

**HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL**

**ANNUAL REPORT**

**2020-2021**

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July 29, 2021

<b>Name of School: Hilltown Cooperative Charter Public School</b>			
Type of Charter	Commonwealth	Location of School (Municipality)	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem, Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Years the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment as of 7/29/2021	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 21-22 as of 7/26/2021	200
Number of Instructional Days during the 2020-2021 School Year	170* 10 days used for COVID health and safety training for staff per Commissioner's approval		
School Hours (ex: 8:30-3pm M-F)	in-person schedule: 8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 every Wed	Age of School as of 2020-2021 School Year	26 years

\* In June 2020, the Board of Elementary and Secondary Education (Board) adopted initial amendments to the student learning time regulations on an emergency basis, and in September 2020, the Board voted on final adoption of the amendments. Among other provisions, the revised regulations altered the student learning time requirements for the 2020-2021 school year to be 170 days and 850 hours (for elementary schools) and 935 hours (for secondary schools).

### **Mission Statement**

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

## Letter from the President of the Board of Trustees



Greetings from the Hilltown Board of Trustees,

We are proud to report that our community not only survived but thrived during the pandemic, thanks to the incredible care and ingenuity our administrators and staff displayed throughout.

A few items of note:

- We were able to safely keep the school open to students for the entire school year in a hybrid then full in-person capacity, with no shutdowns for staff or students due to COVID-19
- We established a Justice Equity Diversity Inclusion (JEDI) Committee to address issues and ensure JEDI work is included in all Board and subcommittee work
- A third-party was contracted to conduct social justice training for the entire Board
- Despite all challenges, we were able to fully staff our school and bring in additional resources and support for our students and staff
- Finished the fiscal year with a positive operating budget in a difficult pandemic year

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

Respectfully submitted,

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

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**Mission and Key Design Elements**

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

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.

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

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

The organization of staff time is designed to ensure that teachers in the arts and classroom teachers have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children’s weekly contact with art and music teachers throughout the year. Our website includes archives of integrated projects done throughout the year.

3. Students at Hilltown develop strong foundational skills:

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

4. Hilltown uses a consensus based governance structure:

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

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

All students have regular opportunities to 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 Submitted	Amendment Requested	Pending or Approved?
10/22/2020	Accountability Plan	Approved

## Access and Equity: Discipline Data

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04500000&orgtypecode=5&=04500000&>

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	220	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	42	0	0	0	0
Students with Disabilities	45	0	0	0	0
High Needs	70	0	0	0	0
Female	111	0	0	0	0
Male	108	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	5	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	11	0	0	0	0
Multi-race, Non-Hispanic/Latino	26	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	176	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 Regulation curriculum, the Social Explorers program in the younger grades, and mindfulness practices in grades K-8. Students are allowed to take breaks and seek a supportive adult (teacher, teaching assistant, nurse, adjustment counselor, or administrator) in order to de-escalate. We 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 in order to monitor for evidence of bias and self-investigate our cultural practices. We use a "thinking sheet" with younger students to process and solve problems. We use a set of restorative questions to process, solve and repair with older students. We lean toward logical consequences whenever possible (for example, if a student destroyed property, the student would help take care of the property as part of the repair). When necessary, a team meeting between a parent, teacher, student and administrator may be held to review the Community Compact and identify where a new plan or more support is needed.

## Dissemination Efforts

The table below shows evidence of how Hilltown shared innovative models for replication and best practices to other public schools our local districts during the 2020-2021 school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Intern Program, Arts Integration, and Student Support Team Meetings	We shared multiple practices by hosting five graduate students (from 3 area colleges). They participated in Hilltown's intern program, arts integration curriculum projects, and student support team meetings.	Atelier teacher Indigos teacher Blues teacher Adjustment Counselor Yellows teaching assistant Director of Teaching & Learning Special education teachers	Smith College School of Social Work in Northampton, MA Mount Holyoke College in South Hadley, MA Springfield College in Springfield, MA	Two interns graduated from their programs and became teachers in local public schools.  Artifacts include notes from integration meetings, documentation of curriculum projects, and student support team meetings.
Arts Integration	We shared this practice by posting materials on our website.	Atelier teachers, music teachers, Atelier teaching assistant	Visitors to website	The website has an Integration Archive to share project planning notes as well as project artifacts such as slide shows, videos, and photographs.
Mini Courses	We shared our practice by sending teachers to be guest speakers for a Mount Holyoke College course, and then by hosting the college students at our school for service learning projects.	Teaching Assistants PE teacher Logistics and Kids' Club Coordinator Director of Teaching and Learning	Mount Holyoke students	Mount Holyoke students learned about our mini course model from teachers visiting their college course. Then, college students had the option of working with us on a project for social justice/change. One student evaluated the school's website for bias and representation. Five students assisted in online mini courses for three weeks. Notes from their mini courses and from the audit of our website are lasting artifacts.

## Academic Program Success

### Student Performance

Our most recent (2020), publicly available student performance data can be found in our school report card on the DESE website: <https://reportcards.doe.mass.edu/2020/04500105>

Our complete 2020 school report card/statewide Accountability Report can be found at: <https://profiles.doe.mass.edu/accountability/report/school.aspx?subgroup=153&orgcode=04500105>

2020 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

\*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19.

\*The above accountability information represents determinations from 2019.

### Academic Program

During the 2020-21 school year, Hilltown maintained its curriculum, but at a slower pace due to COVID. The school maintained its tiered system of support and added supports for social-emotional wellness. When it wasn't possible to spend time on all of the content, teachers ensured that the big ideas and essential questions were elevated, as well as habits of work and learning.

