

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes – Wednesday, September 9, 2020, 6:30 pm

- Location:** By Zoom (pursuant to Governor Baker’s March 12, 2020 Executive Order Suspending Certain Provisions of the Open Meeting Law)
- Present:** Kate Saccento, Lara Ramsey, Deirdre Arthen, Matt Dube, Noelle Barrist Stern, Rich Senecal, Kelly Woods, Karen Sise, Paula Ingram, Jen Matos, Sara Schieffelin, Chris Korczak, Dawn Reesman, Joe Wyman, Liz Preston
- Regrets:** None
- Facilitator:** Matt
- Notetaker:** Noelle
- Guests:** Tim Reynolds, Rachel Maiore, Myssie Casinghino, Jill Richmond, Marguerite Durant
- List keeper:** N/A because of “raise hand” function on Zoom
- Timekeeper:** Karen
- Mission statement read by:** Chris

Topic	Discussion	Action (if necessary)
<p>Announcements/ Appreciations/ Acknowledgements</p>	<p><u>Announcements:</u></p> <p><u>Appreciations/Acknowledgements:</u></p> <p>Lara recognized Kate and all that she has been able to accomplish in such a short time as Director.</p> <p>Kelly recognized all that the staff and family/community volunteers have done to get ready for the start of school, including setting up the tents for outdoor learning.</p> <p>Matt thanked the Executive Committee for their work on the remote work plan for teachers and staff.</p> <p>Deirdre recognized Lara and all that she has done to problem-solve while planning for school reopening.</p>	
<p>Any thank you notes needed?</p>	<p>Joe asked if there was a way the Board could thank all of the teachers and staff for all of the work they have done. Matt asked if Lara would divide up the staff members and distribute the names among the Board</p>	<p>Lara will provide the names to the Board members. The Board members will send</p>

	members who will write individual thank you notes.	handwritten notes to the teachers/staff.
BOT Visibility this month?	<p>N/A.</p> <p>However, Deirdre pointed out that when the school has community Zoom meetings, it would be helpful to have the Board members participate. There will be a community meeting in two weeks. She also suggested that Board members participate in the school Facebook group.</p> <p>Kelly suggested that a public welcome might be helpful this year in light of the current circumstances.</p>	Matt will draft a welcome back letter. It will be included in the newsletter and/or emailed to the school community.
Minutes		Matt moved to approve the August meeting minutes; Chris seconded; the Board approved the minutes by consensus.
Public Comment Period	<p>Tim addressed the comments Noelle made at the August Board meeting about his Presidency. He asked why this had not been dealt with in an executive, rather than a public, session. He also asserted that any concerns about his Presidency should have been raised with him earlier. He asked that the Board take action to remedy this, so that things are handled differently in the future. Tim submitted a written statement to include with the meeting packet.</p> <p>Rachel Maoire proposed related questions, including whether the Board practiced compassion in the way it addressed concerns about Tim's presidency and whether it provided a model for how we want our children to behave. She said that the Board has done great harm to her family and encouraged the Board to ask if it has handled this in an equitable manner and, if not, how to rectify it.</p>	

<p>BOT Email Accounts/DESE Reporting (Noelle)</p>	<p>Noelle discussed the Hilltown gmail accounts that Grace has set up for each Board member. The Board agreed to start using them exclusively for Board business by October 1st. As of that date, all Board correspondence will be sent to the Board gmail accounts. If any Board members have problems logging into their gmail accounts, they will let Noelle know. If they need password resets, they will email Grace. Dawn pointed out that if the entire Board receives an email, there should be a protocol for who will respond and how.</p>	<p>The Board will start using their Board gmail accounts by October 1st. Noelle will talk to Grace about setting up a Board group email. GABS will follow up with a protocol for who will respond to communications to a Board group email.</p>
<p>BOT Leadership Roles (Noelle)</p>	<p>The Board had a discussion of how to fill the role of President and Vice President. A proposal was made to affirm Matt as President, Dawn as Vice President, and Kelly as Chair of the Personnel Committee.</p>	<p>Chris moved to approve the proposal; Joe seconded; the Board approved the proposal by consensus. The Board will revisit the issue at the end of the winter/beginning of the spring regarding succession planning and officer positions for next year.</p>
<p>BOT Correspondence and Responses (Matt)</p>	<p>The Board addressed the letter in the meeting packet from Rachel. Noelle discussed the process she used in bringing the issue of Tim's presidency to the Board at the August meeting. Joe, Karen, and Kelly commented that it would be helpful to have a more formalized process to address such issues in the future. There was a discussion about community, restorative justice, and healing. Dawn and Chris commented that there was a process in place and that process was used, albeit at an accelerated pace in light of the circumstances.</p>	<p>Matt will write a response to Rachel's letter and distribute it.</p>
<p>Accountability Plan (Lara/Kate)</p>	<p>The Board has to approve the school's accountability plan. It is filed with DESE and is amended every five</p>	<p>Kelly moved to approve the</p>

	<p>years. Lara went over the plan included in the Board packet. Lara recognized the group that developed the plan: Laurel, Marguerite, Gina, Kerri, Rebecca, Nan, Paula Y., and Alec. Joe suggested that we have on our annual calendar a time to look at whether the school is meeting all criteria in the accountability plan. He also suggested that different pieces such as the accountability plan and other strategic planning be connected and thought about in a holistic way.</p>	<p>accountability plan as drafted; Liz seconded; the Board approved the plan by consensus.</p>
<p>Attendance Policy (Lara/Kate)</p>	<p>Kate explained that DESE has not changed the guidance on attendance, but rather the process by which attendance will be taken. Attendance will be taken Monday, Tuesday, Thursday, and Friday at designated times for both in-person and on-line learning. If students will not be attending, parents are to contact the school. There will be a designated process for doing this. There will also be a protocol for the school, including the school nurse, to follow up with families if their children are absent. The instruction on Wednesdays will be mini-courses overseen by Alex and Nicole. Attendance on Wednesdays will be tracked by the work the students are required to complete. However, this work does not necessarily have to be done on Wednesdays; it can be done throughout the week. Absences for religious holidays or medical appointments will be treated as excused absences, as usual.</p>	
<p>BOT Goals (Matt)</p>	<p>Matt presented the following three goals:</p> <ol style="list-style-type: none"> 1. Establishing the Justice, Equality, Diversity, and Inclusion (“JEDI”) plan 2. Conduct Directors’ performance reviews 3. Review committee practices and documents 	
<p>JEDI Discussion (Matt)</p>	<p>There was a discussion about the scope and longevity of a JEDI committee. Deirdre discussed work that is already being done at the school to help inform the discussion. There is an equity group at the school that has been working on these issues for several years. Dawn emphasized that if several groups are working</p>	<p>Jen and Karen will pilot a JEDI committee as co-chairs. GABS will follow up with those who have expressed</p>

	<p>on equity issues, there should be coordination between the groups. Concerns were raised about the delay between receiving communications from the community about equity at Hilltown and taking action. Kelly proposed having a JEDI pilot committee to determine the committee's scope and goals. Jen and Karen agreed to co-chair a pilot JEDI committee. A concern was expressed about Board members leaving their current committees for the JEDI committee or not having as much time to devote to their current committees. Noelle said people have expressed interest in joining the Board mid-year and that will help with the amount of committee work. Jill expressed interest in joining the Board.</p>	<p>interest in joining the Board mid-year. Deirdre will follow up with Jill.</p>
New Business	<p>There was a discussion about old business. There was a quick summary of the remote work plan developed by the Executive Committee.</p>	
Committee Reports - Questions only	<p>None</p>	
Meeting Wrap-Up/ Evaluation	<p>Next Meeting: October 14, 2020 at 6:30 p.m. Facilitator: Matt Snacks: N/A Drinks: N/A Newsletter blurb:</p>	
Review Action Items	<p>Reviewed action items.</p>	
Adjournment	<p>Meeting adjourned at 8:45 p.m.</p>	

Tentative Agenda Topics for October 14, 2020 Board Meeting:

Long-range and strategic planning
Review committee goals
JEDI

Dear Members of the Board of Trustees,

We are writing to ask you to substantially increase in-person instruction at HCCPS right away.

Despite the robust efforts of our teachers, remote learning does not begin to adequately substitute for in-person instruction and is not working for our children. Even more importantly, the social isolation and many hours per day in front of computer screens are without question harming our children—we see it with our own eyes.

Children from less affluent families and those with learning disabilities are suffering the most. Families with more resources are hiring private tutors and childcare providers to mitigate the academic and emotional impact on their children, while many private schools are safely offering 100% full-time in-person instruction. **Remote learning is unsustainable, especially for families with working parents who cannot afford these options and are struggling to support our children academically and emotionally while working. The achievement gap is bound to grow, and the longer our children are out of school, the harder it will be to recover.**

You heard from parents at the community meeting: Overwhelmingly, parents asked for more in-person instruction. Yet in-person time was cut from a meager 2.5 hours to 2 hours per week for children in grades 4 and up. We are extremely disappointed by the decision to reduce the hours of in-person time for the older students and that they still have only a single opportunity to meet each week, amounting to less than one-third of one typical school day. For the younger students, 4 hours per week is simply not enough.

The local epidemiological data does not support keeping kids home. Our area towns now have among the lowest infection rates in the state and the country. As of October 7, Easthampton and Northampton and most towns served by HCCPS remain in the “gray” zone on the [State’s community level COVID reporting map](#), with less than five new cases in the prior two weeks.

The state’s Education Secretary and the governor have told districts with low infections rates like ours that **we need to make plans to bring children back to the classroom**. They have published guidance on how to do so safely, as has the American Academy of Pediatrics, and many others.

The fact is students and teachers need not risk their health to return to school, because we have learned how to very effectively limit transmission of SARS-COV-2. Any uptick in cases has been traced to specific events of non-compliance with basic safety precautions, as seen in the recent cluster at UMASS Amherst linked to a party. Further, an increase in cases should have no bearing on any area schools, where masks and social distancing will be required.

All over the world, children have returned to schools—indoors and safely. According to a group of researchers that examined schools COVID data, “[i]nfections have been imported into schools from the community. But further transmission within schools has been rare when rigorous measures have been

implemented to reduce the risk of person-to-person spread... **Countries providing in-person schooling with basic mitigation measures (i.e., distancing, face masks worn in hallways but not classrooms, hand hygiene, ventilation, and staying home with minimal symptoms) typically have close to zero community transmission.**" (["Reopening Schools during COVID-19", Science, 9/4/20](#))

We don't need to look any further than Massachusetts for evidence to support its feasibility and safety: From the emergency childcare centers that cared for thousands of children last spring (["State's emergency child care centers kept COVID-19 in check. Here's how." Boston Globe, 9/22/20](#)) to the 70% of districts that are currently offering in-person school options—the vast majority inside school buildings—show that safety measures are effective.

The recent headlines about 150 cases in the schools are misleading: the attached spreadsheet has the raw data and this [article](#) shows details of cases in schools across the state. As you will see, there has rarely been more than 1 or 2 cases in an individual school, which shows that the virus is not spreading in schools even when there is a case.

This is similar to national data reported in *The Atlantic's* ["Schools aren't super-spreaders"](#) and *The Washington Post's* ["Feared coronavirus outbreaks in schools yet to arrive, early data shows,"](#) which look at data from Brown University's [National COVID-19 School Response Data Dashboard](#) and the Network for Public Education that has been tracking 37 public school districts in Connecticut, New York and Pennsylvania. In the latter, there have been **"23 confirmed cases of the coronavirus across 20 schools and no indication that the virus was spread in schools."**

There are many models for hybrid learning that are already implemented across Massachusetts, and Hilltown can look to them for guidance. With many assistant teachers, special education teachers, and specialists, we have a better teacher-to-student ratio than many public schools in the state.

We know that Hilltown can find ways to serve remote-only children, as well as the 70% of families that are ready to send their children back to the classroom. Children who are remote-only can be on video in the classroom with the rest of the class. Teachers can teach remotely when a health concern keeps them from the classroom, with the assistance of an in-person assistant teacher. There are also lots of opportunities for asynchronous learning for students who choose a remote-only option.

HCCPS is lucky to have creative, passionate, and committed educators, and we know that together, we can come up with solutions to serve all children in the community. We understand the great difficulties that the pandemic presents to the school and to our teachers. But this is the time for HCCPS to lead, to adapt, and to innovate by developing a plan that prioritizes safety **AND** the education of our children. At a minimum, we believe that the school can offer 2 to 3 full days of instruction for every class in the school.

The BoT has a responsibility to the families of this school and to all of our children to develop and adopt such a plan, which can be done without sacrificing the safety of our teachers or students. Asking our

children to needlessly sacrifice their learning, development, and emotional health is senseless and unjust.

Some families and teachers may choose to stay home. But let's give others—teachers and children—the opportunity to go back to school. We ask the BoT, the administrators and teachers, and the parent community to choose science and public health data over fear—for our children's sake.

Sincerely,

Tamara Kupfer and Andrew Sirulnik

Jessica Allan and Sam Charron

Maggie and Chris Dietrich

Emily Webster and James Boddy

Peter and Polly Normand

Patti Mars-Senecal and Tim Senecal

Tiffany Ross and Erick Ten Kate

Alison Bent and A. Carter Bent

Emily West and Kevin Anderson

Kristen and Leo Forrest

Sara Lunt and Dan Bonham

Meg and Jared Colenback

Dear Rachel,

Thank you for your August 6th letter to the Hilltown Board of Trustees. As a Board, one of our primary goals is to build community and foster an environment that welcomes all members and holds them closely together.

We would like to assure you that we value you, Tim, and your children, and appreciate all you have contributed to our school and community. We are sorry for the pain that was caused to you and your family and want to assure you that the Board was, and is, always trying to act in the best interests of supporting the school, its staff, and administration.

We believe that you and your family do, in fact, believe in the science of masks, and we will do all we can to help support you all during this challenging year and all of those to come.

Sincerely,

Matt Dube, BoT President, on behalf of the Hilltown Board of Trustees

Hilltown Cooperative Charter Public School Board of Trustees
Justice, Equity, Diversity, and Inclusion (JEDI) proposal for the 2020-2021 academic year

Prepared by Jen Matos and Karen Sise

Goals

- To have an accountability structure for the Board of Trustees related to JEDI issues
- To help board subcommittees work on priorities of JEDI
- To respond to community JEDI concerns

Training

To appropriately understand and carry out JEDI initiatives we must have a common vocabulary. The BOT members will do training through the Collaborative for Educational Services.

Accountability

- Each subcommittee will determine how JEDI work is relevant to their committee and determine their own goals (e.g. Facilities and accessibility).
- Every board meeting will have a standing agenda item (5 minutes) to share and discuss how JEDI work is being carried out in subcommittees.

Timeline

- The pilot for JEDI will run for the 2020-2021 academic year with a reassessment at the July 2021 board meeting.
- Throughout the year touchpoints with other equity groups within the school will be evaluated for intersections to find ways to work together and to avoid duplicate efforts.

Communications

- As acting co-chairs of JEDI, Jen and Karen will handle any communications that warrant board response to JEDI issues. (e.g. June letters from parents).
- When possible, proactive communications will be sent starting with a letter preceding the November election.

It is important to note that JEDI is not a reporting or disciplinary committee. Any JEDI issues that arise that require discipline, legal, or other action will be handled by structures in place for those issues.



Proposal to the Board of Trustees
From

JEDI
(name of committee)

Date: 10/1/2020

Name of Proposal: JEDI committee pilot

Priority Level: High

Approximate time needed for discussion: 15 minutes

Proposal to be presented by: Jen Matos and Karen Sise

Committee members drafting proposal: Jen Matos and Karen Sise

Text of proposal: Per the request of the BOT we have outlined a pilot for the JEDI committee for the 2020-2021 academic year. See additional document.

Goals to be achieved by proposal: To approve the plan for the JEDI committee for this year and a letter to the community prior to the election.

Potential problems/dissenting views: None expected

Additional notes:

_____ proposal to BOT, _____
(date)



Proposal to the Board of Trustees
From

GABS

(name of committee)

Date: Oct. 5, 2020

Name of Proposal: Procedure For Selecting Teachers and Staff for Committee Positions

Priority Level: Low

Approximate time needed for discussion: 5 minutes

Proposal to be presented by: Sara Schieffelin

Committee members drafting proposal: Deirdre Arthern; Paula Ingram; Sara Schieffelin; Noelle Barrist Stern

Text of proposal: GABS will propose that, if more than one person is interested in a staff or teacher committee position: (1) the Committee Chair will notify them that multiple people are interested in the position and ask that they try to resolve among themselves who will fill the slot; and, if they are unable to resolve it among themselves, (2) the Committee Chair will decide who will fill the slot. If the Committee Chair makes the decision, s/he is encouraged to seek input from other committee members and/or conduct interviews.

Goals to be achieved by proposal: To clarify and streamline the process around selecting teachers and staff for committee positions.

Potential problems/dissenting views: None at this time.

Additional notes:

_____ proposal to BOT, _____
(date)



Proposal to the Board of Trustees
From

Governance and Board Sustainability
(name of committee)

Date: October 14, 2020

Name of Proposal: Proposal to bring forth new board members mid-year

Priority Level: High

Approximate time needed for discussion: 15 minutes

Proposal to be presented by: Paula Ingram

Committee members drafting proposal: Noelle Barrist Stern, Deirdre Arthen, Sara Schieffelin

Text of proposal:

We ask the board to consider filling vacancies left by departing members with current applicants (Kathleen Szegda, Jill Richmond, Tala Elia). The cooperative would vote at the annual meeting on whether the new members should continue the remainder of their terms.

