Start: 5:00 pm

Location: HCCPS

**Domain Council Meeting Agenda:**

BOT MEETING AGENDA:

Introduction to upcoming potential bylaws changes

Report on action plan regarding parent satisfaction survey

Internship Program Report (Kate)

BOT Goals and Committee goals guidance

Emergency Preparedness Plan – Update and Coop Meeting Debrief

Annual Report

Potential By laws changes

During a conference call Dan and Amy Reesman and a representative from DESE, there was a discussion regarding clarification of the types of board members (i.e.: voting, non-voting, ex-officio, etc.). There may need to be some changes to the bylaws as per the recommendations that came out of this conference call. The GABS committee, in concert with Dan, will be working on this and will plan to get a proposal to the BOT later this fall. There will be a short introduction to the topic at the September BOT meeting.

Discussion on BOT Goals

As per the July DC meeting discussion, the past BOT goal of determining whether the Community and Family Engagement position should be full-time or part-time was discussed with a mind to how to broaden the scope of this goal to encompass the hopes for Community and Family Engagement as a whole, including staffing needs. The wording of the goal will be revised, as a start, to broaden the scope.

BoT meeting structure

Let's try to be aware of using the procedure of the question/comment list. As we have new members, it's a good time to provide clarity about the list. Maybe add the role of who will be list keeper at the prior meeting?

Newsletter blurb? Maybe mention at the next meeting what a blurb is supposed to do.

Next Meeting:, Wednesday, September 19, 2018, 5:15pm

6pm – Meeting ended

Respectfully Submitted

Penny Leveritt



## Domain Directors Report to the Board of Trustees September, 2018

1. Professional Development- Two essential questions guided our staff training this year: How can we meet the needs of all of our learners? What kinds of data and documentation will help us improve our teaching practices? Workshops included "Trauma Informed Teaching Practices," "Response to Intervention", "Looking Closely at Student Work", "Developmental Perspectives on Auditory and Visual Processing", and "Making Meaning and Being a Reader" (from a literacy program we are learning more about). As always, music and atelier teachers met with classroom teachers to plan integrated curriculum for the year and special education teams met with general ed. teams for the first Student Support Team meetings of the year.
2. All summer capital projects are complete. The 6-8 hallways received paneling; the playground was upgraded to include new basketball hoops, spinners, and a more spacious area around the swings; and the fresh air exchange was installed to service the 2<sup>nd</sup> floor of the building.
3. Admissions: We are still filling some last minute openings that we learned about over the past several weeks. Two Kindergarten families and a 7<sup>th</sup> grader withdrew in late August. We expect all openings to be filling in the next few weeks.
4. We welcomed several new staff members this fall. Here is the rundown on our new staff members:
  - Alex Niemiec, PE Teacher, Head Coach
  - Amy Hoopes, Prisms TA
  - Andrea Hearn, Reading
  - Brian Horrocks, Greens graduate intern
  - Carolyn Ketcham, Prisms Special Ed TA
  - Christcyra Sok, Indigos graduate intern
  - Cyndy Sperry, K/1 Atelierista
  - Diane Droescher, PT
  - Emily Lees, Special Education Teacher
  - Penny Giguere, K/1 Atelier TA
  - Roman Sanchez, Prisms TA
  - Sarah Levine, Oranges graduate intern
  - Sarah Welch, Blues TA
  - Sasi Wallace, Recess teacher
  - Stephanie Small, Special Education graduate intern
  - Tonya Andrews, Yellows TA

# **GABS Meeting Minutes: July 24th, 2018**

5:00 PM - HCCPS

**Attendees:** Amy, Deirdre, Noelle

**Attendees Remote:** none

**Regrets:** none

## **Orient New GABS Member**

- Google Docs files
- Meeting minute recording

## **Establish FY 2019 GABS Goals**

- Codify means by which a proposal comes to the Board of Trustees
- Recruit a minimum of 3-5 voting Trustees (with 1-2 possibly starting mid-year)
- Review current BoT By-laws and propose any necessary changes
- Create a Google Account for BoT documents and support materials and ensure that all BoT members know how to access it.
- Improve BoT visibility within the school community in an effort to encourage people to join.

## **Board Recruitment**

- Reviewed and Edited Classroom Orientation Talking Points for BoT

## **Upcoming Meeting Topics**

- LRP review
- Review Parent Interest Forms
- Board Recruitment
- Annual Meeting Format

## **Upcoming Meeting Dates**

- August- no meeting
- September 25, 2018 (5:00-6:00 pm HCCPS)
- October 30, 2018 (5:00-6:00 pm HCCPS)
- November 27, 2018 (5:00-6:00 pm HCCPS)
- December 18, 2018 (5:00-6:00 pm HCCPS)





HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Personnel Committee  
Agenda  
September 11<sup>th</sup>, 2018

- Personal Time Request
- Health Diversion Revision (from Carla)
- Goals/work for the year
  - Staff Survey?
  - Data work
  - Salary Analysis
  - Recruitment

Item	Discussion	Action
Health Diversion Revision	<p>Raising the cap of what we currently reimburse eligible HCCPS employees (\$2,250) would be an incentive for employees to use spouse's insurance and be cost effective for the school.</p> <p>For every one person who doesn't take health insurance through the school, we can offer a handful of people this benefit.</p> <p>A \$3,500 cap would be commensurate with the cost of what employees contribute to health insurance.</p> <p>Currently about 6 people use this benefit.</p> <p>If we instituted this, employees currently taking this benefit would have a financial gain, and it would be "good will" for the school.</p> <p>It would strengthen employee benefits and strengthen the employee package.</p> <p>The cost-benefit is speculative (how many people might take it in the future)</p> <p>In terms of equity, this is an attempt to draw a little closer the gap between the benefit for someone taking family benefits and someone being reimbursed through spouse's insurance.</p> <p>Why are we capping the reimbursement at 75%?</p>	<p>Find out this: for every employee who selects diversion, the savings is... (for individual, +1, or family plan).</p> <p>Find out: would raising the cap compel anyone to switch insurance?</p>



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

	Carla's proposal is that we could pay 100% up to a cap.	
Request for exception to Board Policy on cap of three consecutive personal days	<p>Deb Haas, school nurse, requested last spring to be absent for four consecutive days.</p> <p>We discuss the reasons why we approve bringing this to the Board for a decision (low impact on students and families, international travel, immoveable date).</p> <p>Disagreement about this: if we create clear criteria as to why we recommended approving <i>this</i> exception, are we setting a precedent? Changing the policy? Acting on behalf of the Board?</p> <p>Dissenting views: extending the policy raises numerous questions about subjectivity.</p>	Take to Board Meeting for approval September 12, 2018
Goal for Personnel Committee this year	Joe proposes a staff satisfaction survey- how attractive is Hilltown as an employee?	Develop survey this fall, administer in Jan/Feb.
Goal for Personnel Committee this year	Salary analysis- how do we compare to districts we serve?	
Goal for Personnel Committee this year	Recruit new personnel members	Ask Greg and Noelle