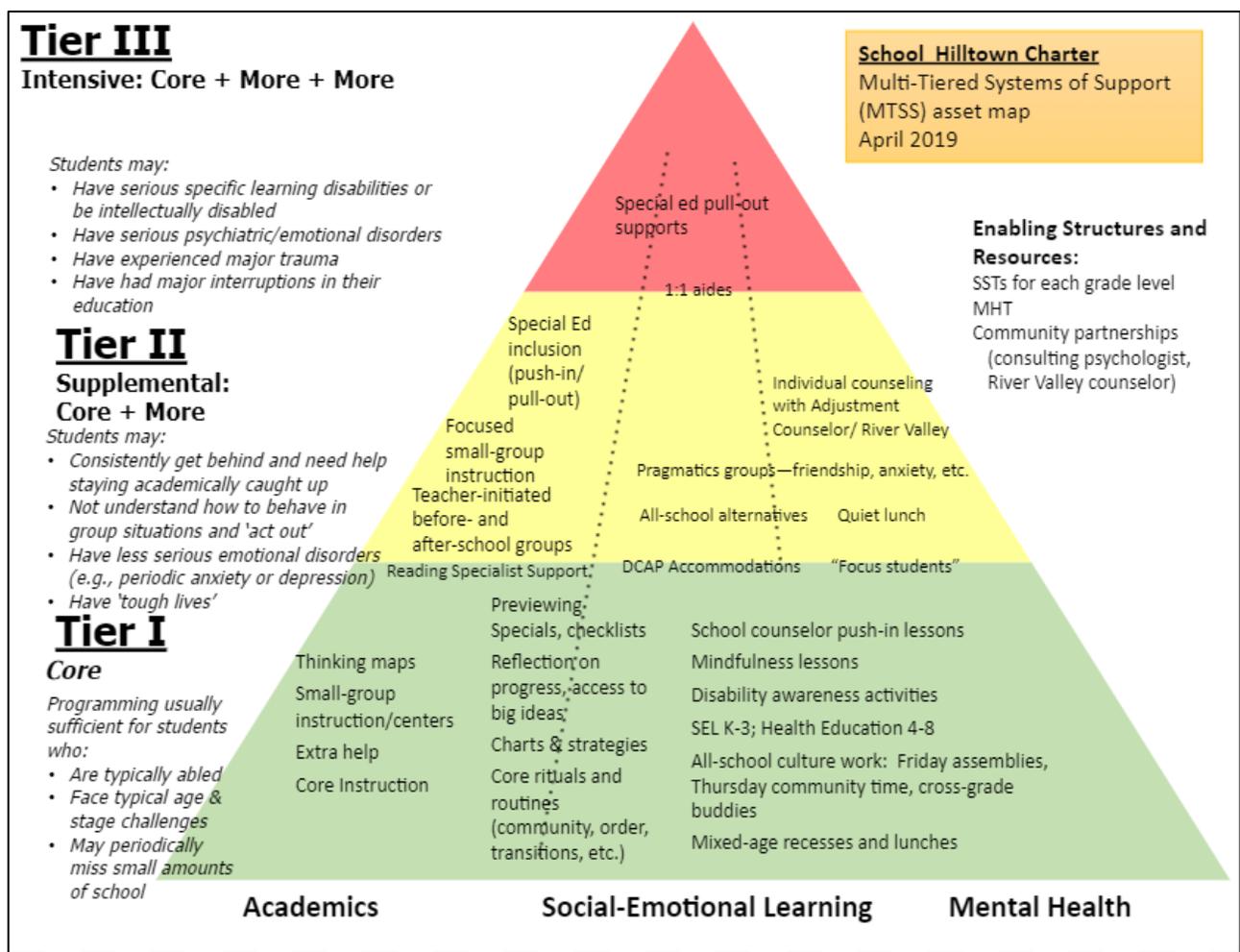
As in other years, we used the Being a Reader curriculum in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In K-5, teachers also drew on the Teachers' College Writing Program, Being a Writer (through Collaborative Classroom), Words Their Way, and the Zaner Bloser spelling program. Hilltown has been using Illustrative Math in grades 6-8 for three years and will begin using IM for grades K-5 this coming school year (it will be the first year this is available). Last year, grades K-5 used Math Expressions, with some teachers supplementing from the Bridges curriculum and resources for mathematical thinking routines such as Math 180. Hilltown has a teacher-created K-8 social studies and science curriculum. In grades K-5, these topics are called *major studies* and are hands-on, arts-integrated academic classes. All students participate in Atelier (art), Music & Movement, Health, and PE. Students in grades 6-8 take Spanish.

Instruction and support evolved throughout the year as we gained familiarity with the potential of online teaching and learning. All teachers had structured times for meeting with students 1:1 and in small support groups, which led to more individualized attention than students have had in non-pandemic years. In some cases, scheduling check-ins with students via sign-ups worked best. In other cases, teachers noticed the value of asking or inviting students to stay on a Zoom/Google Classroom call

after class to check in. Classroom, specialist, and special education teachers continued to have bi-weekly Student Support Team meetings (SST) as in regular years in order to work as a team to identify and address student needs. We continued to use RTI. Based on need, 10% of our students came to the school building throughout the year to learn in person or to have in-person support for virtual classes.

We were able to use multiple forms of assessment with our students, even though the year had many disruptions. Pre-pandemic, we planned to replace an outdated standardized test of basic skills with a new one, the SAT10. We followed through with this even though conditions were suboptimal. Teachers continued to assess student learning using formative and summative assessments that included rubrics, benchmarks, and unit tests. Special education teachers and related service providers, including the reading specialist, continued to provide services and assess student progress. We used FastBridge, a universal screening tool, in an ad hoc fashion, with plans to implement it across all grades in the fall.

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



Hilltown’s academic program remained accessible to all students during the 2020-2021 school year. Throughout the year, students had the option to attend school in-person anywhere from 2 hours, once a week, to 15 hours, five days a week (3 hours/day in two half groups). Teachers and teaching assistants provided remote and in-person instruction. When in-person teachers were working with half groups,

specialist teachers saw students in remote classes. Remote instruction was both synchronous and asynchronous. Students and teachers in grades K-8 used digital platforms (Seesaw K-3; Google Classroom 4-8) to upload assignments and correspond about work. For students who opted to attend school remote-only, the school used a pick-up and drop-off system for hard materials (e.g. art supplies, novels, and manipulatives for science experiments).

We hired extra teaching assistants to support students who depended on being in the building to learn. Teaching assistants took on extra paid hours to offer academic support to students 1:1 and in small groups. Home-school communication remained a priority.