Goals to be achieved by proposal:

Allowing new members to begin their tenure early will ensure our ability to make sure all necessary Board work is completed as some current members begin to focus on the LRP and JEDI Committees. We would also like to retain the interested parties for next year by allowing them to become active members of the Board of Trustees during the current year.

Potential problems/dissenting views:

Additional notes:

_____ proposal to BOT, _____
(date)

Tala Elia, MD
Department of Emergency Medicine
Baystate Medical Center
University of Massachusetts School of Medicine
759 Chestnut Street
Springfield, MA 01199
(413) 794-2464
Tala.Elia@baystatehealth.org

Education

M.D., Medical College of Ohio, Toledo, Ohio	2004
B.S., Resource Ecology and Management, University of Michigan, Ann Arbor, Michigan	2000

Postdoctoral Training

Residency, Emergency Medicine, Tufts University School of Medicine/Baystate Medical Center, Springfield, MA	2005-2007
Internship, Emergency Medicine, Tufts University School of Medicine/Baystate Medical Center, Springfield, MA	2004

Academic Appointments

Associate Professor Department of Emergency Medicine, UMMS-Baystate Springfield, MA	2018- present
Assistant Professor Department of Emergency Medicine, UMMS-Baystate, Springfield, MA	2017-2018
Clinical Assistant Professor Bay Path University, Longmeadow, MA	2016-present
Assistant Professor Emergency Department, Tufts University School of Medicine University, Boston, MA	2007-2017

Leadership Position

Associate Chief, Emergency Department Baystate Medical Center, Springfield MA	2018-present
Medical Director, Advanced Practitioner Service Baystate Medical Center, Springfield, MA	2015- present
Ultrasound Director, Emergency Department Baystate Franklin Medical Center, Greenfield, MA	2012- 2019

Associate Ultrasound Director, Emergency Department
Baystate Medical Center, Springfield, MA

2008- 2017

Ultrasound Director, Emergency Department
Baystate Mary Lane Hospital Medical Center, Ware, MA

2012-2014

Other Positions and Employment

Sonoran Ultrasound, Lecturer
Ultrasound instructor and lecturer at on-site workshops at various EDs nationally

2006-2008

Professional Memberships and Activities

Society of Academic Emergency Medicine, Member

2014 – present

- Vice-Chair, Advance Practitioner Medical Director Interest Group (2016 – present)

Founding member of national interest group of Advance Practitioner (AP) medical directors at academic institutions. Objectives of the group include developing best practice guidelines for issues ranging from AP education, orientation and oversight as well as issues unique to physicians practicing at academic institutions alongside physician residents and medical students.

Educational Activities

Educational Administration and Leadership

Associate Program Director, Emergency Medicine Administrative Fellowship
Baystate Health, Springfield, MA

2017 - present

Developed a curriculum for two-year SAEM-approved emergency medicine administration fellowship; currently one of only a few approved fellowships in the country. Responsibilities include curriculum development, screening and selection of fellowship candidates, fellow mentorship in quality improvement projects, and evaluation and ongoing feedback of fellows

Program Director, Emergency Medicine Physician Assistant Residency
Baystate Medical Center, Springfield, MA

2015-2018

Oversight of a physician assistant residency program that provides advanced training in emergency medicine to physician assistant graduates over a period of twelve months. Responsibilities include curriculum development, feedback and mentorship, as well as screening and selection of candidates. As one of the few programs nationwide that offer emergency medicine physician assistant residencies, the program has served as a role model and resource to other institutions seeking to develop similar programs.

Associate Fellowship Director, Emergency Medicine Ultrasound Fellowship Baystate Medical Center, Springfield, MA	2009-2015
Worked alongside the fellowship director to develop and implement a new Emergency Ultrasound Fellowship. Responsibilities included development and delivery of didactic lectures, incorporating hands-on teaching, and ongoing quality assurance. The program and curriculum was adjusted periodically based on feedback in order to maintain a program that successfully mentored fellows to become leaders in emergency ultrasound in both community and academic settings.	
Teaching Activities	
Lecturer, Emergency Medicine, UMMS/Baystate, Springfield, MA, Medical student ultrasound rotation, didactic teaching, 5 – 8 students, 3 times a year.	2016 - present
Lecturer, Emergency Medicine resident ultrasound rotation, didactic teaching, 16 residents and fellows, annually, UMMS/ Baystate Medical Center, Springfield, MA	2016 - present
Emergency Medicine Residents, Small Group Session, Anticoagulants and Reversal, UMMS-Baystate, 40-50 residents and students, given every 18 months	2016 - present
Emergency Medicine Fellowship Lectures, UMMS-Baystate, 6 fellows, residents and students, given annually	2016 - present
<ul style="list-style-type: none"> • Introduction to Ultrasound Physics • Basic Echocardiography • Soft Tissue and Musculoskeletal Ultrasound • Advanced Ultrasound Physics • Pediatric Ultrasound Applications • Pelvic Ultrasound • Retroperitoneal Ultrasound • Thoracic Ultrasound and Respiratory Distress • DVT Ultrasound • Testicular and Ocular Ultrasound 	
Ultrasound in Hypotension Emergency Medicine Medical Student Ultrasound Workshop, UMMS-Baystate, Annual	2016 - present
Physician Assistant Student Rotation, Director, Baystate Health, Springfield MA Oversight of coordination, educational planning and evaluations of physician assistant students from various institutions participating in clinical rotations in the department of emergency medicine	2015 - present

Emergency Medicine Resident Lecture, UMMS-Baystate (formerly Tufts University School of Medicine/Baystate). 40-50 residents and students. Given every 18 months.	2008-present
<ul style="list-style-type: none"> • Male Genitourinary Emergencies • Gynecological Ultrasound • Aorta and Renal Ultrasound • Ultrasound Guided Line Placement 	
Emergency Medicine Residents, Small Group Session, Anticoagulants and Reversal, Tufts University School of Medicine/Baystate, 40-50 residents and students, given every 18 months	2014 - 2016
Emergency Medicine Fellowship Lectures, Tufts University School of Medicine/Baystate, 6 fellows, residents and students, given annually	2011 - 2016
<ul style="list-style-type: none"> • Introduction to Ultrasound Physics • Basic Echocardiography • Soft Tissue and Musculoskeletal Ultrasound • Advanced Ultrasound Physics • Pediatric Ultrasound Applications • Pelvic Ultrasound • Retroperitoneal Ultrasound • Thoracic Ultrasound and Respiratory Distress • DVT Ultrasound • Testicular and Ocular Ultrasound • Ultrasound in Hypotension 	
Lecturer, Emergency Medicine, Tufts University School of Medicine, Baystate Medical Center, medical student ultrasound rotation, 5 – 8 students, 3 times a year, didactic teaching.	2011 - 2016
Emergency Medicine Medical Student Ultrasound Workshop, Tufts University School of Medicine, 5-8 students, 3 times a year, annually.	2009 - 2016
Instructor, Emergency Medicine resident ultrasound rotation 1- 2 residents, monthly, Tufts University, Baystate Medical Center, Springfield, MA	2007 - 2016
Emergency Medicine Resident Lecture, Third Trimester Pregnancy Complications. 40-50 residents and students, Given every 18 months	2008-2013
Director, Emergency Medicine resident ultrasound rotation, 1-2 residents monthly, Tufts University School of Medicine, Baystate Medical Center, Springfield, MA	2007-2010

External Educational Activities

International

Vietnam Society of Emergency Medicine, Basic and Advanced Ultrasound workshop two day course, Organizer April 2017
 Organized a two-day basic and advanced ultrasound course for an international audience of 50 attendings physicians, residents and medical students
 Hue, Vietnam

National

Sonogames Faculty Captain, Society of Academic Emergency Medicine May 2017
 Served as faculty mentor and helped prepare a resident team in this national competition of 300 residents in which residents demonstrate their skills and knowledge of point-of-care ultrasound.

Regional

Controversies and Consensus in Emergency Medicine, Northampton MA	September 2015
Upper Airway Infections	
Emergency Medicine Winter Symposium, Sugarloaf ME	March 2014
Point-of-Care Ultrasound: How to Save Lives (and Time) with Sound Waves	
Emergency Medicine Winter Symposium, Sugarloaf ME	March 2014
New Anticoagulants and Evolving Strategies for Reversal	
Controversies and Consensus in Emergency Medicine, Northampton MA	September 2013
Ultrasound Guided IVs and Nerve blocks	
Rocky Mountain Winter Conference, Copper Mountain, CO	February 2012
Musculoskeletal Ultrasound	
Controversies and Consensus in Emergency Medicine, Northampton MA	September 2012
First trimester Pregnancy Emergencies	
New England Emergency and Critical Care Ultrasound, Newport RI	May 2011
Hands-on ultrasound education	

Local

Pioneer Valley Emergency and Critical Care Ultrasound Course, Baystate Health, Springfield MA	November 2012
<ul style="list-style-type: none"> • DVT Ultrasound • Thoracic Ultrasound • Hands-on ultrasound Education 	
Critical Care Ultrasound Conference, Baystate Health, Springfield, MA	February 2008
<ul style="list-style-type: none"> • The E-FAST exam • Retroperitoneal Ultrasound • Cardiac Ultrasound 	

Development of Curricula and Educational Materials

Faculty Ultrasound Curriculum, Baystate Franklin, Greenfield, MA	2012-present
Development and Implementation of two year curriculum in which Community Emergency physicians were instructed and credentialed in core ultrasound applications. Continue to provide ongoing QI and education	
Emergency Medicine Intern Ultrasound "Boot camp", Baystate Health, Springfield, MA	2010-present
Developed and implemented a 2-day annual ultrasound educational lecture series and workshops for incoming emergency medicine residents	
Advanced Practitioner Educational Curriculum, Baystate Health, Springfield, MA	2015 - Present
Developed a monthly educational curriculum for physician assistants and nurse practitioners that includes topics such as EKG workshops, airway management, dental procedures, obstetric emergencies, cardiac updates and literature reviews.	

Nurse ultrasound guided IV placement, Baystate Health, Springfield, MA	2014-present
Developed and implemented an educational and certification program for ultrasound guided peripheral IV placement by nursing	
Advanced Practitioner Education Day, Baystate Health, Springfield MA	2016
Organized and implemented a one-day course for Emergency Medicine APs and NPs on a wide range of topics pertinent to the AP role in Emergency medicine.	
Faculty Ultrasound Curriculum, Baystate Mary Lane Center	2012-2014
Development and Implementation of two year curriculum in which community Emergency Physicians were instructed and credentialed in core ultrasound applications	
Faculty Ultrasound Curriculum, Baystate Medical Center, Springfield, MA	2008-2010
Development and Implementation of two year curriculum in which faculty were instructed and credentialed in core ultrasound applications	

Clinical Practice

Certification and Licensure

Diplomat, American Board of Emergency Medicine (ABEM)	2008-present
Massachusetts State Medical License (<i>active</i>)	2007-present

Clinical Discipline

Registered Diagnostic Medical Sonographer, American Registry of Diagnostic Medical Sonographers	2008
---	------

Clinical Activities

Attending Physician, Department of Emergency Medicine, Baystate Medical Center, Springfield, MA, full time	2007-present
--	--------------

Publications

Peer-reviewed publications

- Soares WE, Schoenfeld E, Visintainer P, Elia T, Medarametla V, et al. *Retrospective Evaluation of Patient Safety Outcomes after Implementation of an Aggressive Respiratory Intervention Protocol for Patients Admitted with COVID-19* (in submission) 2020
- Westafer LM, Elia T, Medarametla V, Lagu T. *A Transdisciplinary COVID-19 Early Respiratory Intervention Protocol: An Implementation Story*. J Hosp Med. 2020 Jun;15(6):372-374. doi: 10.12788/jhm.3456.
- Budhram G, Elia T, Dan J, Schroeder M, Safain G, Schlech W, Friderici J, Knee A, Anthouard M, Schoenfeld E. *A Case-Control Study of Sonographic Maximum Ovarian Diameter as a Predictor of Ovarian Torsion in Emergency Department Females With Pelvic Pain*. Acad Emerg Med. 2019 Feb;26(2):152-159. doi: 10.1111/acem.13523. Epub 2018 Sep 24.
- Elia TR, Chekijian SA, Monti JE, Temin ES. *Integration of Advanced Practice Providers in Academic Emergency Departments: Best Practices and Considerations*. AEM Educ Train. 2018 Nov 27;2(Suppl Suppl 1):S48-S55. doi: 10.1002/aet2.10207. eCollection 2018 Dec.
- Schoenfeld EM, Goff SL, Elia TR, Khoridpour ER, Poronsky KE, Nault KA, Lindenauer PK, Mazor KM. *A Qualitative Analysis of Attending Physicians' Use of Shared Decision-Making: Implications for Resident Education*. (Accepted 9/17: Journal of Graduate Medical Education)

6. Artenstein, A, Rathlev, NK, Neal, D, Townsend, V, Vemula, M, Goldlust, S, Schmidt, J, Visintainer, P. *Decreasing Emergency Department Walkout Rate and Boarding Hours by Improving Inpatient Length of stay*. West J Emerg Med. 2017 Sept. doi: 10.5811/westjem.2017.7.34663. Epub 2017 Sept 18 (contributing author)
7. Schoenfeld EM, Goff SL, **Elia, TR**, Khordipour ER, Pronosky KE, Nault KE, Lindenauer PK, Mazor KM, *The Physician-as-Stakeholder: An Exploratory Qualitative Analysis of Physicians' Motivations for Using Shared Decision Making in the Emergency Department*. Acad Emerg Med. 2016 Dec;23(12):1417-1427. doi: 10.1111/acem.13043. Epub 2016 Nov 25.
8. Schoenfeld EM, Poronsky KE, **Elia TR**, Budhram GR, Garb JL, Mader TJ. *Validity of STONE Scores in Younger Patients Presenting with Suspected Uncomplicated Renal Colic*. Am J Emerg Med. 2016 Feb;34(2):230-4
9. Budhram G, Cronsell J, Schroeder M, Sautner J, Schoenfeld E, **Elia T**, Friderici J.; *Mobile Vitreous Opacities on Ocular Ultrasound are Not Always Pathologic: A Cross-Sectional Survey in an Asymptomatic Population*. Amer J of Emerg Med 2015 Dec; 33(12):1208-13
10. Schoenfeld EM, Poronsky KE, **Elia TR**, Budhram GR, Garb JL, Mader TJ. *Young Patients with Suspected Uncomplicated Renal Colic are Unlikely to Have Dangerous Alternative Diagnoses or Need Emergent Intervention*. West J Emerg Med. 2015 Mar;16(2):269-75.doi: 10.5811/westjem.2015.1.23272. Epub 2015 Mar 13
11. Budhram, G, **Elia, T**, Rathlev, N.; *Implementation of a Successful Incentive-based Ultrasound Credentialing Program for Emergency Physicians*. WJEM, Vol XIV, 6:602. Nov 2013.

Books & Chapters

Elia, T, McDonough, J. Chapter 20: Musculoskeletal Ultrasound. Clinical Emergency Radiology. Ed. J. Christian Fox. Cambridge University Press. 2nd Edition Feb, 2014.

Non-peer-reviewed publications

Schoenfeld E, Budhram G, **Elia T**. *Introduction to Bedside Ultrasound*, Volumes 1 and 2 by Matt Dawson, Mike Mallin, A Media Review. Acad Emerg Med, Jan 2014, Vol 21(1), E1.

Torrey, S, **Elia ,T.**; *Strokes in Young People: A Differential Diagnosis*. EM Reports. Volume 28:26. December 2007.