### **Strategies to ensure the physical safety of all students during in-person learning:**

From September to November, students had class outside under shade tents. Everyone wore masks and used hand sanitizer frequently. We hired someone to assist with regular cleanings of high-touch surfaces. In November, our K/1 students moved indoors and had class in the All School space (gym equivalent) so that their desks could be 6' apart. As it got colder, our 2<sup>nd</sup> and 3<sup>rd</sup> grade students came in person twice a week for three hours at a time, in half-groups, so that they could be 6' apart. Our 4th-8th grade students came to school in half-groups for 2.5 hours (one afternoon) once a week until the state directed schools to support all students being back in school full time. We bought air purifiers for every classroom, provided shields for 1:1 services, provided masks and face shields for anyone who wanted them, and participated in pool testing as soon as it was available.

### **Plans to accelerate learning during the 2021-2022 school year:**

Hilltown will follow the guidance provided by ANet on Academic Recovery via Massachusetts Charter Public School Association. We will diagnose the efficacy of distance learning efforts from spring 2021 (FastBridge, SAT10, internal assessments) and maintain a focus on the major work for each grade level in math and literacy. We will use the data to make targeted adjustments to instruction; we will not use data as a gatekeeper to grade level instruction. We will provide guidance for integrating attention to unfinished learning in ELA and math and promote the "just-in-time" approach. We will focus on providing equitable instruction and maintaining a supportive and nurturing environment for students.

## **Organizational Viability**

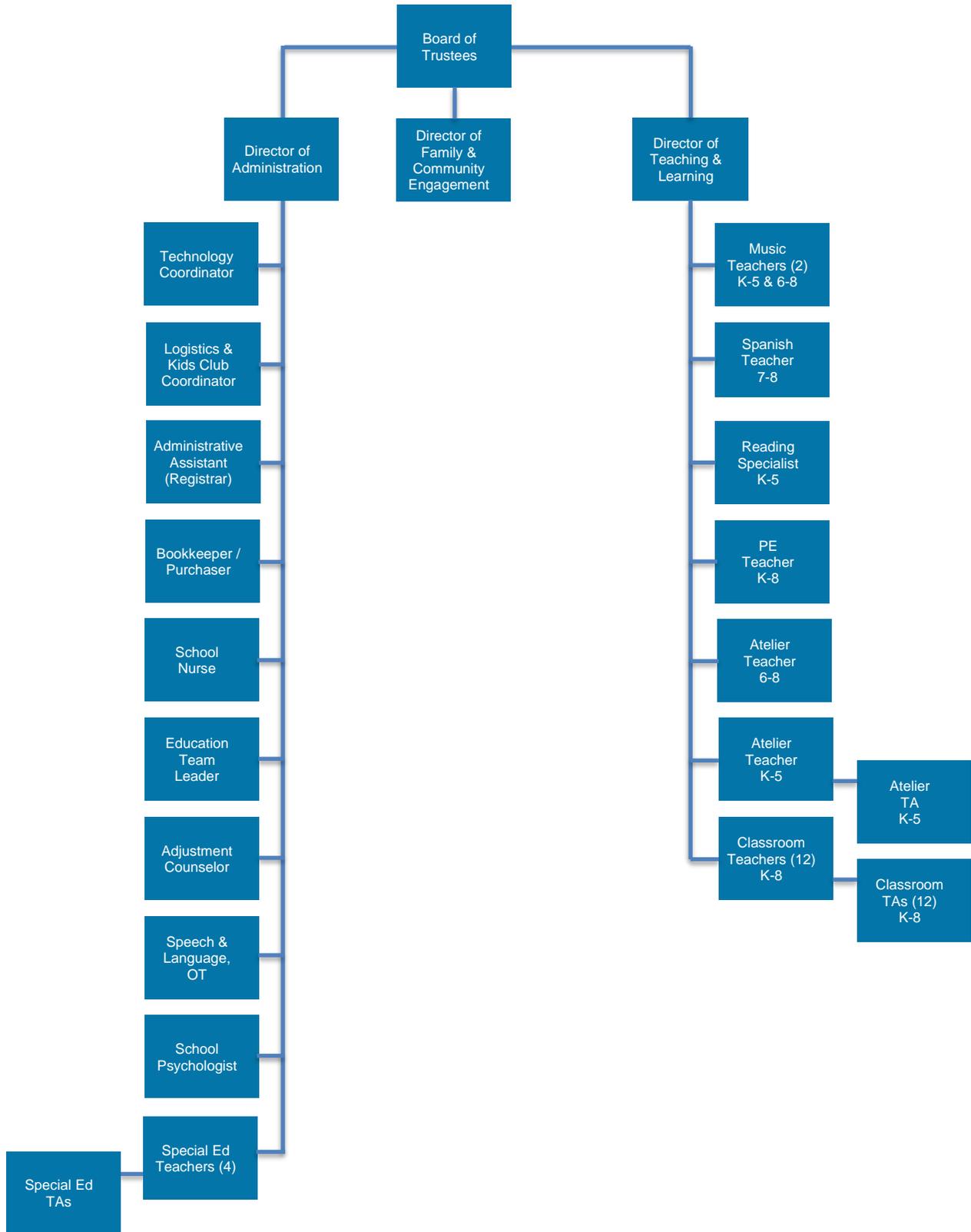
### **Organizational structure of the school during the 2020-2021 school year** (see chart on page 7)

In the 2020-2021 school year, the Education Team Leader/Academic Support Coordinator and the Special Education and Related Services staff changed from reporting to the Director of Teaching and Learning to the Director of Administration. This change was made to balance out the supervision of staff between the Director of Teaching and Learning and the Director of Administration.