Invited Presentations

International

Vietnam Society of Emergency Medicine, High-sensitivity troponin for ruling out Acute MI in the ED Hue, Vietnam	April 2017
Vietnam Society of Emergency Medicine, Ultrasound Basics and Physics Hue, Vietnam	April 2017
Vietnam Society of Emergency Medicine, Thoracic Ultrasound Hue, Vietnam	April 2017
Inter-American Conference on Emergency Medicine, Ultrasound in the Hypotensive Patient, Buenos Aires, Argentina	2009

National

- American College of Emergency Physicians, San Francisco CA October 2011
 Clinical Pathological Case (CPC) Conference, Finalist, Runner-up
 Finalists from Emergency Medicine academic programs throughout the country present and discuss and present clinical cases in a way that illustrates the logical, measured consideration of a differential diagnosis that typifies a national approach to the ED patient. The presenters are then scored by a panel of judges.
- Society of Academic Emergency Medicine, Boston MA May 2011
 Clinical Pathological Case (CPC) Conference , Semi-Finalist, Runner-up
 Participants selected from Emergency Medicine academic programs throughout the northeast present and discuss and present clinical cases in a way that illustrates the logical, measured consideration of a differential diagnosis that typifies a national approach to the ED patient. The presenters are scored by a panel of judges and the highest scoring presenters advance to the national conference

Regional

- Holyoke Medical Center Grand Rounds, Holyoke MA April 2014
 Introduction to Emergency Medicine and the approach to the hypotensive patient

Other Presentations, Posters & Abstracts**International**

- Budhram G, **Elia T**, Sautner J. Implementation of a Successful Incentive-Based Ultrasound Credentialing Program for Academic Emergency Physicians. InterAmerican Emergency Ultrasound Conference, Buenos Aires. Oral Presentation, not speaker. 2012

National

- Budhram G, **Elia T**, Schroeder M, Safain G, Friderici J, Dan J, Schoenfeld E. Sonographic Maximum Ovarian Diameter Predicts Patients Needing Further Workup for Ovarian Torsion. *Acad Emerg Med*, May 2017, Vol 24(s1), S85. *Lightening Abstract Presentation*, not speaker. May 2017
- Elizabeth M. Schoenfeld, Sarah L. Goff, **Tala R. Elia**, Kye E. Poronsky, Kelly A. Nault¹, Errel R. Khordipour, Peter K. Lindenauer, Kathleen M. Mazor, Physicians' Motivations For Using Shared Decision-Making In the Emergency Department: An Exploratory Qualitative Analysis. SAEM Annual Meeting. *Lightening Oral Presentation*, not speaker. May 2016
- Schoenfeld E, Budhram G, **Elia T**. Questioning the Benefit of Immediate CT scanning in Suspected Renal Colic: A Retrospective Chart Review of Patients Age 50 and Under Presenting With Flank Pain. *Acad Emerg Med*, April 2014, Vol 21(s1) Poster presentation April 2014

Committee Assignments and Administrative Service**Department, School, and University**

- Leader, ED COVID Response Team, Baystate Medical Center 2020-present
- Member, COVID-19 Clinical Guidelines Workgroup, Baystate Medical Center 2020-present
- Member, Medicine/ED/Critical Care/GI/Neuroscience/Behavioral Health Peer Review Team, Baystate Medical Center 2017-present
- Member, ED Patient Progress Core Leadership Team, Baystate Medical Center 2016-present

Member, Executive Committee, Emergency Department, Baystate Medical Center	2014-present
Member, Emergency Department Operations Committee, Baystate Medical Center	2014-present
Member, Emergency Medicine Residency Program Evaluation Committee, Baystate Medical Center	2007-present

Jill P. Richmond
17 Sandra Rd • Easthampton, MA 01027
Phone: (413) 563-4875 • Email: jillrichmond18@gmail.com

Skills	Finance Reporting	Accounts Receivable	Communication	Project Management
	Negotiating	Problem Resolution	Attention to detail	Organized
	Prioritizing	Team Player	Professional	Flexible

Employment

May 2016 -
Present

Information Technology, University of Massachusetts, Amherst
Assistant Director Finance

- Responsible for \$6.5M budget for the Network Communications area within Information Technology
- Maintain and reconcile monthly budget tracking spreadsheets
- Hire, train and supervise student employees
- Create, manage and report on \$20M capital r&r project spending and process
- Create financial reports using Microsoft Excel and Tableau
- Use Pinnacle, facilities management system, to obtain information and run reports about jacks, phone features and locations across the entire University of Massachusetts Amherst campus
- Process journal entries through workflow to ensure correct financial spending

January 2006-
May 2016

Information Technology, University of Massachusetts, Amherst
Buyer II

- Responsible for the all the purchasing needs of Networking and Network Communications area within Information Technology
- Mastered new BuyWays system to process purchase orders, track payments, run reports and process receipts of merchandise ordered
- Maintain and reconcile monthly special allocation budget tracking spreadsheets
- Travel Preparer for Network Communications
- Hire, train and supervise student employees
- Use Compro to obtain information and run reports about jacks, phone features and locations across the entire University of Massachusetts Amherst campus
- Process journal entries through workflow and Excel template to ensure correct financial spending

October 2000-
January 2006

Office of Information Technologies, University of Massachusetts, Amherst
Technical Assistant III

- Telephone User Group (TUG) Representative for OIT Department. Liaison between OIT staff and Customer Service/Telecommunications Office for moves, add or changes (MACs) to office telephones, voicemail boxes, long distance codes, ethernet connections and wireless access points.
- Created, implemented and maintain relational database to keep track of MACs and produce monthly reports
- Mastered new Peoplesoft Financial System (Empac) to process purchase orders, track payments, run reports and process receipts of merchandise ordered
- Created queries to execute reports against Financial Data on new Empac system
- Responsible for designing, creating and training of OIT ProCard Holders in use of electronic ProCard Log

October 1997-
October 2000

Office of Information Technologies, University of Massachusetts, Amherst
Clerk IV/Database Purchasing Coordinator

- Developed new financial database system for OIT Lederle area
- Created a secure, confidential financial reporting system for managerial staff
- Researched, purchased and coordinated the installation of Filemaker Pro Database Server and served as its administrator
- Assisted with troubleshooting and implementation of new computerized recharge policy for OIT Lederle area
- Devised electronic purchase request system for Telecommunication area
- Solely responsible for ProCard Reallocations

Jill P. Richmond

17 Sandra Rd • Easthampton, MA 01027

Phone: (413) 563-4875 • Email: jillrichmond18@gmail.com

Employment (Continued)

October 1995-
October 1997

Office of Information Technologies, University of Massachusetts, Amherst

Clerk III/Bookkeeper

- Responsible for daily purchasing and record keeping of a multi million dollar budget
 - Created and implemented a relational database to keep track of the Financial Reporting Systems for numerous accounts
 - Planned and coordinated the download of financial information from the University mainframe to the office Macintosh
 - Reconfigured relational database to a Windows 'p5 platform for the Chancellor's Office; provided continuous technical support
 - Converted University accounting forms to computer generated forms
 - Served as the computer support for office; arranged for additional assistance, as necessary
 - Served as the ProCard Records Manager and trained new holders on University ProCard rules and regulations
-

Computers

Microsoft Office, Tableau, Peoplesoft EMPAC, Queries, UMass BuyWays, Compco, Pinnacle, Filemaker Pro Database, Working knowledge of Windows and Macintosh platforms

Education

University of Massachusetts, Amherst
Bachelor of Science, May 1995

- *Major: Science*
- *Areas of concentration: Mathematics and Biology*

References

Donald R. Sailer
Director Network Communications (*retired*)
University of Massachusetts Amherst
400 Venture Way, Hadley, MA 01035
randy.sailer@umass.edu
413-575-1836

Christopher Misra
Vice Chancellor for Information Services & Strategy, CIO
University of Massachusetts Amherst
237 Whitmore Administration Building, Amherst, MA 01003
413-545-9339

Christina Akiva
Personal Friend
cjaakiva@gmail.com
413-320-2978

Kathleen L. Szegda, Ph.D., M.P.H., M.S.
Public Health Institute of Western Massachusetts
127 State Street, 4th Floor
Springfield, MA 01101
(413)794-1803
kszegda@publichealthwm.org

Education

Ph.D., Public Health/Epidemiology, University of Massachusetts, Amherst, MA Thesis Title: Stress and Depression during Pregnancy among Hispanic Women: Risk for Adverse Birth Outcomes and the Role of Physical Activity Advisor: Lisa Chasan-Taber, Sc.D.	2014
M.P.H., Epidemiology, Emory University, Atlanta, GA	2003
M.S., Professional Counseling, Georgia State University, Atlanta, GA	1999
A.B., Psychology (<i>graduated with distinction</i>), Cornell University, Ithaca, NY	1994

Postdoctoral Training

Postdoctoral Research Associate Department of Biostatistics & Epidemiology University of Massachusetts, Amherst, MA	1/15 – 6/16
---	-------------

Academic Appointments

Adjunct Assistant Professor, Department of Health Promotion and Policy University of Massachusetts, Amherst, MA	2020 - present
Assistant Professor, Department of Pediatrics University of Massachusetts Medical School - Baystate	2019 - present
Adjunct Lecturer, Department of Biostatistics and Epidemiology University of Massachusetts, Amherst, MA	2016 - present
Assistant Clinical Professor, Department of Pediatrics Tufts University School of Medicine, Boston, MA	2007 - 2009

Leadership Positions

Director, Community Research and Evaluation Public Health Institute of Western Massachusetts (formerly Partners for a Healthier Community), Springfield, MA	2012 - present
--	----------------

Other Positions and Employment

Center for Community Health Equity Research Affiliate Faculty University of Massachusetts, School of Public Health and Health Sciences, Amherst	2019 - present
Institute for Healthcare Delivery and Population Science Fellow Baystate Health, Springfield, MA	2018 - present
Lecturer, School of Public Health and Health Sciences University of Massachusetts, Amherst, MA	2016 - present
Pioneer Valley Asthma Coalition Director Partners for a Healthier Community/Baystate Health System, Springfield, MA	2006 - 2011
Senior Clinical Research Coordinator, Baystate Children's Hospital, Springfield, MA	2006 - 2011
Project Coordinator/Acting Project Officer, U.S. Centers for Disease Control and Prevention/Office of Public Health Genomics (OPHG), Atlanta, GA <i>Contracted through Mcking Consulting Corporation, Atlanta GA</i>	2004 - 2006

Updated: January 28, 2020

Assistant Director of Academic Programs, Department of Epidemiology Rollins School of Public Health, Emory University, Atlanta, GA	2003 - 2004
Research Specialist, Yerkes Primate Research Center, Emory University, Atlanta, GA	2001 - 2003
Health Educator/Social Worker, Project Prevent, Emory University, Atlanta, GA	2000 - 2001
Site Coordinator, Inner Harbour Hospital, Douglasville, GA	1999 - 2000
Counselor, Inner Harbour Hospital, Douglasville, GA	1996 - 1999

Honors and Awards

American Lung Association, Emily Bissell Award for championing lung health	2011
--	------

Professional Memberships and Activities

Massachusetts Public Health Association, member	2017 - present
Society for Epidemiological Research, member	2010 - present

Educational Activities

Educational Administration and Leadership

Assistant Director of Academic Programs, Department of Epidemiology Rollins School of Public Health, Emory University	2003 - 2004
--	-------------

Teaching Activities

UMass PURCH medical student lecture "Community-Based Research Methods: Community Health Needs Assessment." Springfield, MA	2018
Summer Scholar Conference Series, Session Title "Advancing Health Equity." Institute for Healthcare Delivery and Population Science. Springfield, MA.	2018
Introduce pediatric residents in Community, Society and Health Rotation to local public health policy, systems and advocacy efforts and facilitate resident experiences in these efforts. Baystate Children's Hospital. Springfield, MA.	2017- present
"Advocacy to Advance Health Equity "lecture for pediatric residents. Baystate Children's Hospital. Springfield, MA.	2018
Health Impact Assessment Course, Course Director and Lecturer School of Public Health & Health Sciences, University of Massachusetts, Amherst, MA	2016 - 2018
Community Development Course, Lecturer, Session Title "Improving Community Health," School of Public Health & Health Sciences, University of Massachusetts, Amherst, MA	2015
Introduction to Epidemiology, Lecturer, Session Title "From Epidemiological Research to Clinical and Public Health Practice: EGAPP," School of Public Health & Health Sciences, University of Massachusetts, Amherst, MA	2009

External Educational Activities

Szegda, K, Gilhuly K. <i>Getting to Outcomes.</i> Two-day training on logic models and evaluation for the Human Service Forum. Greenfield, MA.	11/16 – 12/16
---	---------------

Development of Curricula and Educational Materials

- Szegda K**, Anderson Frederic B, Goff S. *Building Successful Researcher-Community Partnerships*. Full day workshop for UMass, Amherst; Baystate-UMass Medical School; and UMass Medical School faculty. Springfield, MA 2019
- Szegda, K**, Guhn-Knight H, Anderson Frederic, B, Griffith-Johnson, E, Goff, S. *Building Community-Researcher Partnerships in Springfield*. Two half-day workshops for researchers, healthcare providers and community organizations funded through Patient-Centered Outcomes Research Institute. Springfield, MA. 2016

Advising and Mentoring

Students

- Mentor UMass PURCH medical students for capstone project completed for the Capstone Scholarship and Discovery Course. Facilitate placement of students with community initiatives. Educate PURCH students on methods of community-based assessment. 2018 - present
- Alee Lockman, T.H. Chan School of Public Health
Harvard University, Boston, MA, Advisor 2017
- Mabeline Velez, School of Public Health & Health Sciences
University of Massachusetts, Amherst, MA, Advisor 2015
- Nidhin Joseph, School of Public Health and Health Sciences
University of Massachusetts, Amherst, MA, Advisor 2010

Grants

Current

- Robert Wood Johnson Foundation (RWJF) 2017-2019
Grant Number: 74294
Co-PI: K.Szegda; Co-PI: E. Hennessey
Understanding community and health impact of complete streets policies: a quasi-experimental study
Quasi-experimental mixed methods study to examine impacts of complete streets policy. Funded through RWJF Policies to Action research mechanism.
\$250,000
Role: Research Project Co-Director (15% FTE)

Previous

- Patient-Centered Outcomes Research Institute 2015-2017
Grant Number: PCORI BMC-1113
Co-PI: S. Goff Co-PI:K. Szegda
Project ACCCES: A collaboration to develop capacity for community engaged research in Springfield.
Capacity building grant to build community engaged research partnerships in Springfield, MA to address health inequities. Funded through the Eugene Washington Engagement Award
\$250,000
Role: Project Co-Director (20% FTE)

Publications

Peer-reviewed publications

- Szegda K**, Bertone-Johnson E, Pekow P, Power S, Markenson G, Dole N, Chasan-Taber L. Physical activity and depressive symptoms among Latina women: a prospective cohort study. *BMC Pregnancy Childbirth* 2018;18(1):252.
- Szegda K**. Depression During Pregnancy and Its Association with Adverse Birth Outcomes: Authors' Reply. *Matern Child Health J* 2018;22(5):636.
- Szegda K**, Bertone-Johnson E, Pekow P, Power S, Markenson G, Dole N, Chasan-Taber L.

Prenatal Perceived Stress and Adverse Birth Outcomes among Puerto Rican Women. *Journal of Women's Health* 2017 [epub ahead of print].

4. **Szegda K**, Whitcomb BW, Purdue-Smithe A, Boutot M, Manson JE, Hankinson SE, Rosner BE, and Bertone-Johnson E. Adult Adiposity and the Risk of Early Menopause. *Human Reproduction* 2017;32(12):2522-2531.
5. Whitcomb BW, Purdue-Smithe AC, **Szegda KL**, Boutot ME, Hankinson SE, Manson JE, Rosner B, Willett WC, Eliassen AH, Bertone-Johnson ER. Cigarette smoking and risk of early natural menopause. *Am J Epidemiol* 2018;187(4):696-704.
6. Boutot M, Whitcomb BW, **Szegda K**, Purdue-Smithe A, Manson JE, Hankinson SE, Rosner BE, and Bertone-Johnson E. Dietary Protein Intake and Early Menopause in the Nurses' Health Study II. *American Journal of Epidemiology* 2018;187(2):270-277.
7. Purdue-Smithe A, Whitcomb BW, **Szegda K**, Boutot M, Manson JE, Hankinson SE, Rosner BE, Troy LM, Michels KB, and Bertone-Johnson E. Vitamin D and Calcium Intake and the Risk of Early Menopause. *American Journal of Clinical Nutrition* 2017;105(6):1493-1501.
8. **Szegda K**, Bertone-Johnson E, Pekow P, Power S, Markenson G, Dole N, Chasan-Taber L. Depression during Pregnancy and Adverse Birth Outcomes among Predominantly Puerto Rican Women. *Maternal and Child Health Journal* 2017;21(4):942-952.
9. Moore Simas T, **Szegda KL**, Liao X, Pekow P, Markenson G, Chasan-Taber L. Cigarette Smoking and Gestational Diabetes Mellitus in Hispanic Women. *Diabetes Research and Clinical Practice* 2014 Jul;105(1):126-34.
10. **Szegda KL**, Markenson G, Bertone-Johnson ER, Chasan-Taber L. Depression during pregnancy: a risk factor for adverse neonatal outcomes? A critical review of the literature. *Journal of Maternal-Fetal and Neonatal Medicine* 2013 Oct 17 [epub ahead of print].
11. Botkin JR, Teutsch SM, Kaye CI, Hayes M, Haddow JE, Bradley LA, **Szegda K**, Dotson WD; EGAPP Working Group. Outcomes of interest in evidence-based evaluations of genetic tests. *Genetics in Medicine* 2010;12:228-35.
12. Goddard KA, Moore C, Ottman D, **Szegda KL**, Bradley L, Khoury MJ. Awareness and use of direct-to-consumer nutrigenomic tests, United States, 2006. *Genetics in Medicine* 2007;9:510-7.
13. Francis DD, **Szegda K**, Campbell G, Martin WD, Insel TR. Epigenetic sources of behavioral differences in mice. *Nature Neuroscience* 2003;6:445-6.
14. Bielsky IF, Hu SB, **Szegda KL**, Westphal H, Young LJ. Profound impairment in social recognition and reduction in anxiety-like behavior in vasopressin v1a receptor knockout mice. *Neuropsychopharmacology* 2004;29:483-93.

Non-peer-reviewed publications

Szegda K, Klingensmith J, Puleo E, Dixon L, Caulton-Harris H, Robinson F. Western Massachusetts Casino Health Impact Assessment Report. Partners for a Healthier Community, January 2014.

Szegda K, Collins J, Robinson F. Springfield Health Equity Report: Looking at Health through Race and Ethnicity. Partners for a Healthier Community, October 2014.