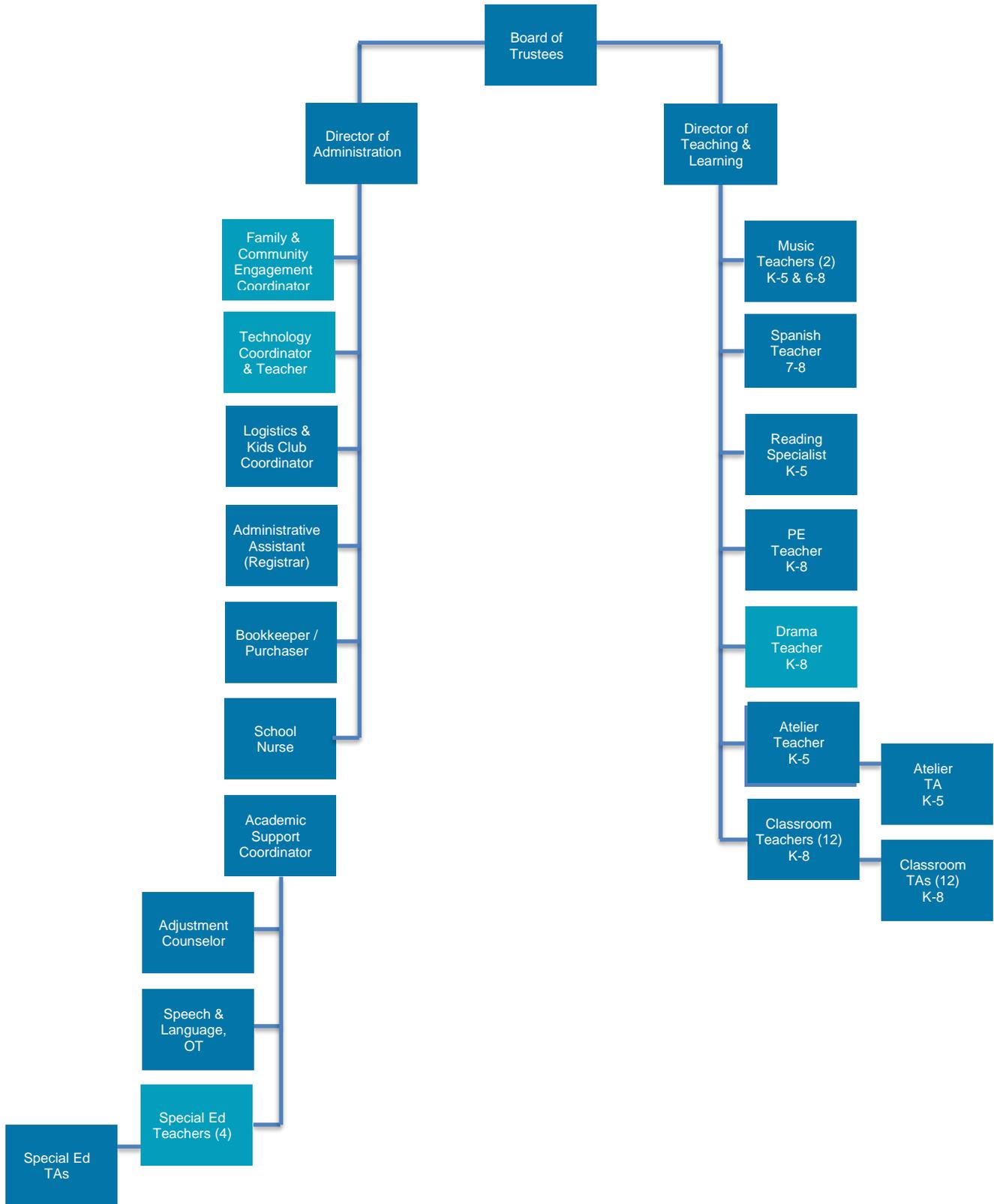
### **Anticipated changes in the organizational structure of the school for the 2021-2022 school year** (see chart on page 8)

In the upcoming school year, the previous position of the Director of Community and Family Engagement (now the Community and Family Engagement Coordinator) will report to the Director of Administration instead of the Board of Trustees. This anticipated change is being made to reduce the number of Directors reporting to the Board of Trustees and to increase the direct supervision for the Community and Family Engagement role.

# Hilltown Cooperative Charter Public School Organizational Chart 2020-2021



# Hilltown Cooperative Charter Public School Organizational Chart 2021-2022



**Budget and Finance**

A Unaudited FY21 statement of revenues, expenses, and changes in net assets (income statement)

**Hilltown Co-op Charter Public School**  
**Unaudited FY21**  
**Statement of Revenues, Expenses**  
**and Changes in Net Position**  
**July 2020 through June 2021**

<b>Operating Revenues</b>	
Tuition	3,083,927
Government Grants	186,974
Private Grants	1,579
Medicaid & Other Reimbursements	11,499
School Lunch Receipts	5,753
<b>Total Operating Revenue</b>	<u><u>3,289,732</u></u>
<b>Operating Expenses</b>	
Wages	2,329,484
Payroll Taxes	80,517
Fringe Benefits	309,461
Consulting & Contracted Services	100,055
Depreciation Expense	107,375
Dues & Subscriptions	6,076
Educational Supplies & Textbooks	50,639
Equipment	11,612
Food Services	8,788
Instructional Technology	33,314
Occupancy	140,035
Transportation & Field Trips	6,326
Other Operating Expense	33,072
<b>Total Operating Expenses</b>	<u><u>3,216,754</u></u>
<b>Operating Income (Loss)</b>	<u><u>72,978</u></u>
<b>Non Operating Revenues &amp; (Expenses)</b>	
Fundraising Income	8,464
Investment Income	4,316
Interest Expense	(91,629)
Fundraising Expense	(140)
<b>Total Non-Operating Revenues</b>	<u><u>(78,989)</u></u>
<b>Change in Net Position</b>	<u><u>(6,011)</u></u>

B statement of net assets for FY21 (balance sheet)

**Hilltown Co-op Charter Public School**  
**Unaudited Statement of Net Assets for FY21**  
**(Balance Sheet)**  
**As of June 30, 2021**

Assets

**Current Assets**

Cash	\$ 410,705
Certificate of Deposit	523,419
Accounts Receivable	167
Prepaid Expense	43,427
<b>Total Current Assets</b>	<u>977,719</u>

**Non-Current Assets**

Capital Assets	
Building (Net)	3,014,963
Land 1-3 Industrial Pkwy	472,975
Vehicles (Net)	4,204
Furniture and Equipment (Net)	12,197
Security Deposits	4,925
<b>Total Non Current Assets</b>	<u>3,509,263</u>

<b>Total Assets</b>	<u>\$ 4,486,982</u>
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Liabilities & Net Position

**Current Liabilities**

Accounts Payable	\$ 36,506
Accrued Wages Payable	316,873
Accrued Payroll Liability	(419)
Accrued Expenses	8,728
Deferred Revenue	1,628
<b>Total Current Liabilities</b>	<u>363,315</u>