Research Publicity

A number of media sites reported the findings of our article on adiposity and early menopause, including the New York Times 2017
<https://www.nytimes.com/2017/10/26/well/live/underweight-women-at-risk-of-early-menopause.html> , MedPage Today
<https://www.medpagetoday.com/endocrinology/menopause/68791> , and Medscape
<https://www.medscape.com/viewarticle/887723>

Invited Presentations**Regional**

- Szegda, K.**, Goff, S. Project ACCCES: A pathway to community-academic partnership. Institute for Diversity Studies, University of Massachusetts - Amherst 11/2017
- Szegda K.** Guhn-Knight H., Frederic-Anderson B., Goff S. Project ACCCES and Community Engaged Research. Health Equity Summit, UMASS-Amherst School of Public Health and Health Sciences, Amherst, MA 11/2016
- Szegda, K.** *Western MA Casino Health Impact Assessment*, MA Gaming Commission Public Forum Panel at MA Council of Compulsive Gambling Conference, Natick, MA. 4/2014
- Szegda, K.** *Building an Organized Community Response to Asthma*, Massachusetts Asthma Advocacy Partnership Statewide Meeting, Worcester, MA. 2/2008

Local

- Szegda, K.** *Community Health Needs Assessment 2016*. Community Benefit, Public Health and Elder Care: a Risk Update for Physicians. Mercy Medical Center. 5/2017
- Szegda, K.** *Evaluating Programs and Assessing Impact*. Keynote presentation at How to Talk about Impact Workshop. Franklin County Home Healthcare. 11/2015
- Szegda, K.**, Sadof, M. *Health Disparities: Focus on Asthma*, Pediatric Grand Rounds, Baystate Children's Hospital. 11/2008

Other Presentations, Posters & Abstracts**National – Conference Presentations**

- Szegda K.** Adiposity and the Risk of Early Menopause. Presentation at the *Epidemiology Congress of the Americas joint conference with Society for Epidemiologic Research Annual Meeting*, Miami, FL. 6/2016
- Szegda, K.** *Pioneer Valley Asthma Coalition: Building an Organized Community Response to Asthma*, CHEST Physician's Annual Conference- Asthma Coalition Symposium. Chicago, IL. 10/2007

National – Conference Posters

- Purdue-Smithe A, Whitcomb BW, **Szegda K**, Boutot M, Manson JE, Hankinson SE, Rosner BE, and Bertone-Johnson E. Vitamin D and Calcium Intake and the Risk of Early Menopause. *Epidemiology Congress of the Americas joint conference with Society for Epidemiologic Research Annual Meeting*, Miami, FL. 6/2016
- Boutot M, Whitcomb BW, **Szegda K**, Purdue-Smithe A, Manson JE, Hankinson SE, Rosner BE, and Bertone-Johnson E. Vegetable Protein Intake and Risk of Early Menopause. *Epidemiology Congress of the Americas joint conference with Society for Epidemiologic Research Annual Meeting*. Miami, FL. 6/2016
- Maternal Psychosocial Stress and Risk of Adverse Birth Outcomes in a Hispanic Population of Predominantly Puerto Rican Women. **Szegda K**, Bertone-Johnson E, Pekow P, Power S, Markenson G, Chasan-Taber L. *Society for Epidemiologic Research Annual Meeting, Society for Pediatric and Perinatal Epidemiologic Research Annual Meeting*, Boston, MA. 6/2013
- Implementation of Evidence-Based Practices to Improve Asthma in an Urban School System. Klingensmith J, **Szegda K**, Sadof M. *American Public Health Association Annual Meeting*, Boston, MA. 11/2013
- What genetic competencies are realistic and achievable for US primary care providers? Qualitative study with key informants. Qureshi N, **Szegda K**, Kai J. *American Society for Human Genetics Annual Meeting*, Montreal, CA. 10/2011

- Maternal Stress and Preterm Birth among Hispanic Women. **Szegda K.**, Fortner R., Pekow P. Dole N., Markenson G, and Chasan-Taber L. *Society for Epidemiologic Research Annual Meeting, Society for Pediatric and Perinatal Epidemiologic Research Annual Meeting*, Seattle, WA. 6/2010
- Are You Ready? Assessing Weight Management Preparedness in Families Presenting to Pediatric Weight Management Programs, Goff S., Wittcopp C., **Szegda K.** *Pediatric Academic Societies Annual Meeting*, Honolulu, HI. 5/2008
- Barriers to Effective Pediatric Obesity Prevention, Wittcopp C., Hobby-Burns L., Kennedy J., **Szegda K.** *Pediatric Academic Societies Annual Meeting*, Honolulu, HI. 5/2008
- The Effect of Open Access on Infant Well Child Care in a Resident Continuity Clinic. Chabert A., Burns J., **Szegda K.**, Tierney C. *Pediatric Academic Societies Annual Meeting*, Honolulu, HI. 5/2008
- Pioneer Valley Asthma Coalition: Building an Organized Community Response to Asthma in an Economically Challenged Urban Environment. **Szegda K.**, Sadof, M. *Chest Conference-Asthma Coalition Symposium*, Chicago, IL. 10/2007
- Finding a new home: Using an Internet Based Assessment Tool to Identify Health Care Resources for Young Adults with Special Health Care Needs. Sadof M., **Szegda, K.** *Future of Pediatrics Meeting, American Academy of Pediatrics*, Orlando, FL. 6/2007

Community Service

- State Technical Advisory Group Member, Massachusetts Department of Public Health, Environmental Public Health Tracking System 2016 - present
- Baystate Research Advisory Council member, Baystate Medical Center 2016 –present
- UMass Center for Community Health Equity Research Steering Committee member 2018 - present

**Hilltown Cooperative
Charter Public School**

**ANNUAL REPORT
2019-2020**

1 Industrial Parkway
Easthampton, MA 01027

www.hilltowncharter.org
413-529-7178 phone
413-527-1530 fax

Kate Saccento, Director of Administration
ksaccento@hilltowncharter.org

July 31, 2020

Table of Contents

Introduction to the School	1
Mission Statement	1
Letter from the President of the Board of Trustees	2
Faithfulness to Charter	3
Mission and Key Design Elements.....	3
Amendments to the Charter	3
Access and Equity.....	4
Dissemination	5
Academic Program Success	6
Student Performance	6
Link to Accountability Report Card	6
Internal and External Assessment Data	6
Program Delivery.....	7
Organizational Viability	8
Organizational Structure of the School.....	8
Budget and Finance.....	9
Unaudited HCCPS FY20 Income & Expenses	9
Unaudited HCCPS FY20 Balance Sheet.....	10
Approved School Budget for FY21	11
Capital Plan for FY21: none undertaken	12
Appendix A: Accountability Plan Evidence	13
Table A: Iowa Tests of Basic Skills	15
Tables B, C, D: Internal Assessments.....	16
Table E: Grade Eight Project Topics	17
Appendix B: Charter School Recruitment and Retention Plans	18
Recruitment Plan	18
Retention Plan	24
Appendix C: School and Student Data Tables	24
Appendix D: Additional Required Information	27

Introduction to the School

Name of School: Hilltown Cooperative Charter Public School			
Type of Charter	Commonwealth	Municipality	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region	Hampshire County Amherst, Amherst-Pelham Regional, Belchertown, Chesterfield-Goshen, Easthampton, Gateway, Granby, Hadley, Hampshire Regional, Hatfield, Northampton, Pelham, South Hadley, Southampton, Ware, Westhampton, Williamsburg Franklin County: Conway, Deerfield, Erving, Frontier Regional, Gill-Montague Regional, Greenfield, Hawlemont Regional, Leverett, Mahar Regional, Mohawk Regional, Orange, Pioneer Valley Regional, Rowe, Shutesbury, Sunderland, Whately
Year Opened	1995	Year(s) the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment as of 7/31/2020	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 20-21 as of 07/31/2020	242
Final Number of Instructional Days during 2019-2020 School Year	116 in person days 67 remote days 183 total days		
School Hours	in-person schedule: 8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 every Wed	Age of School as of 2019-2020 School Year	25 years
Mission Statement			
<ul style="list-style-type: none"> * 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. 			

Letter from the President of the Board of Trustees



Greetings from the Hilltown Board of Trustees

Aside from the obvious changes in curriculum and programming caused by the Covid-19 crisis, to which our administrators and staff responded with ingenuity, grace, and passion, the school experienced the following significant events in FY20.

- The school's Charter was renewed without conditions in January.
- We completed the final goal in the school's current Long Range Plan, performing a comprehensive review of the effects of the school's acquisition of and move to a new building and expansion of enrollment in grades 6-8. The findings of the review along with suggested next steps were presented at the May meeting of the Board of Trustees.
- The board began the process of defining a new Long Range Plan to guide the school's direction for the next 5-8 years. We identified a board member to chair the planning committee and expect the process to continue through the 2020-21 school year.
- The school's Director of Administration, Dan Klatz, announced his retirement to the board at its February meeting, and the board formed a special search and hiring committee to find his replacement. This committee recommended and the board approved hiring Kate Saccento, the school's then Student Services Coordinator, as the new Director of Administration.

Since the beginning of remote learning in March the board has been committed to sustaining the school's mission, commitment to community, and fiscal health during the Covid-19 emergency. As we listen to and work with the school staff and community, we are certain we will successfully meet the challenges of the coming year together.

Respectfully submitted,

Tim Reynolds
President
Board of Trustees, 2019-2021
Hilltown Cooperative Charter Public School

School Performance and Program Implementation

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, 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.
- 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. 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 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.
- 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

Date	Amendment Requested	Pending or Approved?
	None	

Access and Equity: Discipline Data

The most recent publicly available student discipline data for Hilltown can be found in our 2018-19 DESE district profile: <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04500000&orgtypecode=5&=04500000&>

2018-19 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	219	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	36	0	0	0	0
Students with Disabilities	46	0	0	0	0
High Needs	68	0	0	0	0
Female	103	0	0	0	0
Male	115	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	2	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	10	0	0	0	0
Multi-race, Non-Hispanic/Latino	27	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	178	0	0	0	0

Hilltown's approach to student discipline

Hilltown teaches skills such as self-regulation and conflict resolution for all grades. We use the Zones of Development curriculum and mindfulness practices in younger grades. 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 have not had a reason to suspend a student this year.

We keep track of students who are referred to a Director for behavioral reasons. We have noticed that more boys are sent to the office than girls. In part to address this disparity, we hired a consultant to provide professional development on gender and schooling.

We have been growing our capacity to implement restorative practices. We have had some successful restorative meetings to address major incidents. A goal for the school is to utilize circles as part of the Multi-Tiered System of Support. 80% of circles will be proactive, such as gathering for morning meeting, playing games, or sharing work (Tier I). 20% of circles will be to address difficult topics or support a repair (Tier II and Tier III, respectively).

Dissemination

The table below lists some of the school's best practices and innovative models for replication shared with other public schools in the area during the 2019-20 school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Looking Closely at Student Work: practice shared is using a protocol to look collaboratively at a single piece of student work to deepen thinking about teaching and learning.	Workshop: the Director of Teaching and Learning provided a professional development afternoon for Acton Public Schools by leading a workshop on protocols in education, particularly Collaborative Assessment Conferences.	Director of Teaching and Learning	Acton Public Schools Leadership Team	Teachers at the Acton Public Schools left the workshop excited to utilize protocols for looking together at student work to inform their teaching. Teachers at the Acton schools who prepared student work for the session said that the was a direct benefit to their teaching and their students. Artifacts include agenda, email correspondence, and student work samples.
Thinking Maps and integrated major studies	Mentoring graduate students	K-5 teachers	Smith College and Mount Holyoke graduate students	Graduate interns applied thinking maps to their own lessons and brought the framework to their graduate school classes.
Arts-integrated teaching	Series of five workshops with local arts education group (Enchanted Circle Theater)	Whole staff	Easthampton Public School teachers	Teachers from Easthampton Public School were invited to partner with Hilltown teachers and Enchanted Circle Theater for a series of workshops on integrating arts and teaching. Several teachers attended the workshops on social studies and the arts and mathematics and the arts. Artifacts include directions for activities, anchor charts, photographs, and teacher writing.
Arts-integrated teaching	Open House	All teachers	Local public	The public attending our January admissions Open House included a number of local teachers. Artifacts include student work that was shared and notes on the Open House.

Academic Program Success

Student Performance

Our most recent (2019), publicly available student performance data can be found in our school report card on the DESE website: <http://reportcards.doe.mass.edu/2019/04500105>

Our complete 2019 school report card/statewide Accountability Report can be found at: <http://profiles.doe.mass.edu/accountability/report/school.aspx?subgroup=153&orgcode=04500105>

2019 Official Accountability Report – Hilltown Cooperative Charter Public School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward goals
Progress toward improvement targets	57%- substantial progress toward targets
Accountability percentile	62nd percentile

Internal and External Assessment Data for 2019-2020

As indicated by both internal and external assessments, our curriculum is addressing foundational skills and concepts. Over the past 25 years of reporting, student achievement has been consistently high.

In the last five years our school moved to a new location and expanded its student body by opening ten enrollment spots in the 6th grade. This year, we conducted a School Expansion Evaluation to determine areas of successful program implementation and areas that need to be addressed in the coming years. One conclusion from that study is that expanding the 6th, 7th, and 8th grade cohorts by a third has not had a detrimental effect on academic achievement.

To support our analysis of basic skills in the aggregate, Hilltown administers the IOWA Test of Basic Skills to all students in grades 3-8 in the second week of December each year. The 2019 IOWA tests indicate that our grade-level cohorts hover around the 75th percentile in mathematics, reading, language, and overall. Please reference Table A in Appendix A.

The internal assessment data in areas of mathematics, writing, and reading is incomplete due to the COVID-19 building closure (March 13, 2020). We were unable to collect our usual data related to student progress and proficiency in mathematics, writing, and reading. Our plan is to assess student skills in the fall and build from there. The data that we were able to collect is organized in Tables B, C and D in Appendix A.

During the 2019-20 school year, we piloted a universal screening tool, FastBridge, in the 6th grade. Although this data is not part of our formal accountability plan, we are including the results in this annual report to supplement data that was difficult to collect in the spring due to COVID-19.

Academic Program

Mathematics:

The implementation for Illustrated Math that began in 6th and 7th grade two years ago rolled up to 8th grade this year. Illustrative Math is developing a K-5 curriculum and we have applied to be a part of the Beta test for next year in grades 4 and 5. Depending on how the COVID-19 pandemic affects our programming this year, the K-5 team will be evaluating our current mathematics curriculum (Math Expressions) and deciding whether to renew with updated materials or choose another program for school year 2021-22.

Reading:

This was the first year that we implemented the Collaborative Classroom programs Making Meaning and Being a Reader in grades K-5. Our K/1 teachers will pilot Being a Writer in school year 2020-21.

Exploratory Block:

We adjusted the program piloted last year, Electives, and renamed it Exploratory. We made this change because it was misleading for 7th and 8th graders to think that they had full choice for “electives”. Certain classes that happen during this block, such as Health, are mandatory. We also require that students participate in at least one PE class and at least one music class. Exploratory includes non-required classes which students can opt into as well, such as creative writing, service learning, and tempestry (knitting wall hanging tapestries that are color-coded to represent high temperatures in different parts of the world at different times in history).

RTI (Response to Intervention):

Our RTI process continues to evolve. This year, we stabilized an RTI team: Director of Teaching and Learning, Coordinator of Student Services, and the presenting teacher(s). These smaller teams benefit from stable membership, intimate knowledge of the student and relevant interventions, and the scheduling benefits that come with being a smaller group. Our template for documenting presenting concerns and data related to interventions has become a better tool for organizing interventions and communicating with parents.

FastBridge:

We piloted FastBridge, a universal screening tool, with all sixth graders and as part of our RTI process on an individualized basis. We plan to expand our use of this tool in school year 2020-21.

After School Support:

This year we eliminated the open after-school academic help hours for 7th and 8th graders that we tried in school year 2018-19 because there was a negative impact on students with IEPs receiving after school services. Instead, we started a Title I math group 3 times a week for students who met specific criteria.

COVID-19 Special Programming:

When the school building closed on March 13, 2020, we added programming to support remote engagement. Examples include “passion projects” in which sixth graders chose anything they were interested in learning about. We offered optional book groups. We had a Zoom period on Monday afternoons called “Crafternoon” when anyone who wanted to craft and socialize could connect in real time. We organized a guest speaker series (also on Zoom) on Wednesdays, inviting all ages to engage with guests such as a professional baseball player, a book author, a magician, a cartoonist, a nurse, and more.

Organizational Viability

Organizational Structure of the School

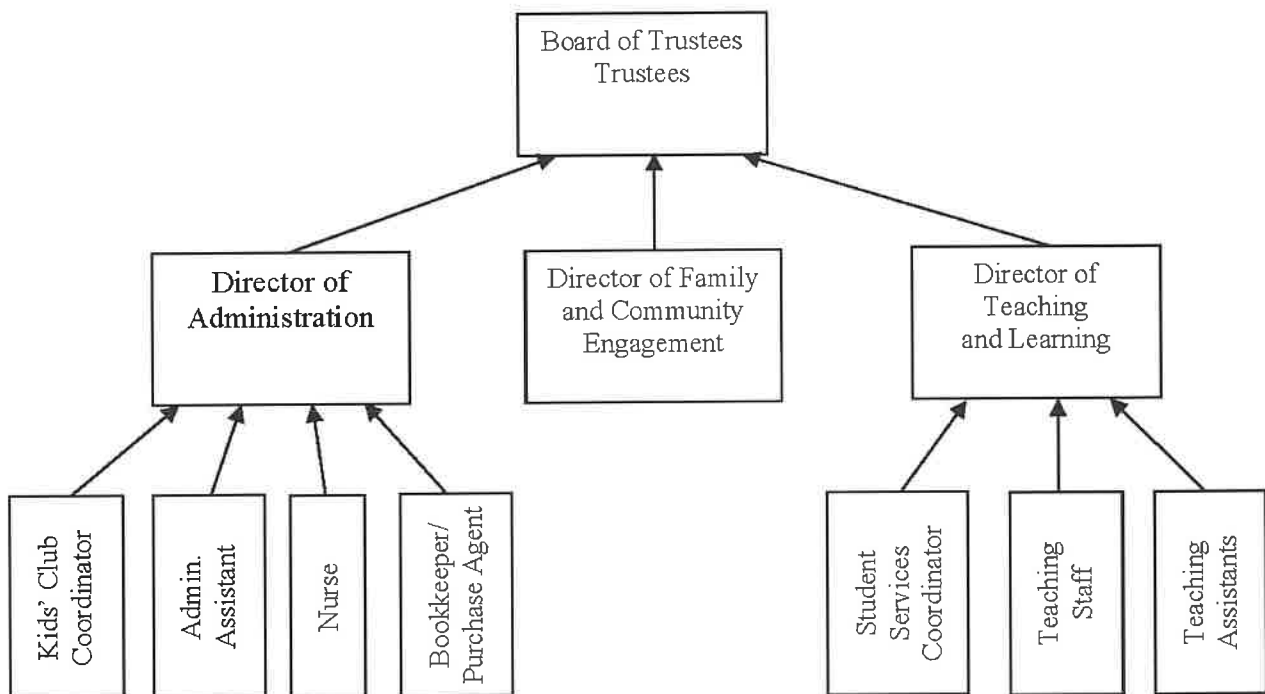
Hilltown is a single-school district, so no network or multi-campus organization is required.