**Long Term Liabilities**

Note Payable - USDA	\$ 3,302,078
<b>Total Long Term Liabilities</b>	<u>3,302,078</u>

<b>Total Liabilities</b>	<u>\$ 3,665,394</u>
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**Net Position**

Investment in Capital Assets	202,260
Unrestricted	619,328
<b>Total Net Position</b>	<u>821,588</u>

<b>Total Liabilities and Net Position</b>	<u>\$ 4,486,982</u>
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## Hilltown Co-operative Charter Public School Approved FY22 Budget

**Approved by Board of Trustees 06/09/2021**

	FY 22
<b>Operating Revenues</b>	
Tuition	\$3,196,269
Government Grants	185,630
Medicaid & Other Reimbursements	9,500
After School Fees	85,000
Student Activity Fees	15,000
School Lunch Receipts	15,000
<b>Total Operating Revenue</b>	<b>3,506,399</b>
<b>Operating Expenses</b>	
Salaries	2,496,450
Payroll Taxes	90,469
Fringe Benefits	391,500
Consulting & Contracted Services	117,180
Dues & Subscriptions	6,393
Educational Supplies & Textbooks	46,050
Equipment	8,040
Food Services	20,750
Instructional Technology	17,000
Occupancy	181,190
Transportation & Field Trips	19,868
Other Operating Expense	42,650
<b>Total Operating Expenses</b>	<b>3,437,540</b>
<b>Operating Income (Loss)</b>	<b>68,859</b>
<b>Non Operating Revenues &amp; (Expenses)</b>	
Fundraising Income	19,040
Investment Income	3,000
Interest Expense	(90,099)
Fundraising Expense	(800)
Other Non-Operating Expense	
<b>Total Non-Operating Revenues</b>	<b>(68,859)</b>
<b>Change in Net Position</b>	<b>\$0</b>

<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2021 submission	218
Number of students upon which FY22 budget tuition line is based	218
Number of expected students for FY22 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.	

**FY22 Capital Plan:** The Board elected to not take on any capital projects for the 2021-2022 year.

# APPENDIX A

## Accountability Plan Evidence 2020-2021

### Faithfulness to Charter

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective (for KDE 1): Hilltown students and their families will participate in the life of the school through classrooms, community events, and school governance.</b>		
<p><b>Measure:</b> 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey. 80% of the families measured will match school demographics.</p>	Not met	<p><b>Evidence:</b> Given that our operating model evolved several times over the school year, we decided not to ask for a summative satisfaction survey. Instead, parents participated in 5 surveys about satisfaction with various models for operating during COVID. In each survey, at least 40% of families participated. The surveys were anonymous and, therefore, we cannot evaluate survey participation in comparison with school demographics.</p>
<p><b>Measure:</b> 100% of students in grades K-8 will participate in mixed-age programs to build a sense of student community. Such programs include weekly All School meetings, year-long cross-grade buddies, monthly mixed-age lunchroom assignments, and mixed-age mini-courses at least three times per year.</p>	Not Met	<p><b>Evidence:</b> This school year, All School (a mixed-age program) was held virtually via Zoom on Wednesday mornings so that all students (remote and in-person) could attend. The online school calendar shows evidence of these All School meetings.</p> <p>Due to COVID restrictions related to mixing cohorts, students were not able to participate in year-long cross-grade buddies, monthly mixed-age lunchroom assignments, or in-person mixed-age mini-courses at least three times a year.</p> <p>September through March, Hilltown offered weekly virtual mini-courses that were mixed age. A Google site documents the range of offerings.</p>
<p><b>Measure:</b> 90% of families, with proportionate representation of the school demographics, will engage in one or more whole-school community events or programs: Winter Fair, Solstice Celebration, Music Festival, Grandparents and Special Elders Day, “Link Families” for incoming families.</p>	Not Met	<p><b>Evidence:</b> During this school year, we modified our whole-school community events to follow health and safety guidelines. We held our Winter Solstice online and had a smaller Winter Fair outside. The modified events yielded a smaller percentage of attendance of families. Also due to pandemic restrictions, we were</p>

		not able to have our Music Festival or Grandparents and Special Elders Day. However, these cancellations and limitations made way for a new Dance event that was held outside for families, led by guest artist Kabisko Kaba.
<b>Objective (for KDE 2):</b> Hilltown students will access learning by participating in interdisciplinary projects that integrate the arts and incorporate hands-on learning.		
<b>Measure:</b> Annually, 95% of students will engage in hands-on units of study that have been co-created by multiple teachers integrating three or more disciplines. The integrated units of study are guided by essential questions arrived at through a collaborative process drawing on state standards.	Met	<b>Evidence:</b> Hilltown’s Integration Archive is available on our website and includes integration planning documents, reflections on learning, and project artifacts.
<b>Measure:</b> Annually, 95% of K-8 students will share their artwork with the whole school (via All School [assembly] presentations, gallery displays, or musical/theater productions). These sharings will be accompanied by integration statements (written or spoken by students or teachers) explaining how their art interacts with other ideas and disciplines in the featured projects.	Met	<b>Evidence:</b> Slideshows from the Atelier were shown in All School (our weekly whole-school assembly). Teachers and students shared statements explaining the projects.
<b>Objective (for KDE 3):</b> Hilltown students will demonstrate deep learning that requires critical thinking and personal expression.		
<b>Measure:</b> Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in a personal area of interest. This will demonstrate research, writing, and presentation skill learned from the HCCPS experience.	Met	<b>Evidence:</b> Student rubric marks Papers written and photographs of student work See TABLE 1 for list of topics
<b>Measure:</b> 100% of students in grades K-8 will participate in mixed age mini-courses. K-6 will participate three times a year; grades 7 & 8 will participate two times a year. Students will have the opportunity to express their top choices for course enrollment through surveys.	Not Met	<b>Evidence:</b> Course descriptions, class rosters. Due to the pandemic, our mini courses were offered remotely September-March and attendance was not 100%. We offered mini courses more often than usual to support remote students who needed community time.  See TABLE 2 for list of topics
<b>Objective (for KDE 4):</b> Hilltown students will demonstrate proficiency on external and internal academic measures.		
<b>Measure:</b> Each grade, 3-8 will score in the top quartile annually in the tested areas of reading and math and core total on the SAT10 test of basic skills. The students in the top quartile will reflect all demographics of the student population in grades 3-8.	Not Met	<b>Evidence:</b> SAT10 tests: due to the pandemic and issues with access to appropriate technology, the 3rd grade was unable to test remotely. By grade, groups were not consistently in the top quartile.  See TABLE 3 for grade level reports
<b>Measure:</b> 80% of all students in grades K-3 will annually gain one grade level in reading and writing skills as measured by both nationally recognized and internal benchmark assessments. The 80% of students	Met	<b>Evidence:</b> Reading and Writing assessments See TABLE 4 for full report

demonstrating proficiency will reflect the demographics of our K-3 student body.		
<b>Measure:</b> Annually, 80% of all students in grade 4-8 will demonstrate proficiency in writing on the HCCPS upper grades writing assessment. The 80% of students demonstrating proficiency will reflect the demographics of our 4-8 student body.	Met	<b>Evidence:</b> Internally developed writing assessments aligned with grade level standards See TABLE 4 for full report
<b>Measure:</b> Annually, 80% of all students in grades K-8 will demonstrate proficiency on end-of-unit math assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-8 student body.	Met	<b>Evidence:</b> End of unit math tests See TABLE 4 for full reports
<b>Measure:</b> 100% of 8 <sup>th</sup> Grade students will achieve a passing score on the Grade 8 culminating project rubric.	Met	<b>Evidence:</b> 100% of students achieved a passing score on culminating project rubrics.
<b>Objective:</b> Members of the Board of Trustees and the school Directors will demonstrate responsive leadership with respect to the broader community of stakeholders (staff, students, families, and local community).		
<b>Measure:</b> Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.	Met	<b>Evidence:</b> Board minutes indicate the decision-making mechanism used for each Board decision.
<b>Measure:</b> Three Directors will work cooperatively to manage and guide the school. They will collaborate with the Board of Trustees through a Domain Council that meets bi-weekly throughout the school year. The Domain consists of the President and Vice President of the Board, as well as the three Directors of the school.	Met	<b>Evidence:</b> Domain Council schedule of meetings and minutes illustrates the shared project of operating the school during a pandemic and how the directors cooperated around responsibilities.

**Dissemination**

	2020-2021 Performance (Met/Not Met)	Evidence
<b>Objective: Hilltown will share best practices with the local educational communities.</b>		
<b>Measure:</b> The school will host an Open House each year, during which teachers will highlight key design elements in practice.	Met	<b>Evidence:</b> Due to COVID restrictions around in-person gatherings, Hilltown hosted an online informational session/open house that was widely advertised through newspapers and postcards distributed to local organizations and businesses. At the Open House, teachers and school directors highlighted key design elements in practice.
<b>Measure:</b> The school will partner with an area college or university to develop a model program for training teachers.	Met	<b>Evidence:</b> We partnered with Springfield College, Mount Holyoke College, and Smith College School of Social Work, hosting 5 interns altogether.

<p><b>Measure:</b> The school will use its website to disseminate information on integration projects. One project per grade level band per year.</p>	<p>Met</p>	<p><b>Evidence:</b> Our website includes slideshows of SY20-21 arts integrated projects from all classrooms.</p>
<p><b>Measure:</b> Annual evening workshop featuring key design element (e.g., building community in a K-8 school or arts-integrated curriculum projects).</p>	<p>Not Met</p>	<p><b>Evidence:</b> Due to the pandemic and the unusually large number of Board meetings and evening meetings/listening sessions held for the staff and parent community, we were unable to schedule an evening workshop on a key design element this year.</p>

**TABLE 1: Eighth Grade Project Research Questions**

Where did apples come from and how did they spread around the world?	How did technology change photography in the early 2000s?
How did cuisine change throughout the Bronze Age?	What is the evolution of female roles on screen and off-screen in the film industry?
How do lions raise their cubs?	How did the ancient Lake Hitchcock make us a mountain bathtub?
How did Alex Ovechkin impact hockey?	How does Terraria compare to other games?
How do different companies make their shoes?	What are the barriers and benefits of girls' education around the globe?
What key factors lead to a successful racehorse?	How does the architecture of different religious structures reflect the beliefs and practices of the religions?
How has the use of archery evolved throughout history?	How do Taiwanese Buddhists view death and the afterlife?
How have digital instruments affected modern music?	What are the stories of Thomas Sankara and Franklin Delano Roosevelt and their movements, and what lessons can we apply from them today?
How has sneaker fashion changed over the years?	What is a "Turing Machine" and how was it invented?
Who are the Supreme Court Justices?	In concentration camps, ghettos, and in hiding, how did people live and how were they affected by the conditions?
How does equine therapy help and what does it teach you ?	How does sexism impact mental health in young women in the U.S.A?
What are the most popular tabletop games and why?	How do various cancer treatments work and how do they affect the rest of the body?
What are the physical and mental effects of video games, and what are the myths and lies?	How did the Golden Age of film glamourize and promote unhealthy behavior, and how did that affect the individuals involved?
How do Broadway musicals impact people?	What is Magic the Gathering Commander and how has it affected the game of Magic?
What do Greek myths teach us about relationships?	What is the psychology that enables people to commit atrocities?
How does one begin a clothing line company?	How does data mining work to affect our lives and privacy?

TABLE 2

List of Mini Course Offerings 9/2020-3/2021

*Popular courses were offered multiple times*

Trivia	Create a world	Guess that song
Drawing	Lost treasures of Egypt	Mummers plays
Write a Mini-Musical	Spring into spring	Making animal houses
GSA (Gender & Sexuality Alliance)	Dance party	Winter crafts
Recreating a famous art piece	Choose your own adventure	Virtual escape room
Mini foreign language course	Creating a character	Reader's theater
Making logos	Sea turtle adventure	Play writing
Creating a costume	Storytelling	Poetry
Yoga	Make your own board game	Holiday traditions around the world and throughout history
Outdoor art	What's in a name?	Tie-dye sun catchers
Virtual scavenger hunt	Craft corner	Relaxation
American sign language	Just clowning around	Ridiculous debates
Puppetry	Tarot and fortune telling	Titanic wreckage
Climate action artwork	Theater world	Emotion police
Solar system and poetry	Mad libs	Calling all Knights and Royals
Broadway	Making snowmen	How stuff is made
Virtual field trip to space	Women in aviation	Wonders around the world
Virtual field trip to the zoo	Interactive games	Animal study
Memory games	Zoom games	Beginner's guide to genealogy and family trees
Word games	Creative writing	Paper Bag Improv
Brain games	Google Earth	Fantasy writing
Show and tell	Charades	Not-your-average-portrait drawing