No major changes were made to our organizational structure in 2019-20.

No major changes are planned for 2020-21

Hilltown Cooperative Charter Public School Organizational Chart

Revised 7/2017



Budget and Finance

**Hilltown Co-op Charter Public School
Unaudited FY20
Statement of Revenues, Expenses
and Changes in Net Position
July 2019 through June 2020**

Operating Revenues	
Tuition	3,037,991
Government Grants	70,355
Private Grants	9,264
Medicaid & Other Reimbursements	10,445
After School Fees	72,333
Student Activity Fees	28,694
Field Trip Income	53,267
School Lunch Receipts	16,898
Total Operating Revenue	<u><u>3,299,245</u></u>
Operating Expenses	
Wages	2,320,009
Payroll Taxes	86,118
Fringe Benefits	323,656
Consulting & Contracted Services	94,849
Depreciation Expense	105,726
Dues & Subscriptions	6,028
Educational Supplies & Textbooks	19,730
Equipment	4,855
Food Services	20,805
Instructional Technology	27,399
Occupancy	161,784
Transportation & Field Trips	56,112
Other Operating Expense	44,118
Total Operating Expenses	<u><u>3,271,190</u></u>
Operating Income (Loss)	<u><u>28,056</u></u>
Non Operating Revenues & (Expenses)	
Fundraising Income	27,019
Investment Income	10,516
Interest Expense	(93,117)
Fundraising Expense	(2,463)
Total Non-Operating Revenues	<u><u>(58,045)</u></u>
Change in Net Position	<u><u>(29,989)</u></u>

Hilltown Co-op Charter Public School
Unaudited Statement of Net Assets for FY20
(Balance Sheet)
As of June 30, 2020

Assets

Current Assets

Cash	\$	307,559
Certificate of Deposit		519,396
Prepaid Expense		16,999

Total Current Assets 843,954

Non-Current Assets

Capital Assets

Building (Net)		3,116,734
Land 1-3 Industrial Pkwy		472,975
Vehicles (Net)		7,006
Furniture and Equipment (Net)		14,998
Security Deposits		1,945

Total Non Current Assets 3,613,658

Total Assets \$ 4,457,612

Liabilities & Net Position

Current Liabilities

Accounts Payable	\$	23,311
Accrued Wages Payable		241,301
Accrued Payroll Liability		608
Accrued Expenses		5,579
Deferred Revenue		1,700

Total Current Liabilities 272,499

Long Term Liabilities

Note Payable - USDA	\$	3,356,994
---------------------	----	-----------

Total Long Term Liabilities 3,356,994

Total Liabilities \$ 3,629,493

Net Position

Investment in Capital Assets		254,719
Unrestricted		573,399

Total Net Position 828,119

Total Liabilities and Net Position \$ 4,457,612

**Hilltown Co-operative Charter Public School
Approved FY21 Budget**

Approved by Board of Trustees 06/10/2020

	FY 21
Operating Revenues	
Tuition	\$3,027,185
Government Grants	90,243
Medicaid & Other Reimbursements	12,000
After School Fees	60,000
Student Activity Fees	12,500
School Lunch Receipts	15,000
Total Operating Revenue	3,216,928
 Operating Expenses	
Salaries	2,243,974
Payroll Taxes	89,306
Fringe Benefits	353,200
Consulting & Contracted Services	103,054
Dues & Subscriptions	6,053
Educational Supplies & Textbooks	44,726
Equipment	10,200
Food Services	20,743
Instructional Technology	17,140
Occupancy	189,323
Transportation & Field Trips	0
Other Operating Expense	60,580
Total Operating Expenses	3,138,299
 Operating Income (Loss)	 78,629
 Non Operating Revenues & (Expenses)	
Fundraising Income	8,000
Investment Income	5,000
Interest Expense	(91,629)
Fundraising Expense	0
Other Non-Operating Expense	
Total Non-Operating Revenues	(78,629)
 Change in Net Position	 \$0

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	218
Number of students upon which FY21 budget tuition line is based	218
Number of expected students for FY21 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.	

FY21 Capital Plan: The Board elected to not take on any capital projects for the 2020-2021 year.

APPENDIX A

Accountability Plan 2019-2020

Faithfulness to Charter

	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Hilltown will cultivate a strong sense of community among students, staff, and families.		
Measure: At least 40% of families will complete the annual satisfaction survey. 90% of families who respond to the survey will report that there exists a strong sense of community among students, staff, and families.	Met	80 of 158 families (51%) responded to the survey 94% of respondents either “agreed” or “strongly agreed” with the statement: “ The school has built a strong sense of community among students, staff and families.”
Objective: Hilltown will involve parents/guardians as partners in the education of their children.		
Measure: 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 classrooms.	Met	Teacher reporting and sign in sheets from classroom meetings and events, and from all-school meetings and events - both online and in person

Dissemination

	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Hilltown will share best practices with local educational communities.		
Measure: 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.	Partially Met	See p. 5 for complete description
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	See p. 5 for complete description

Reach Objectives and Measures

	2019-2020 Performance (Met/Not Met)	Evidence
Objective: Students will develop strong foundational skills.		
Measure: 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.	Partially Met	See Table A on p.15
Measure: 90% of all 4 th graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.	Met	See Table A on p.15
Measure: 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.	N/A	See Tables B, C and D on p.16. Due to COVID-19, it was not possible to complete our spring internal assessments
Measure: 80% of all students in grades 4-8 will score in the predetermined proficiency level on the HCCPS writing and math.	N/A	See Tables B, C and D on p.16. Due to COVID-19, it was not possible to complete our spring internal assessments

Objective: Hilltown graduates will demonstrate academic competency in an area of individual interest.		
Measure: Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in an area of personal interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Artifacts include papers written by students and photos of culminating projects. See Table E on p.17 for a complete list of topics
Measure: 100% of students will achieve a passing score on their Grade 8 culminating project rubric.	Met	Due to COVID-19, final projects were graded pass/fail. All students passed

Table A



SYSTEM SUMMARY
Iowa Tests of Basic Skills® (ITBS®)

Form: A.B.C
Test Date: 12/2019
Norms: 12/08_2005
Order No.: 001477003
Page: 1

System: Hilltown Charter

	Reading			Language			Mathematics			SURVEY TOTAL			Tests			Relative Performance Profile National Percentile Rank			
Grade 3	Number of Students Included	22		22			21		21		21		21		21		75		75
	Average Standard Score (SS)	192.4		179.6		188.3		183.3		187.3		187.3		187.3		52		52	
	Grade Equivalent of Average SS	4.2		3.4		4.0		3.8		3.8		3.8		3.8		6		6	
	National Stanline of Average SS	6		5		6		6		6		6		6		75		75	
	Percentile Rank of Average SS: National Student Norms	75		52		75		59		59		59		59		69		69	
	Percentile Rank of Average SS: National School Norms	88		53		86		81		81		81		81		69		69	
	Number of Students Tested = 22																		
Grade 4	Number of Students Included	20		22		21		19		19		19		19		83		83	
	Average Standard Score (SS)	217.5		207.8		202.6		213.4		213.4		213.4		213.4		88		88	
	Grade Equivalent of Average SS	6.1		5.3		5.0		5.7		5.7		5.7		5.7		72		72	
	National Stanline of Average SS	7		6		6		7		7		7		7		69		69	
	Percentile Rank of Average SS: National Student Norms	83		68		69		79		79		79		79		79		79	
	Percentile Rank of Average SS: National School Norms	98		84		78		95		95		95		95		79		79	
	Number of Students Tested = 22																		
Grade 5	Number of Students Included	20		20		20		20		20		20		20		80		80	
	Average Standard Score (SS)	230.9		222.7		221.9		225.2		225.2		225.2		225.2		65		65	
	Grade Equivalent of Average SS	7.1		6.4		6.4		6.5		6.5		6.5		6.5		72		72	
	National Stanline of Average SS	7		5		6		6		6		6		6		72		72	
	Percentile Rank of Average SS: National Student Norms	80		55		72		72		72		72		72		72		72	
	Percentile Rank of Average SS: National School Norms	95		80		82		87		87		87		87		72		72	
	Number of Students Tested = 21																		
Grade 6	Number of Students Included	32		32		32		32		32		32		32		82		82	
	Average Standard Score (SS)	249.2		247.3		233.6		243.4		243.4		243.4		243.4		73		73	
	Grade Equivalent of Average SS	8.8		8.5		7.4		8.1		8.1		8.1		8.1		68		68	
	National Stanline of Average SS	7		6		6		6		6		6		6		75		75	
	Percentile Rank of Average SS: National Student Norms	82		73		66		75		75		75		75		75		75	
	Percentile Rank of Average SS: National School Norms	97		92		76		91		91		91		91		75		75	
	Number of Students Tested = 32																		
Grade 7	Number of Students Included	30		30		30		30		30		30		30		85		85	
	Average Standard Score (SS)	266.2		263.3		248.6		259.4		259.4		259.4		259.4		74		74	
	Grade Equivalent of Average SS	10.8		10.2		8.7		9.8		9.8		9.8		9.8		58		58	
	National Stanline of Average SS	7		6		6		6		6		6		6		76		76	
	Percentile Rank of Average SS: National Student Norms	85		74		68		76		76		76		76		76		76	
	Percentile Rank of Average SS: National School Norms	98		92		78		91		91		91		91		76		76	
	Number of Students Tested = 30																		
Grade 8	Number of Students Included	26		26		26		26		26		26		26		82		82	
	Average Standard Score (SS)	276.1		271.7		264.0		270.7		270.7		270.7		270.7		70		70	
	Grade Equivalent of Average SS	12.4		11.3		10.2		11.1		11.1		11.1		11.1		59		59	
	National Stanline of Average SS	7		6		6		6		6		6		6		75		75	
	Percentile Rank of Average SS: National Student Norms	82		70		69		75		75		75		75		75		75	
	Percentile Rank of Average SS: National School Norms	97		86		81		89		89		89		89		75		75	
	Number of Students Tested = 27																		

For further information on the interpretation of this report, please visit www.riversidepublishing.com or refer to the Interpretive Guide

Table B

Hilltown Internal Mathematical Assessment Results, grades K-8, Fall 2019-March 13, 2020

Grade	# of units	% proficient
Kindergarten	1-4	100%
First grade	1-6	100%
Second grade	1-4	95%
Third grade	1-4	95%
Fourth grade	1-5	83%
Fifth grade	1-5	81%
Sixth grade	1-6	84%
Seventh grade	1-4	70%
Eighth grade	1-4	66%

Table C

Hilltown Writing Assessment Results, grades K-3, Fall 2019-Spring 2020

Grade	% of students writing proficiently in the spring
Kindergarten	No spring assessments
First grade	No spring assessments
Second grade	No spring assessments
Third grade	No spring assessments
Fourth grade	No spring assessments
Fifth grade	No spring assessments
Sixth grade	81%
Seventh grade	84% (informal assessment)
Eighth grade	86% (informal assessment)

Table D

Hilltown Reading Assessment Results, grades K-3, Fall 2019-Spring 2020

	Kindergarten	First Grade	Second Grade	Third Grade
Reading at or above grade level	Spring: 60%	Spring: 90%	Fall: 90%	Fall: 78%
Reading below grade level	Spring: 40%	Spring: 10%	Fall 10%	Fall: 22%

Table E

8th Grade Project Research Topics 2020

How has 3D printing benefited the world?
What are our cats trying to tell us?
Why do babies end up in the NICU and how can people help their families?
How and why have the rules of soccer and street soccer changed over time to support the environment, the fans, and the ones who play?
What is the difference between the domestication of cats and dogs, and why domesticate?
How do you make a rotoscope animation?
How were weapons and warfare utilized in medieval times?
What is causing ocean pollution and how can we help fix it?
How have contemporary women changed Country and Americana music to make it more inclusive?
How does Princess culture affect young girls today?
How does work ethic affect players in the NBA?
How do falcons, hawks and eagles live and survive?
How have the playstyle and rules of the NBA changed since the 80s?
What is the game design philosophy of Magic the Gathering?
How do the different branches of Christianity view the LGBTQ+ community?
How did baking start, and how has it evolved into the different styles of baking that exist today?
What does it take to own a successful food truck in America?
What are the benefits of vaccines and how do they affect communities?
How have animals in the deep sea adapted?
What neuroscience is involved with sleight of hand?
How have cats evolved over time to become the cats that we know and love today?
How do trademark and copyright laws affect authors?
What tactics can be used to replicate Leicester City's title-winning season?
What is happening to the environment of the Giant Panda to make it vulnerable in terms of conservation status?
How has the history of forensics changed through the years and how is forensics used now?
How does climate change affect marine life?
How has the Event Horizon Telescope helped us in the study of black holes?

APPENDIX B

Recruitment Plan 2020-2021

School Name: Hilltown Cooperative Charter Public School

2019-2020 Implementation Summary

General interest in Hilltown remains strong. For the 2019-2020 school year, we received 260 applications for 41 openings. For the 2020-21 school year, so far we have received 275 applications for 30 anticipated openings.

We have continued to focus our recruitment strategies on the Head Start programs in Easthampton and Northampton, since nearly 80% of our students are drawn from those towns.

Our biggest 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 2019-20, 13 of our 30 new students were siblings of students already enrolled. We had 76 applicants for 20 spots available in Kindergarten (our biggest entry point) with 7 grade K spots filled by siblings, and 40 sixth grade applicants for 10 spots with 6 spots filled by siblings. For 2020-21, we anticipate that 14 of our 30 new students will be siblings of students already enrolled. So far we have 74 applicants for 20 spots available in Kindergarten with 7 grade K spots likely to be filled by siblings, and 38 sixth grade applicants for 8 spots with 6 spots likely to be filled by siblings.

General Recruitment Activities for 2019-2020

We believe that our strategy of in-person visits to specific local institutions such as Head Start has been effective in making families aware of the choices they have as they enter elementary school. We can see that many of the families we are meeting have subsequently applied to Hilltown. Still, with the limited number of spots available each year and the likelihood that many of the available spots will be filled by siblings, we view it as a decade-long effort to increase both applications and enrollments from all subgroups to the point that there is success even with those ratios.

In a desire to make our full resources available for more families to come and see the school and learn about our program, we decided to try holding our admissions open house on a Saturday afternoon in January 2020 instead of a weekday evening. As we had hoped, more families and more students attended than the previous years' evening events. All of our teachers were present to meet parents and students, and answer questions. Many parents received on-site help completing applications on school Chromebooks. This change in our open house format also gave more of our enrolled students and parents an opportunity to act as ambassadors and guides.