Subtests and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Mean National NCE	National Grade Percentile Bands								
						1	10	30	50	70	90	99		
Total Reading	30	69.3	711	78-7	66.5									
Reading Vocabulary	30	27.1	745	84-7	71.3									
Reading Comprehension	30	42.2	697	70-6	61.1									
Total Mathematics	30	50.8	682	47-5	48.4									
Mathematics Problem Solving	30	31.7	687	56-5	53.1									
Mathematics Procedures	30	19.0	678	39-4	44.2									
Partial Battery	30	120.1	N/A	64-6	57.4									

**TABLE 4**  
**Internal Assessments in Reading, Writing, and Mathematics**

Hilltown Reading Assessment Results, K-3 Fall 2020- Spring 2021		
Level (1 level = 1 Grade Level)	Percentage of Students	Does the group demonstrating proficiency reflect the demographics of our student body?
Gained less than 1 level of progress	20%	Yes  80% of all K-3 students gained one or more levels of reading proficiency this year and 91% of K-3 students who identify as mixed-race and non-white gained one or more levels of reading proficiency this year.  80% of all K-3 students gained one or more levels of reading proficiency this year and 83% of K-3 students who are economically disadvantaged gained one or more levels of reading proficiency this year.
Gained one level of progress	64%	
Gained two or more levels of progress	16%	

<b>Hilltown Writing Assessment Results, K-3 Fall 2020-Spring 2021</b>		
<b>Level (1 Level = 4 points, HCCPS Rubric)</b>	<b>Percentage of Students</b>	<b>Does the group demonstrating proficiency reflect the demographics of our student body?</b>
No Gain	18%	<p>Yes</p> <p>82% of K-3 students gained one or more levels of proficiency in writing this year and 94% of K-3 students who identify as mixed-race and non-white gained one or more levels of proficiency in writing this year.</p> <p>82% of K-3 students gained one or more levels of proficiency in writing this year and 87% of K-3 students who are economically disadvantaged gained one or more levels of reading proficiency this year.</p>
One Level Gain	68%	
Two or More Level Gains	14%	
<b>Hilltown Writing Assessment Results, 4-8 Spring 2021</b>		
<b>Proficiency Level (internal rubric, standards aligned)</b>	<b>Percentage of Students</b>	<b>Does the group demonstrating proficiency reflect the demographics of our student body?</b>
Beginning	6%	<p>Yes</p> <p>83% of 4-8 graders were proficient in grade level writing and 85% of 4-8 students who identify as mixed-race and non-white were proficient in grade-level writing this year.</p>
Developing	11%	
Proficient	70%	
Advanced	13%	<p>No</p> <p>83% of 4-8 graders were proficient in grade level writing and 63% of 4-8 students who are economically disadvantaged were proficient in grade-level writing this year.</p>
<b>Hilltown Mathematics Assessment Results, K-8 Spring 2021</b>		
<b>Proficiency Level: end of unit math tests (Proficiency= 75%)</b>	<b>Percentage of Students</b>	<b>Does the group demonstrating proficiency reflect the demographics of our student body?</b>
Less than 75 %	25%	<p>Yes</p> <p>75% of K-8 students were proficient in grade level math this year and 85% of K-8 students who identify as mixed-race and non-white were proficient in grade-level math this year.</p> <p>75% of K-8 students were proficient in grade level math this year and 80% of K-8 students who are economically disadvantaged were proficient in grade-level math this year.</p>
75-90%	42%	
90-100%	33%	

## APPENDIX B

### Charter School Recruitment and Retention Plan Template

#### Recruitment Plan

2021-2022

School Name: Hilltown Cooperative Charter Public School

##### 2020-2021 Implementation Summary:

General interest in Hilltown remains strong. For the 2020-2021 school year, we received 270 applications for 35 openings. For the 2021-22 school year, so far we have received 252 applications for 38 anticipated openings.

Even during a school year faced with a pandemic, we still attempted to target specific local institutions to reach target populations where our school fell below GNT and CI percentages. We were not able to host an in-person Open House at our school in January due to COVID restrictions. COVID also prevented us from holding in-person information sessions at the Center for New Americans and local housing projects. Instead, we held a Zoom Informational session that we advertised widely to our specific populations. We made a great effort to distribute invitations to our virtual Information Session to local agencies that support immigrant and low income/economically disadvantaged families.

Another challenge with recruitment continues to be the fact that, in accordance with common practice among other schools of choice in the area, we offer preference to siblings of enrolled students in our admissions lottery. While this does address the intended goal of keeping families together, it also limits the number of spaces available to new families each year. In 2020-2021, 15 of our 35 new students were siblings of students already enrolled.

In 2020-2021, we had 71 applicants for 20 spots available in Kindergarten (our biggest entry point) with 6 grade K spots filled by siblings, and 39 sixth grade applicants for 9 spots with 7 spots filled by siblings. For 2021-2022, we anticipate that 15 of our 38 new students will be siblings of students already enrolled. So far we have 68 applicants for 20 spots available in Kindergarten with 10 grade K spots likely to be filled by siblings, and 28 sixth grade applicants for 13 spots with 3 spots likely to be filled by siblings.

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

**General Recruitment Activities for 2021-2022:**

We are eager to meet the general recruitment activities for the 2021-2022 school year. We are hopeful that more local organizations such as Head Start and institutions that support immigrant families will be open or may have adapted to COVID precautions so that materials may be distributed with ease and information sessions can be held in person.

We look forward to returning to in-person open houses that are held on a weekend instead of a weekday evening. We began this change in the 2019-2020 school year (before the pandemic) and saw the impact as more families and more students attended than the previous year.

We will continue to include a welcoming statement for LEP students on our website, have our admissions materials translated into Spanish, and have a google translate link on our website.