Recruitment Plan – 2020-2021 Strategies

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 20.6%</p> <p>GNT percentage: NA</p> <p>CI percentage: 13.1%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <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 afterschool 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
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>None needed at this time.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>GNT percentage: 1.4%</p> <p>CI percentage: 1.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> Hold two information sessions at the Center for New Americans in Northampton. Have teachers and parents available to speak with prospective parents Hold two information sessions at local housing projects (Florence Heights and Hampshire Heights). Have teachers and parents available to speak with prospective parents 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 Bi-lingual (Spanish) tour guide will be present at our Open House Have a google translate link on our website 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>We expect it will take two years of using this format to fully evaluate the effectiveness, but we are encouraged by our successes so far</p>
--	---

	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies)</p> <p>Did not meet GNT/CI:</p> <ul style="list-style-type: none"> • Reach out to the local refugee organization (Welcome Home Refugee Resettlement Program), including the distribution of flyers • Distribute flyers and/or advertisements in bulletins at religious organizations that provide services and groups in languages other than English <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: 17.0%</p> <p>GNT percentage: 15.6%</p> <p>CI percentage: 24.5%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Outreach at WIC and SNAP sites, Goodwill and Salvation Army stores in the area • 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>We expect it will take two years of using this format to fully evaluate the effectiveness, but we are encouraged by our successes so far</p>
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Did not meet CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> • Outreach to the local refugee organization (Welcome Home Refugee Resettlement Program), including the distribution of flyers • Distribute flyers and/or advertisements in bulletins at local religious organizations <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>

<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • With our expanded 6-8th grade, we have more struggling students entering. Sixth grade is the entry grade for the largest middle school in our area and we have seen a significant increase in applicants from that district, often families looking for a smaller middle school experience • Special presentations by teachers and parents of 6-8th graders at our open house will help parents understand the resources available for their students
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <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
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>Our students are all under 16 and so are not of legal age to drop out</p>

Retention Plan 2020-2021

2019-2020 Implementation Summary:

All of our ongoing retention strategies seem to be working well. These include small class size with low adult: child ratios; 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 so it is difficult to identify trends. Fortunately our student attrition level has consistently been quite low. Our 2018-19 attrition report showed a school-wide attrition rate of 4.2%, with no attrition from populations of particular interest. Our 2019-20 Attrition Report has not been published by DESE yet, but we know that 11 of our 218 students (5%) did not return for the 2019-20 school year. Four of those students moved out of the area; 7 students (3.2%) chose other schooling options: 5 transferred to public schools in the area, 1 transferred to a local private school, and 1 chose to home-school. 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 – 2020-2021 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 2.6% Third Quartile: 12.1%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • 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
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>None needed</p>
Limited English-proficient students/English learners	
Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 12.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 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>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>Not relevant - No English Language Learners enrolled in 2019-20</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 13.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2019-2020 Strategies</p> <p>Below median and 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
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>None needed</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2019-2020 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

	<ul style="list-style-type: none"> • RTI process for early intervention on a pre-special education evaluation basis; individualized reading instruction. <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed None needed</p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <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 <p style="text-align: center;">2020-2021 Additional Strategy(ies), if needed None needed</p>
<p style="text-align: center;"><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies 2020-2021 Additional Strategy(ies), if needed Not applicable</p>

APPENDIX C

School and Student Data Tables

Our student demographic information can be found in our 2019-20 district profile on the DESE website at: <http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04500105&orgtypecode=6>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	0.9
Asian	2.3
Hispanic	5.0
Native American	0
White	79.4
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	12.4
Selected Populations	% of School
First Language not English	0.5
English Language Learner	0
Students with Disabilities	20.6
High Needs	30.3
Economically Disadvantaged	17

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Dan Klatz Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2001	6/2020
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 activities	4/2000	NA

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	23	0	1	1 chose to end employment
Other Staff	29	1	4 (+1 Graduate intern)	4 chose to end employment 1 terminated - position eliminated

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	13
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	15

BOARD of TRUSTEES MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Tim Reynolds	President, Parent	Domain Council	3	07/01/17-06/30/20
Matthew Dube	Vice President, Parent	Finance	2	07/01/18-06/30/21
Noelle Stern	Clerk, Parent	Governance Chair	2	07/01/18-06/30/21
Rich Senecal	Treasurer, Parent	Finance	1	07/01/19-06/30/22
Joe Wyman	Parent	Facilities Chair	3	07/01/17-06/30/20
Karen Sise	Parent	Facilities	1	07/01/19-06/30/22
Liz Preston	Community Member	Personnel Chair	2	07/01/18-06/30/21
Dawn Reesman	Parent	Personnel	1	07/01/19-06/30/22
Kelly Woods	Parent	Personnel	1	07/01/19-06/30/22
Paula Ingram	Staff	N/A	2	07/01/18-06/30/21

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location Due to COVID-19, meetings will be held via Zoom until further notice
August 5, 2020 - 6:30pm	Zoom
September 9, 2020 - 6:30pm	Zoom
October 14, 2020 - 6:30pm	Zoom
November 11, 2020 - 6:30pm	Zoom
December 9, 2020 - 6:30pm	Zoom
January 13, 2021 - 6:30pm	Zoom
February 10, 2021 - 6:30pm	Zoom
March 10, 2021 - 6:30pm	Zoom
April 14, 2021 - 6:30pm	Zoom
May 12, 2021 - 6:30pm	Zoom
June 9, 2021 - 6:30pm	Zoom
July 14, 2021 - 6:30pm	Zoom

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location Due to COVID-19, meetings will be held via Zoom until further notice
Domain Council	Every other week, day TBD, 8:30am; starting August 7, 2020	Zoom
Facilities Committee	Meets on an as needed basis; no set schedule at this time	Zoom
Finance Committee	Generally every third Wednesday 10am	Zoom
GABS	Generally every first Wednesday 4:45pm.	Zoom
Personnel Committee	Generally every fourth Wednesday 7:30am	Zoom

Appendix D Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Tim Reynolds	tim@mahonkin.com	No Change
Charter School Leader	Kate Saccento	ksaccento@hilltowncharter.org	New
Charter School Leader	Lara Ramsey	lramsey@hilltowncharter.org	No Change
Special Education Director	Kate Saccento	ksaccento@hilltowncharter.org	No Change
MCAS Test Coordinator	Lara Ramsey	lramsey@hilltowncharter.org	No Change
SIMS Coordinator	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
English Learner Program Director	Kate Saccento	ksaccento@hilltowncharter.org	No Change
School Business Official	Kate Saccento	ksaccento@hilltowncharter.org	New
SIMS Contact	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
Admissions and Enrollment Coordinator	Kate Saccento	ksaccento@hilltowncharter.org	New
Family/Community Director	Deirdre Arthen	darthen@hilltowncharter.org	No Change

Facilities

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

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	February 10, 2021
Lottery	February 11, 2021



Richard Abbott

Certified Public Accountant

163 Northampton Street, Suite B
Easthampton, MA 01027

t: (413) 529-9697

f: (413) 527-4339

e: accountants@abbott-cpa.com

September 30, 2020

To the Board of Trustees of
Hilltown Cooperative Charter Public School

I have audited the financial statements of Hilltown Cooperative Charter Public School for the year ended June 30, 2020 and have issued my report. Professional standards require that I provide you with information about my responsibilities under generally accepted auditing standards and *Government Auditing Standards* and the *Uniform Guidance* that I communicate to you the following information related to my audit.

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Hilltown Cooperative Charter Public School are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during FY 2020. I noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. I evaluated the key factors and assumptions used to develop the most sensitive estimates affecting the financial statements in determining that they are reasonable in relation to the financial statements taken as a whole. The most sensitive estimates affecting the financial statements was:

- Management's estimate of the depreciation of fixed assets which is based upon the fixed assets useful lives.

The financial statement disclosures are neutral, consistent, and clear. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

- The board designated net assets.
- The related party disclosure regarding the Friends of the Hilltown Cooperative Charter School and the employment of the Director of Administration's daughter.

Difficulties Encountered in Performing the Audit

I encountered no significant difficulties in dealing with management in performing and completing my audit.

Corrected and Uncorrected Audit Differences

Professional standards require me to accumulate all audit differences identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no corrected or uncorrected audit differences noted during the audit.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to my satisfaction, that could be significant to the financial statements or the auditor's report. I am pleased to report that no such disagreements arose during the course of my audit.

Management Representations

I have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, my professional standards require the consulting accountant to check with me to determine that the consultant has all the relevant facts. To my knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

There were no findings for the year ended June 30, 2020, that were required to be reported under *Government Auditing Standards* or *Uniform Guidance* nor were there prior year findings to be evaluated.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves

This information is intended solely for the use of the trustees and management of Hilltown Cooperative Charter Public School and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely yours,

Richard Abbott, CPA

DRAFT

Hilltown Cooperative Charter Public School

Financial Statements
and
Independent Auditor's Report
June 30, 2020 and 2019

Richard Abbott
Certified Public Accountant
Easthampton, MA

Hilltown Cooperative Charter Public School

Table of Contents

	<u>Page No.</u>
Independent Auditor's Report	1
Management Discussion and Analysis	3
Financial Statements:	
Statement of Net Position	7
Statement of Revenues, Expenses, and Changes in Net Position	8
Statement of Cash Flows	9
Notes to Financial Statements	10
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With Government Auditing Standards	17
Board Acceptance Letter	19

DRAFT

 Richard Abbott

Certified Public Accountant

163 Northampton Street, Suite B
Easthampton, MA 01027

t: (413) 529-9697

f: (413) 527-4339

e: accountants@abbott-cpa.com

Independent Auditor's Report

To the Board of Trustees
Hilltown Cooperative Charter Public School
1 Industrial Parkway
Easthampton, MA 01027

I have audited the accompanying financial statements of Hilltown Cooperative Charter Public School (the School) as of and for the years ended June 30, 2020, and 2019, and the related statements of revenues, expenses, and changes in net position and cash flows for the years then ended and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audit. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, I express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion the financial statements referred to above present fairly, in all material respects, the financial position of the Hilltown Cooperative Charter Public School as of June 30, 2020 and 2019, and the changes in its net position and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 6 be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statement in an appropriate operational, economic, or historical context. I have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States of America, which consisted in inquiries of management about the methods of preparing the information and comparing the information for consistency with management's response to my inquiries, the basic financial statements, and other knowledge I obtained during my audit of the basic financial statements. I do not express an opinion or provide any assurance on the information because the limited procedures do not provide me with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, I have also issued my report dated October 7, 2020, on my consideration of the School's internal control over financial reporting and my tests of compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of my audit testing of internal controls over financial reporting and compliance and the results of the testing and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

October 7, 2020

Richard Abbott, CPA

Hilltown Cooperative Charter Public School
Management Discussion and Analysis (Unaudited)

June 30, 2020

The following discussion and analysis of the Hilltown Cooperative Charter Public School's (the School) financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2020 and comparative information for 2019. Please read it in conjunction with the School's basic financial statements and the related notes to the financial statements, which begin on page 7.

The School As A Whole

The School received their charter on December 9, 1994 to operate as a public charter school in the Commonwealth of Massachusetts. The initial charter was awarded for a five-year period and is subject to renewal by the Commonwealth of Massachusetts Board of Education. The School's most recent charter renewal is in effect from July 1, 2020 through June 30, 2025. During the fiscal years ended June 30, 2020 and 2019, the School operated kindergarten through eighth grade and enrollment was comprised of 218 and 218 students, respectively. Maximum capacity of the School is 218 students.

Using This Annual Report

This annual report consists of a series of financial statements. In accordance with *Governmental Accounting Standards Board Statement No. 34 Basic Financial Statement - Management's Discussion and Analysis - for State and Local Governments* (GASB 34), the School is considered a special purpose government entity that engages in only business type activities. All of the financial activity of the School is recorded in an enterprise fund within the proprietary fund group. In accordance with GASB No. 34 and GASB No. 63 *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, the School issues a *Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position* and a *Statement of Cash Flows*. These statements provide information about the financial activities of the School, as a whole. This annual report also contains notes to the financial statements which provide additional information that is essential to a full understanding of the information provided in the basic financial statements.

Financial Statements

The *Statement of Net Position* presents the assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the School as a whole, as of the end of the fiscal year. The *Statement of Net Position* is a point-in-time financial statement. The purpose of this statement is to present a fiscal snapshot of the School to the readers of the financial statements. Assets are resources with present service capacity that the School presently controls. Liabilities are present obligations to sacrifice resources that the School has little or no discretion to avoid. A deferred outflow of resources is a consumption of net assets by the School that is applicable to a future reporting period. A deferred inflow of resources is an acquisition of net assets by the School that is applicable to a future reporting period. Net position represents the difference between all other elements in a statement of financial position and is displayed in three components - *net investment in capital assets, restricted* (distinguishing between major categories of restrictions); and *unrestricted*.

The *net investment in capital assets* component of net position consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.

Hilltown Cooperative Charter Public School
Management Discussion and Analysis (Unaudited)

June 30, 2020

Financial Statements - continued

The *restricted* component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. Generally, a liability relates to restricted assets if the asset results from a resource flow that also results in the recognition of a liability or if the liability will be liquidated with the restricted assets reported.

The *unrestricted* component of net position is the net amount of the assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted component of net position.

Over time, readers of the financial statements will be able to evaluate the School's fiscal health (liquidity and solvency) or financial position by analyzing the increases and decreases in net position to determine if the School's financial health is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions and new or amended charter school legislation when evaluating the overall financial health of the School. This statement is also a good source for readers to determine how much the School owes to vendors and creditors and the available assets that can be used to satisfy those liabilities.

The *Statement of Revenues, Expenses and Changes in Net Position* reports the financial (revenue and expenses) activities of the School and divides it into two categories: *Operating activities* and *Non-operating activities*. Operating activities include all financial activities associated with the operation of the School and its related programs. Consequently, all non-operating activities include all financial activities not related to the operation of a charter school. Changes in total net position as presented on the *Statement of Net Position* are based on the activity presented in this statement. This statement helps to determine whether the School had sufficient revenues to cover expenses during the year and its net increase or decrease in net position based on current year operations.

The *Statement of Cash Flows* provides information about the School's cash receipts and cash payments during the reporting period. The statement reports cash receipts, cash payments, and net changes in cash resulting from *operations, investing, and capital and noncapital financing activities* and provides answers to such questions as "from where did cash come?," "for what was cash used?," and "what was the change in the cash balance during the reporting period?" This statement also is an important tool in helping users assess the School's ability to generate future net cash flows, its ability to meet its obligations as they come due, and its need for external financing.

Notes to the Financial Statements provide additional information that is essential to a full understanding of the information provided in the School's financial statements.

Hilltown Cooperative Charter Public School
Management Discussion and Analysis (Unaudited)

June 30, 2020

Financial Highlights

The following financial highlights are for the fiscal year 2020 with comparative information from the fiscal year 2019:

- * The School held total assets of \$4,457,612 and \$4,534,400 at June 30, 2020 and 2019, respectively, of which \$3,611,713 and \$3,665,654 were investments in capital assets (net of depreciation), respectively, and the remaining assets consisted of cash, certificates of deposit, accounts receivable, and prepaid expenses.
- * The School held total liabilities of \$3,630,014 and \$3,676,292 at June 30, 2020 and 2019, respectively. Of these liabilities, \$327,921 and \$319,288 were current and \$3,302,093 and \$3,357,004 were non-current, respectively.
- * Total net position for the School was \$827,598 and \$858,108 at June 30, 2020 and 2019, respectively, of which \$572,879 and \$602,875 was unrestricted and \$254,719 and \$255,233 was investments in capital assets, respectively. At June 30, 2020 and 2019, the board had designated net position for use for a contingency fund in the amount of \$50,000 and \$50,000, respectively.
- * The School owns their school building. The total that the School has invested in the building and improvements at June 30, 2020 was \$3,942,166. The School had an investment in building improvements at June 30, 2019 in the amount of \$3,890,381.
- * The School earned total revenues of \$4,004,602 and \$3,751,464 for the years ended June 30, 2020 and 2019, respectively, of which 99% and 99% were operating revenues. For the years ended June 30, 2020 and 2019, 1% and 1% was from non-operating revenues in each year, respectively. The non-operating revenue amount for 2020 and 2019 included contribution income of \$29,166 and \$43,066, respectively which was 1% and 1% of total revenue for each year. Included in total revenues was on-behalf of pension contributions in the amount of \$667,820 and \$522,810, respectively. These amounts represent the Commonwealth of Massachusetts contributions to the Massachusetts Teachers' Retirement System on behalf of eligible employees of the School.
- * The School had total expenses of \$4,035,112 and \$3,805,605 for the years ended June 30, 2020 and 2019, respectively. Included in the 2020 and 2019 total expenses was on-behalf of pension contributions of \$667,820 and \$522,810, respectively which represents the Commonwealth of Massachusetts contribution to the Massachusetts Teachers' Retirement System on behalf of eligible employees of the School.
- * The School had an overall net deficit for the years ended 2020 and 2019 of \$(30,510) and \$(54,141), respectively. In fiscal year 2020, the net deficit was comprised of an operating deficit of \$(65,653) and a non-operating surplus of \$35,143. In fiscal year 2019, the net deficit was comprised of an operating deficit of \$(94,350) and a non-operating surplus of \$40,209. For both the years ended 2020 and 2019, depreciation expense in the amount of \$105,726 and \$102,511, respectively resulted in the reported overall deficits. Absent depreciation expense for 2020 and 2019, the School would have reported surpluses of \$75,216 and \$48,370, respectively.

Hilltown Cooperative Charter Public School
Management Discussion and Analysis (Unaudited)

June 30, 2020

Budgetary Highlights

The School's annual budget was amended as the year progressed. For the fiscal year ended June 30, 2020, the School incurred \$3,261,566 in actual expenditures (exclusive of on-behalf of pension contributions of \$667,820 and depreciation of \$105,726) compared to budgeted expenditures of \$3,332,112. The School received \$3,336,782 in income for the fiscal year ended June 30, 2020 (exclusive of the on-behalf of pension contributions) compared to budget income of \$3,357,988.

The School had a capital budget of \$36,000 for the year ending June 30, 2020. Of that amount \$36,000 was expended in the year ending June 30, 2020.

The School budgeted tuition for fiscal years 2020 and 2019 based on enrollment of 218 and 218 for each year, respectively and using the average per pupil rate from the sending districts of the previous year.

School's Financial Activities

Most of the School's funding is received from the Commonwealth of Massachusetts Department of Elementary and Secondary Education and is based on a standard rate per pupil. The School received \$3,037,991 in per pupil funding in fiscal year 2020, versus \$2,925,664 in per pupil funding in fiscal year 2019. This represents 91% and 91% of the School's revenue for each year (exclusive of on-behalf of pension contributions), respectively. In addition, the School received federal and Commonwealth of Massachusetts grants which totaled \$70,355 and \$62,555 for fiscal years 2020 and 2019, respectively.

Contacting The School's Financial Management

This financial report is designed to provide the reader with a general overview of the School's finances and to show the accountability for the funds received. If you have questions about this report or need additional information, contact the Business Office of the Hilltown Cooperative Charter Public School.

Hilltown Cooperative Charter Public School
Statement of Net Position
June 30, 2020 and 2019

DRAFT

	Assets	
	<u>2020</u>	<u>2019</u>
Current Assets		
Cash	\$ 307,559	\$ 59,303
Certificate of Deposit	519,396	509,260
Accounts Receivable	-	275,016
Prepaid Expenses	<u>18,944</u>	<u>25,167</u>
Total Current Assets	<u>845,899</u>	<u>868,746</u>
Noncurrent Assets		
Building & Improvements (Net)	3,589,709	3,637,397
Furniture & Equipment (Net)	14,998	18,449
Vehicle (Net)	<u>7,006</u>	<u>9,808</u>
Total Noncurrent Assets	<u>3,611,713</u>	<u>3,665,654</u>
Total Assets	<u>\$ 4,457,612</u>	<u>\$ 4,534,400</u>
	Liabilities And Net Position	
Current Liabilities		
Accounts Payable	\$ 22,651	\$ 33,300
Accrued Wages Payable	241,301	226,709
Accrued Payroll Liability	608	353
Accrued Expenses	6,760	5,509
Deferred Revenue	1,700	-
Notes Payable - Current	<u>54,901</u>	<u>53,417</u>
Total Current Liabilities	<u>327,921</u>	<u>319,288</u>
Noncurrent Liabilities		
Notes Payable - Non-Current	<u>3,302,093</u>	<u>3,357,004</u>
Total Noncurrent Liabilities	<u>3,302,093</u>	<u>3,357,004</u>
Total Liabilities	<u>3,630,014</u>	<u>3,676,292</u>
Net Position		
Net Invested In Capital Assets	254,719	255,233
Unrestricted Net Position	<u>572,879</u>	<u>602,875</u>
Total Net Position	<u>827,598</u>	<u>858,108</u>
Total Liabilities And Net Position	<u>\$ 4,457,612</u>	<u>\$ 4,534,400</u>

See Accompanying Independent Auditor's Report And Notes To Financial Statements

Hilltown Cooperative Charter Public School
Statement of Revenues, Expenses and Changes in Net Position
For the Years Ended June 30, 2020 and 2019

DRAFT

	2020	2019
Operating revenues		
Tuition	\$ 3,037,991	\$ 2,925,664
On-Behalf Pension Payment	667,820	522,810
Government Grants	70,355	62,555
Medicaid & Other Reimbursements	10,445	26,467
Private Grants	7,117	1,316
After School Fees	72,333	95,838
Field Trip Income	53,267	21,148
School Lunch Receipts	16,898	23,199
Student Activity Fees	28,694	21,552
Total operating revenues	3,964,920	3,700,549
Operating expenses		
Wages	2,320,009	2,234,957
Payroll Taxes	86,118	77,846
Fringe Benefits	323,656	298,267
On-Behalf Pension Payment	667,820	522,810
Consulting & Contracted Services	95,369	159,943
Depreciation Expense	105,726	102,511
Dues & Subscriptions	6,028	5,907
Educational Supplies & Textbooks	31,256	35,459
Food Services	20,505	25,542
Interest Expense	93,117	94,564
Instructional Technology	32,254	20,901
Occupancy	161,784	168,992
Other Operating Expenses	30,885	23,104
Transportation & Field Trips	56,046	24,096
Total Operating Expenses	4,030,573	3,794,899
Operating Income	(65,653)	(94,350)
Non-Operating Revenues & (Expenses)		
Fundraising Income	29,166	43,066
Investment Income	10,516	7,849
Fundraising Expense	(2,463)	(2,003)
Other Non-Operating Expense	(2,076)	(8,703)
Total Non-Operating Revenues (Net)	35,143	40,209
Change in Net Position	(30,510)	(54,141)
Net Position at Beginning of Year	858,108	912,249
Net Position at End of Year	\$ 827,598	\$ 858,108

See Accompanying Independent Auditor's Report And Notes To Financial Statements

Hilltown Cooperative Charter Public School
Statement of Cash Flows
For the Years Ended June 30, 2020 and 2019

DRAFT

	<u>2020</u>	<u>2019</u>
Cash Flow from Operating Activities:		
Receipts from Tuition	\$ 3,313,007	\$ 2,650,648
Receipts from Grants	77,472	102,301
Receipts from Programs	180,949	187,510
Payments to Employees	(2,304,754)	(2,227,038)
Payments for Payroll Related Expenses	(395,831)	(388,483)
Payments to Vendors & Suppliers	(543,408)	(567,022)
Net Change in Cash - Operating Activities	<u>327,435</u>	<u>(242,084)</u>
Cash Flows from Non-Capital Financing Activities:		
Non-Operating Receipts	41,382	50,665
Non-Operating Disbursements	(5,214)	(10,873)
Net Change in Cash - Non-Capital Financing Activities	<u>36,168</u>	<u>39,792</u>
Cash Flows from Investing Activities:		
Additions to Certificate of Deposit	(10,135)	(207,211)
Net Change in Cash - Investing Activities	<u>(10,135)</u>	<u>(207,211)</u>
Cash Flows from Capital & Related Financing Activities:		
Building Improvement Purchase	(51,785)	(30,604)
Payments on Note Payable	(53,427)	(51,981)
Net Change in Cash - Capital & Related Financing Activities	<u>(105,212)</u>	<u>(82,585)</u>
Increase (Decrease) in Cash	248,256	(492,088)
Cash at Beginning of the Year	<u>59,303</u>	<u>551,391</u>
Cash at End of the Year	<u>\$ 307,559</u>	<u>\$ 59,303</u>
Reconciliation of Operating Income to Net Change in Cash - Operating Activities:		
Change in Net Position	\$ (65,653)	\$ (94,350)
Adjustments to Reconcile Change in Net Position to Net Change in Cash - Operating Activities:		
Depreciation	105,726	102,511
Change in Assets & Liabilities:		
Accounts Receivable	275,016	(236,586)
Prepaid Expense	6,897	(8,145)
Accounts Payable	(10,649)	(9,477)
Accrued Wages Payable	14,592	7,919
Accrued Payroll Liabilities	255	1,692
Accrued Expenses	1,251	(5,648)
Net Change in Cash - Operating Activities	<u>\$ 327,435</u>	<u>\$ (242,084)</u>
Supplemental Disclosure of Cash Flow Information		
Non-Cash Operating Activity - On Behalf of Pension Payment for Employees	\$ 667,820	\$ 522,810
Interest Paid and Charged to Expense	93,117	94,564

See Accompanying Independent Auditor's Report And Notes To Financial Statements

Notes to the Financial Statements

June 30, 2020 and 2019

1. Nature of Organization

The Hilltown Cooperative Charter Public School (the School) was established on December 9, 1994 after receiving its charter from the Commonwealth of Massachusetts under Chapter 71, Section 89 of the General Laws of Massachusetts. The School's charter is awarded in five year increments and is subject to renewal at the discretion of the Commonwealth of Massachusetts' Department of Elementary and Secondary Education (DESE). The charter for the School expires on June 30, 2025 at which time it will again be subject to renewal. The School is considered a special purpose governmental entity and operates as a public school. DESE provides approximately 93% of the funding to the School through a per pupil rate and federal and state grants. The School is located at One Industrial Parkway, Easthampton, Massachusetts.

The School's mission is:

To engage students in a school that uses experiential hands-on activities in 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.

2. Summary of Significant Accounting Policies

The accounting policies of the School conform to accounting principles generally accepted in the United States as applicable to governmental units. The following is a summary of the School's significant accounting policies:

Financial Statement Presentation

The School, in accordance with *Governmental Accounting Standards Board (GASB) Statement No. 34 - Basic Financial Statements and Management's Discussion and Analysis - for State and Local Governments*, is considered a special purpose governmental entity that engages in only business type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared using the accrual basis of accounting and all of the activity is recorded in the enterprise fund. The School's financial statements include a Statement of Net Position, a Statement of Revenues, Expenses and Changes in Net Position and a Statement of Cash Flows.

Basis Of Accounting

The accrual method of accounting is used for all governmental entities that operate as business type entities. Accordingly, revenue is recognized when earned and capital assets and expenditures are recorded when received and incurred, respectively. Pursuant to GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, the School has elected to apply the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

Hilltown Cooperative Charter Public School

Notes to the Financial Statements

June 30, 2020 and 2019

2. Summary of Significant Accounting Policies (continued)

Tax Status

The School was established under a charter granted by DESE and operates as part of the Commonwealth of Massachusetts and is, therefore, generally exempt from income taxes under Section 115 of the Internal Revenue Code.

Cash and Cash Equivalents

For the purpose of the Statement of Net Position and the Statement of Cash Flows, the School considers all investments with an original maturity of three months or less to be cash equivalents. As of June 30, 2020, and 2019, the School held no cash equivalents. For the purposes of these financial statements, the School's cash consisted of checking accounts and a money market account. The School also has long term certificates of deposit which are not considered cash for the purposes of these financial statements.

Accounts Receivable

Accounts receivable are presented at their original invoiced amount. Management's periodic evaluation of the adequacy of the allowance is based on its past experience. There is no allowance for doubtful accounts as management considers all receivables to be collectible and the School has no history of significant uncollectible receivables.

Operating Revenue and Expenses

Operating revenue and expenses generally result from providing educational and instructional services in connection with the School's principal ongoing operations. The principal operating revenues include tuition and grants. Operating expenses include educational costs, occupancy costs, administrative expense, and depreciation on capital assets. All other revenue and expenses not meeting this definition are reported as non-operating revenue and expenses.

Capital Assets

Property and equipment are recorded at cost or at fair market value at the date of donation. Capital assets purchased with a cost or value greater than \$5,000 are capitalized. Depreciation is computed on the straight-line basis using estimated useful lives of 3 to 5 years for equipment and 10 years for furniture and fixtures. The Building is depreciated over a period of 40 years and building improvements are depreciated over an expected life of 10 to 20 years.

Classification of Net Position

The Unrestricted Net Position of the organization as reported on the Statement of Net Position represents the portion of the overall net position that is available to support operations. The Net Invested in Capital Assets Net Position represents the book value of capital assets net of any related debt. The Restricted Net Position represents the funds received or committed to specific uses or programs, the School had no restricted funds at June 30, 2020 or June 30, 2019.

Notes to the Financial Statements

June 30, 2020 and 2019

2. Summary of Significant Accounting Policies (continued)

Fair Value of Financial Instruments

The School's financial instruments, none of which are held for trading purposes, include cash and accounts receivable. The School estimates that the fair value of all financial instruments at June 30, 2020 and 2019 does not differ materially from the aggregate carrying value of its financial instruments recorded in the accompanying financial statements.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

Reclassification

Reclassifications are made to account balances in the prior year financial statements when necessary to conform to the current year presentation.

3. Deposits with Financial Institutions

At June 30, 2020 and 2019, the School's total bank account balance was \$826,955 and \$568,563, respectively. The School maintains its cash accounts at two financial institutions. This balance, at times, may exceed the Federal Deposit Insurance Corporation (FDIC) insured limit of \$250,000. Management acknowledges the possibility of risk in this arrangement, however, the size and longevity of the depository institutions minimizes such risk. In addition, the bank accounts are maintained at Massachusetts chartered savings banks that maintain additional insurance through the Depositors Insurance Fund (DIF), a private industry sponsored insurance company.

As required by Governmental Accounting Standards Board Statement No. 40, *Deposits and Investment Risk Disclosures*, the following represents a summary of deposits as of June 30, 2020 and 2019:

	<u>2020</u>	<u>2019</u>
Insured through the Federal Deposit Insurance Corporation	\$250,000	\$250,303
Insured through Depositors Insurance Fund	<u>576,955</u>	<u>318,260</u>
Total	<u>\$826,955</u>	<u>\$568,563</u>

Notes to the Financial Statements

June 30, 2020 and 2019

4. Capital Assets

Changes in capital assets during fiscal years 2019 and 2020 are as follows:

	<u>Balance</u> <u>June 30, 2019</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance</u> <u>June 30, 2020</u>
Capital Assets				
Building & Improvements	\$3,890,381	\$ 51,785	\$ -	\$3,942,166
Less Accumulated Depreciation	<u>(252,984)</u>	<u>(99,473)</u>	<u>-</u>	<u>(352,457)</u>
Buildings & Improvements (Net)	<u>3,637,397</u>	<u>(47,688)</u>	<u>-</u>	<u>3,589,709</u>
Furniture & Equipment	34,508	-	-	34,508
Less Accumulated Depreciation	<u>(16,059)</u>	<u>(3,451)</u>	<u>-</u>	<u>(19,510)</u>
Furniture & Equipment (Net)	<u>18,449</u>	<u>(3,451)</u>	<u>-</u>	<u>14,998</u>
Vehicle	14,012	-	-	14,012
Less Accumulated Depreciation	<u>(4,204)</u>	<u>(2,802)</u>	<u>-</u>	<u>(7,006)</u>
Vehicle (Net)	<u>9,808</u>	<u>(2,802)</u>	<u>-</u>	<u>7,006</u>
Net Capital Assets	<u>\$3,665,654</u>	<u>\$(53,941)</u>	<u>\$ -</u>	<u>\$3,611,713</u>

	<u>Balance</u> <u>June 30, 2018</u>	<u>Additions</u>	<u>Reclassifications</u>	<u>Balance</u> <u>June 30, 2019</u>
Capital Assets				
Building & Improvements	\$3,859,777	\$ 30,604	\$ -	\$3,890,381
Less Accumulated Depreciation	<u>(157,376)</u>	<u>(95,608)</u>	<u>-</u>	<u>(252,984)</u>
Buildings & Improvements (Net)	<u>3,702,401</u>	<u>(65,004)</u>	<u>-</u>	<u>3,637,397</u>
Furniture & Equipment	34,508	-	-	34,508
Less Accumulated Depreciation	<u>(11,958)</u>	<u>(4,101)</u>	<u>-</u>	<u>(16,059)</u>
Furniture & Equipment (Net)	<u>22,550</u>	<u>(4,101)</u>	<u>-</u>	<u>18,449</u>
Vehicle	14,012	-	-	14,012
Less Accumulated Depreciation	<u>(1,401)</u>	<u>(2,803)</u>	<u>-</u>	<u>(4,204)</u>
Vehicle (Net)	<u>12,611</u>	<u>(2,803)</u>	<u>-</u>	<u>9,808</u>
Net Capital Assets	<u>\$3,737,562</u>	<u>\$(71,908)</u>	<u>\$ -</u>	<u>\$3,665,654</u>

Notes to the Financial Statements

June 30, 2020 and 2019

5. Note Payable

The School has a note payable with the USDA dated September 15, 2016. The note is secured by the School's assets. The note is for \$3,550,000 and is payable in monthly installment over 40 years. Monthly principal and interest payments are \$12,212. The interest rate on the note is fixed at 2.75%. The note balance at June 30, 2020 was \$3,356,994, the current portion is \$54,901 and the noncurrent portion is \$3,302,093.

Future scheduled maturities of this long-term debt are as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 54,901	\$ 91,643	\$ 146,544
2022	56,427	90,117	146,544
2023	57,995	88,549	146,544
2024	59,607	86,937	146,544
2025	61,264	85,280	146,544
2025 - 2030	332,831	399,889	732,720
2031 - 2035	381,746	350,974	732,720
2035 - 2040	437,862	294,858	732,720
2040 - 2045	502,239	230,481	732,720
2045 - 2050	576,094	156,626	732,720
2050 - 2055	660,822	71,898	732,720
2055 - 2057	<u>175,206</u>	<u>3,313</u>	<u>178,519</u>
Total Future Scheduled Maturities	<u>\$3,356,994</u>	<u>\$1,950,565</u>	<u>\$5,307,559</u>

6. Line of Credit

The School has a line of credit with a bank. The line of credit is for amounts up to \$75,000 and carries an interest rate of the bank's prime rate plus 1% with a 4.50% floor on the rate. The loan is secured with the certificate of deposit that the School has with the bank. As of June 30, 2020, and 2019, there were no amounts outstanding on the line of credit.

7. Government Grants

For the years ended June 30, 2020, and 2019, amounts received from the following grants were included in revenues:

	<u>2020</u>	<u>2019</u>
Massachusetts Dept. Of Education		
Special Education	\$37,654	\$37,716
Teacher Quality	3,901	4,607
Title I	18,800	19,070
Title IV	<u>10,000</u>	<u>1,162</u>
Total Government Grants	<u>\$70,355</u>	<u>\$62,555</u>

Government grant receivable balance as of June 30, 2020 was \$0 and also \$0 on June 30, 2019.

Notes to the Financial Statements

June 30, 2020 and 2019

8. Designated Net Position

A contingency fund of \$50,000 was designated in the previous year as a contingency fund and that designated net position remains as of June 30, 2020. In fiscal year 2019, \$50,000 of the net position was designated as a contingency fund and \$36,000 of the net position as a capital projects fund.

9. Operating Lease

The School leases a copier machine under a five-year operating lease effective August 13, 2019 through August 12, 2023. The lease expense for the copier for the years ending June 30, 2020, and 2019 was \$5,258 and \$5,258, respectively.

Future minimum payments required under the operating lease are:

Year ending June 30, 2021	\$ 5,258
Year ending June 30, 2022	5,258
Year ending June 30, 2023	5,258
Year ending June 30, 2024	<u>876</u>
Total Minimum Future Lease Payments	<u>\$16,650</u>

10. Retirement Plans

The School's teaching staff and certain administrators participate individually in the Massachusetts Teachers Retirement System (MTRS). All qualified teachers and administrators are covered by and must participate in MTRS. All qualified teachers and administrators who qualify for the plan, along with the School are exempt from federal social security taxes for these employees. Benefits vest fully after 10 years of qualified employment and an employee may receive retirement benefits after 20 years of service or having reached the age of 55 if the participant (1) has a record of 10 years of creditable service, (2) was first employed by the school after January 1, 1978, (3) voluntarily left School employment on or after that date, and (4) left an accumulated annuity deduction in the fund. This retirement plan requires an employee contribution of eight to eleven percent (depending on the plan and the employment date) of their compensation.

The MTRS retirement plan, under GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, is required by statute to determine the net pension liability for all participants. The net pension liability for the retirement plan at the June 30, 2020 measurement date was determined by an actuarial valuation prepared as of January 1, 2011, rolled forward to June 30, 2019. The School's share of MTRS net pension liability is \$5,507,004.

The School also maintains an IRC Section 403(b) Tax Deferred Annuity Plan that is entirely funded by employee contributions.

Notes to the Financial Statements

June 30, 2020 and 2019

11. On-Behalf Pension Payments

In accordance with GASB Statement 68, *Accounting and Financial Reporting for Pensions*, the School is required to recognize its proportional share of pension revenue and expenses, as reported by MTRS, as on-behalf payments in their combining financial statements. As of June 30, 2020, and 2019, the School recognized \$667,820 and \$522,810, respectively of on-behalf revenues and expenses.

12. Related Party Transactions

The Friends of the Hilltown Cooperative Charter School, Inc. is a tax exempt 501(c)(3) charitable organization that solely supports the efforts of the school by soliciting charitable donations. These funds are contributed to the School for specific uses and for general operations. During the year ended June 30, 2020 and 2019, the School received \$21,147 and \$35,840, respectively in contributions from the Friends of the Hilltown Cooperative Charter School, Inc.

During the year ending June 30, 2020, the School employed the daughter of the director of administration as an assistant teacher. She was paid \$17,760 in wages during the year ended June 30, 2020.

13. Concentration - Revenue

For the year ended June 30, 2020 and 2019, DESE provided 93% and 93% of the School's total revenue through a tuition payments and grants.

14. Subsequent Events

The School has evaluated subsequent events through October 7, 2020 which is the date the financial statements were issued. The Covid 19 pandemic which affected school operations during the year ended June 30, 2020 continued into the subsequent fiscal year. The pandemic has created significant uncertainty in many sectors of the economy. The School is fully confident that the state will continue to provide a sufficient level of tuition payments so that the School will continue to operate through this crisis.

There are no recognized subsequent events, events that provide additional evidence about conditions that existed at the statement of net assets date which are necessary to disclose to keep the financial statements from being misleading.

Independent Auditor's Report on Internal Control over Financial
Reporting and on Compliance and Other Matters Based on
an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards*

To The Board Of Trustees
Hilltown Cooperative Charter Public School
1 Industrial Parkway
Easthampton, MA 01027

I have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Hilltown Cooperative Charter Public School which comprise the statement of net assets as of June 30, 2020, and the related statements of revenues, expenses, and changes in net assets, and cash flows for the year then ended, and the related notes to the financial statements for the year ended June 30, 2020, and have issued my report thereon October 23, 2020.

Internal Control Over Financial Reporting

In planning and performing my audit of the financial statements, I considered Hilltown Cooperative Charter Public School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing my opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Hilltown Cooperative Charter Public School's internal control. Accordingly, I do not express an opinion on the effectiveness of Hilltown Cooperative Charter Public School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material deficiencies or significant deficiencies. Given these limitations, during my audit I did not identify any deficiencies in internal control that I consider to be material weaknesses, as defined above. However, material weakness may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Hilltown Cooperative Charter Public School's financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit, and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of my testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

October 7, 2020

Richard Abbott, CPA

ACCEPTANCE OF THE BOARD OF TRUSTEES

We, the Board of Trustees of the Hilltown Cooperative Charter Public School, have voted to accept the representations of management and the expression of the opinions made by Richard Abbott, Certified Public Accountant as embodied in the financial statements and independent auditor's reports for the year ended June 30, 2020 and 2019.

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of American and the Commonwealth of Massachusetts Charter School Audit Guide for the period end June 30, 2020 and 2019.

Board President or Treasurer
or Other Designated Person

Date

ACCEPTANCE OF THE BOARD OF TRUSTEES

We, the Board of Trustees of Hilltown Cooperative Charter Public School or its designated committee or individual, have voted to accept the representations of management and the expression of the opinions made by Richard Abbott, CPA as embodied in the financial statements and independent auditor's reports for the years ended June 30, 2020 and 2019.

We also certify that the representations made by management and the disclosures in the financial statements are accurate and have been correctly and completely disclosed as required by accounting principles generally accepted in the United States of America and the Commonwealth of Massachusetts Charter School Audit Guide for the periods ended June 30, 2020 and 2019.

 TREASURER

Board President or Treasurer
or Other Designated Person

10/7/20
Date



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Domain Director's Report October, 2020

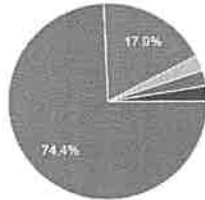
- 1) We've had close to 100% attendance (for students who have opted-in to participate) at our outdoor on-site sessions. We are in the process of clarifying what it means to be present for remote learning (evidence of presence/participation).
- 2) This week, additional outdoor on-site sessions were added for grades K-3 on Wednesdays and Thursdays. Looking ahead to colder weather, we surveyed parents of the youngest students about comfort coming indoors. Here is a snapshot of the survey results (September 30th):

BLUES & INDIGOS

What is your current comfort level with your K/1 child coming indoors at school to work in classrooms (half-groups, 6' apart, with masks and mask breaks)? We are thinking ahead to cold or stormy weather.



39 responses



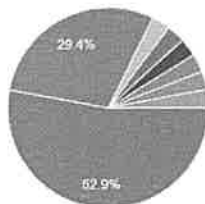
- Comfortable with indoor time with safety measures in place
- Outdoor only, please
- Not comfortable
- unsure, we love outside time but have to talk about inside, but are possibly open to it.
- Not sure about inside time? Will windows be open? And fans on? We have two compromised family members so the i...

GREENS & YELLOWS

What is your current comfort level with your 2/3 child coming indoors at school to work in classrooms (half-groups, 6' apart, with masks and mask breaks)? We are thinking ahead to cold or stormy weather.



34 responses



- Comfortable with indoor time with safety measures in place
- Outdoor only, please
- we like the idea of in person, but on the fence about indoor
- The hallway activity / crossing each ot...
- Remote only
- it makes me nervous but at some poin...
- i'm comfortable with this, especially if t...
- Occasional indoor time is OK (less tha...



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

- 3) We have reached out to racial justice educators Drs. DeJong and Pacheco at the Collaborative for Educational Services for help in designing a Hilltown community conversation about race that centers youth voices. We have also reached out to schedule whole staff professional development with them on our January 19th PD day.
- 4) Facebook groups have been established for each pair of classes, with parent moderators, to enable parents to connect with and support each other. So far participation is moderate, but growing as more parents engage.
- 5) Students in grades 4-8 will be doing in-house writing assessments over the next two weeks. Students in grades K-3 are doing Being a Reader benchmark assessments over the next two weeks.
- 6) The Coronavirus grant (CvRF) for \$49,000 was approved and is being used for K-8 online curriculum, technology equipment, tents, and other innovative efforts for the reopening of school.
- 7) Our annual financial audit was conducted and presented by Richard Abbott, CPA, to the Finance Committee this week. There were no findings for the FY 20 year; there were also no prior year findings to be evaluated.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- September 18th, 2020

9:00 am Zoom link:

<https://us02web.zoom.us/j/81691654030?pwd=WSt6U3hObXI5ZjMvdYtJRhdLdlVEZz09MeetingID:81691654030Passcode:Domain>

Present: Matt Dube, Kate Saccento, Lara Ramsey, Deirdre Arthen, Dawn Reesman

Regrets: None

Topic	Discussion	Action
Board Email	To create accessibility and streamline communications to the BoT members, the team determined that we will use BoT President email alias to solicit and manage incoming communications to the BoT members and route them appropriately.	Will set up so Matt receives; will communicate this out via newsletter and add to contact information to BoT webpage.
November BoT Meeting	Lara raised the concern that the November BoT meeting is scheduled for Veteran's Day. Out of respect for the national holiday, it was determined that we would move the November 11th board meeting to November 18th.	Matt will email BoT, Kate moving on calendar, Matt will alert Noelle/Nicole.
Community Meeting	Meeting planned for Tuesday, September 22nd. This meeting will be an opportunity to solicit parent feedback on the first two weeks of the school year. Discussed board involvement in the meeting and possibility of Matt kicking off the meeting to thank parents, administrators, teachers and staff. Discussed format of meeting and if breakout sessions were needed. That will be determined based on the number of attendees.	Directors and BoT members will be there Tuesday to participate in and facilitate community listening session.
Attendance Policy	The Directors met with the Executive Director of another Massachusetts Charter School to discuss the attendance policy for the 2020-2021 school year. The policy we rolled out to Hilltown families is in line with the policy at that K-12 school.	The Directors will continue to enforce the attendance policy as written.

1 Industrial Parkway
Easthampton, MA 01027

Phone: 413-529-7178
Fax: 413-527-1530

website: www.hilltowncharter.org
e-mail: info@hilltowncharter.org



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	The attendance policy at Hilltown is also in line with guidance/expectations from DESE and the Massachusetts Charter School Association.	
Long Range Plan	We discussed how Long Range Planning is difficult to do when in crisis and determined that we will hold on doing long range planning at this time. If there are topics or situations that need to be addressed in the meantime, we will create special board committees, as needed.	Matt to share the news with the BoT and discuss the decision.
Determining Director's Salaries	Requested clarification on how the Director's salaries are determined has been raised at a couple of BoT meetings in the last year.	
Review action items		Done
Tentative agenda topics for next meeting	Agenda for October BoT meeting Review of Community Listening Session Discuss timing and process for Director Evaluations	
Next meeting time/date/location		Friday, Oct 2th, 9:00 a.m. https://us02web.zoom.us/j/81691654030?pwd=WSt6U3hObXl5ZjMvdYtJRHdLdlVEZz09MeetingID:81691654030 Passcode: Domain
Adjournment		Meeting adjourned at 10 a.m.

1 Industrial Parkway
Easthampton, MA 01027

Phone: 413-529-7178
Fax: 413-527-1530

website: www.hilltowncharter.org
e-mail: info@hilltowncharter.org



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Finance Committee Meeting Minutes –October 7, 2020, Zoom, 8:30 AM

Present: Carla Clark, Maureen Mahar, Richard Senecal, Chris Korczak,
Kate Saccento, Andy Tilbe
Guests: Auditor Richard Abbott
Regrets: Lisa Plaza
Agenda: Approve September Minutes; Review Yearly Audit; Review Financials

Topic	Discussion	Action (if necessary)
September Minutes	Approval of September minutes.	Rich moved to approve September minutes, Maureen seconded. Approved by consensus
FY2020 Audit Report	Auditor Richard Abbott presented his audit findings No major financial areas of concern for Hilltown Richard Senecal will sign the audit The final audit will be presented to the board in October	Chris moved to approve the audit, Rich seconded. Approved by consensus
FY21 Financial Review	Tuition will be approximately 1.99% higher this fiscal year (approximately \$75,000) Coronavirus grant for \$49,000 was received and will be used by 12/31/20 Title I application was submitted and approved	No action needed
Tentative Agenda Topics for Next Meeting	Approve October Minutes Q1 financial review	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Next Meeting Date/Time/Location	11/04/20; Via Zoom, 8:30 AM	
Adjournment	Meeting adjourned at 9:15 AM	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

GABS Committee Meeting Minutes – September 30, 2020

Meeting Location: By Zoom

Present: Deirdre Arthern; Paula Ingram; Sara Schieffelin; Noelle Barrist Stern
 Regrets: None

Topic	Discussion	Action (if necessary)
<p>BOT Recruitment</p>	<p>Sara said that she emailed Andy Tilbe about joining the Board mid-year, but has not heard back.</p> <p>Noelle reported that Kathleen Szegda, Jill Richmond, and Tala Elia have all taken the three steps for GABS to propose them as Board members (filling out the Board interest form, talking to a GABS member, and attending a Board meeting) and all three are interested in joining the Board mid-year.</p> <p>Noelle explained that the By-Laws allow for 15 slots. Ideally, not more than 2/3 of the slots are to be filled by parents. Right now, we have 12 Board members, 2 of whom are community members, 1 of whom is a teacher. We can add 3 more.</p> <p>GABS agreed to propose that these three join the Board mid-year.</p> <p>Paula’s term will end this year and there will be two open employee positions.</p>	<p>Noelle will follow up with Kathleen, Jill, and Tala and tell them we will propose them at the next Board meeting. Noelle will ask that they attend the next Board meeting and that they submit their resumes to Deirdre before the middle of next week so that they can go in the Board packet. Deirdre will ask Domain Council to put this on the agenda for the October Board meeting. Paula will draft the proposal for the Board. Paula will also start to notify staff that there will be a staff opening on the Board next year. If Andy follows up with Sara, she will talk to</p>



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

		him about applying to be on the Board for next year.
Policy for Selecting Staff Members and Teachers to Serve on BOT Committees	<p>GABS will propose that, if more than one person is interested in a staff or teacher committee position: (1) the Committee Chair will notify them that multiple people are interested in the position and ask that they try to resolve among themselves who will fill the slot; and, if they are unable to resolve it among themselves, (2) the Committee Chair will decide who will fill the slot. If the Committee Chair makes the decision, s/he is encouraged to seek input from other committee members and/or conduct interviews.</p> <p>There was a discussion about what happens if multiple parents are interested in a parent slot on the Board or multiple staff/teachers are interested in an employee slot on the Board. GABS agreed that the three-step process often eliminates the need for a contested vote. If multiple people are interested in the same slot, GABS will encourage them to talk to each other and see if they can resolve it among themselves. If they are unable to do so, pursuant to the By-Laws, there would be a contested vote.</p>	Deirdre will ask Domain Council to put the process for selecting committee members on the agenda for the October Board meeting. Sara will draft a proposal for the Board meeting.
Tentative Agenda Topics for Next Meeting	<ol style="list-style-type: none"> 1. Access for Board members to shared drives and organization of Board documents 2. Documenting Board approvals (policies/proposals) 	
Review Action Items	Action items reviewed.	
Next Meeting Date/Time/Location	October 28, 2020 at 5:00 p.m.	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Adjournment	Meeting adjourned at 6:05 p.m.	
--------------------	--------------------------------	--



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Personnel Committee Meeting Minutes
September 30, 2020 7:30 am

Zoom link: <https://us02web.zoom.us/j/88069674816?pwd=Szg0UlgxV1FKUVNXVFJHaXhtRzBIQT09>
Passcode: coffeetime

Present: Nicole Grinaski, Emily Lees, Jen Matos, Kelly Woods, Lara Ramsey
Regrets:

Topic	Time	Discussion	Action
Meeting Roles	2 mins	Facilitator: Kelly Notetaker: Kelly Timekeeper: Emily	
August Minutes			Motion to Accept: Kelly 2nd: Jen Accepted as written
FY21 Goals	30 mins	<p>Review and finalize FY21 Goals:</p> <p><i>Discussed last meeting:</i></p> <ul style="list-style-type: none"> • <i>development of comprehensive benefit document</i> • <i>review and revise hiring practices (staff and teachers) as step towards increasing diversity</i> <p>Discussion re goals and priorities. Finalized three goals:</p> <p>Research assessment and best practices in increasing diversity of Hilltown staff and teachers.</p> <ul style="list-style-type: none"> • Next step: Committee members will gather resources and tools that may be helpful to the process of review. <p>JEDI: Review all personnel policies (via employee handbook) including hiring practices to assess and address implicit bias, justice, and equity.</p> <ul style="list-style-type: none"> • Next step: Hold • Next step: Draft proposal to streamline the director hiring process with the goal to 	<p>Independent research by Committee members regarding best practices and assessment.</p> <p>Lara will draft and circulate an initial proposal regarding Director hiring to the Committee for review and discussion before the next meeting.</p>



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

		<p>improve efficiency and increase the diversity of the candidate pool.</p> <p>Complete onboarding packets.</p> <ul style="list-style-type: none"> • Next step: TBD 	
New Business		<p>Suggestion to create standing agenda for Committee meetings</p> <p>Returning to Classroom Personnel Related Topics - tbd; expect this to be raised at some point as circumstances in the state change and government makes adjustments to expectations.</p> <p>Ongoing JEDI agenda item expected.</p>	<p>Kelly to speak with Noelle about agenda GABS uses and bring draft to share at next meeting.</p>
Review action items	2 mins	<p>Lara will draft and circulate an initial proposal regarding Director hiring to the Committee for review and discussion before the next meeting.</p> <p>Independent research by Committee members regarding best practices and assessment.</p> <p>Kelly will draft standing agenda to share at next meeting.</p>	
Tentative agenda topics for next meeting	3 mins	<p>Annual goals check-in - including JEDI goal check-in.</p> <p>Director hiring proposal.</p> <p>Review of research gathered to date regarding bias, assessment and best practice.</p> <p>Onboarding packet update.</p> <p>Standing agenda proposal.</p>	<p>Kelly to update agenda and share with Grace.</p>
Next meeting time/date/location		<p>Wed., Oct. 28, 2020 7:30am</p> <p>Zoom link found on school calendar</p>	
Adjournment		<p>8:18am</p>	

1 Industrial Parkway
Easthampton, MA 01027

Phone: 413-529-7178
Fax: 413-527-1530

website: www.hilltowncharter.org
e-mail: info@hilltowncharter.org