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

**Recruitment Plan – 2021-2022 Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 15.1%</p> <p><b>GNT percentage:</b> 13.6%</p> <p><b>CI percentage:</b> 13.7%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>Special Education/Students with Disabilities</b> <b>(b) Continued 2020-2021 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Ensure that brochures are available at the REACH project and the area early intervention program</li> <li>● Outreach to Whole Children, a non-profit organization providing after school services for children with special needs</li> <li>● Our SEPAC (Special Education Parent Advisory Council) is present and available at our Open House for prospective parents.</li> <li>● SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts</li> </ul>
	<p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>None needed at this time.</p>

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 0%</p> <p><b>GNT percentage:</b> 1.4%</p>	<p><b>Limited English-proficient students/English learners</b> <b>(b) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Hold two information sessions at the Center for New Americans in Northampton. Have teachers and parents available to speak with prospective parents</li> </ul>
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<p><b>CI percentage:</b> 1.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ul style="list-style-type: none"> <li>● Hold two information sessions at local housing projects (Florence Heights and Hampshire Heights). Have teachers and parents available to speak with prospective parents</li> <li>● Distribute brochures at Franklin-Hampshire Community Action Program</li> <li>● All ads will include a statement welcoming LEP applicants</li> <li>● Our website will include a statement welcoming LEP applicants</li> <li>● Bi-lingual (Spanish) tour guide will be present at our Open House</li> <li>● Have a google translate link on our website</li> <li>● In 2020-2021, due to COVID, we changed the format of the Admissions Open House to a virtual Open House via Zoom instead of an in-person weekend event.</li> </ul> <p style="text-align: center;"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>Did not meet GNT/CI:</p> <ul style="list-style-type: none"> <li>● Reach out to the local refugee organization (Welcome Home Refugee Resettlement Program), including the distribution of flyers</li> <li>● Distribute flyers and/or advertisements in bulletins at religious organizations that provide services and groups in languages other than English</li> </ul> <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 16.1%</p> <p><b>GNT percentage:</b> 18.5%</p> <p><b>CI percentage:</b> 27.7%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;"><b>Students eligible for free or reduced lunch (Low-Income/Economically Disadvantaged)</b></p> <p style="text-align: center;"><b>(b) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Outreach at WIC and SNAP sites, Goodwill and Salvation Army stores in the area</li> <li>● Brochures and applications made available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs</li> <li>● Work with Administrators at the two major pre-school programs in our immediate area (Community Action in Northampton and Head Start in Easthampton) to share information about Hilltown and how families can apply</li> <li>● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents</li> <li>● In 2019-2020, we changed the format of the Admissions Open House: instead of a weekday evening session, we held the event on a</li> </ul>

	<p>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> <p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>● Outreach to the local refugee organization (Welcome Home Refugee Resettlement Program), including the distribution of flyers</li> <li>● Distribute flyers and/or advertisements in bulletins at local religious organizations</li> </ul> <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● With our expanded 6-8<sup>th</sup> grade, we have more struggling students entering. Sixth grade is the entry grade for the largest middle school in our area and we have seen a significant increase in applicants from that district, often families looking for a smaller middle school experience.</li> <li>● Special presentations by teachers and parents of 6-8<sup>th</sup> graders at our open house will help parents understand the resources available for their students.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Hands-on, project based learning</li> <li>● After school activities</li> <li>● Significant family engagement opportunities</li> <li>● Community service learning</li> <li>● Individualized instruction</li> <li>● Safe learning environment</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) Continued 2020-2021 Strategies</b></p> <p>Our students are all under 16 and so are not of legal age to drop out.</p>

# Retention Plan 2021-2022

## 2020-2021 Implementation Summary:

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

In the 2020-2021 school year, health and safety and staffing restrictions prevented us from offering a daily non-academic after-school program. Family engagement was also different during the pandemic because of COVID safety protocols; parents were not allowed to come in and out of the building as they usually would, and our community meetings were held via Zoom.

While we were faced with the challenges of a pandemic, we were still able to keep small class sizes, homework support for students with disabilities, teaching assistants in all classrooms, and extra support in younger grades from OT and speech therapists. Fortunately, our student attrition level has consistently been quite low. Our 2020-2021 attrition report showed a school-wide attrition rate of 4.2%, with no attrition from populations of particular interest. 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 – 2021-2022 Strategies Strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><b>School percentage:</b> 12.1%</p> <p><b>Third Quartile:</b> 13.6%</p> <p>The school's attrition <u>below</u> third quartile percentages.</p>	<p><b>Special education students/students with disabilities</b> <b>(b) Continued 2020-2021 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Small class size with low adult to child ratio</li> <li>● 4x/week after school homework club</li> <li>● Daily non-academic after-school program</li> <li>● Frequent parent conferences</li> <li>● Child study process for early intervention on a pre-special education evaluation basis</li> <li>● Teaching assistants in all classrooms</li> </ul>
	<p><b>(c) 2021-2022 Additional Strategy(ies), if needed</b> Not applicable</p>
Limited English-proficient students/English learners	

Limited English-proficient students	
<p><b>School percentage:</b> 0 <b>Third Quartile:</b> 13.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>Limited English-proficient students/English learners</b> <b>(b) Continued 2020-2021 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>● 3x/week after school homework club</li> <li>● Daily non-academic after- school program</li> </ul>
	<p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><b>School percentage:</b> 3.2% <b>Third Quartile:</b> 16.4%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b> <b>(b) Continued 2020-2021 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Ensure that we have no income-based barriers to services</li> <li>● Ensure that application for free/reduced lunch is easily and confidentially accessible</li> </ul>
	<p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b> None needed</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Small class size with low adult to child ratio</li> <li>● 3x/week after school homework club</li> <li>● Daily non-academic after-school program</li> <li>● Frequent parent conferences</li> </ul> <p align="center"><b>2021-2022 Additional Strategy(ies), if needed</b> None needed</p>
	<p align="center"><b>(e) Continued 2020-2021 Strategies</b></p> <ul style="list-style-type: none"> <li>● Provide additional and/or enhanced strategies needed</li> <li>● Family engagement</li> <li>● Active learning strategies (hands on project based learning)</li> <li>● Arts integration</li> <li>● Early identification of struggling learners</li> <li>● Early literacy development via reading teacher</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	

	<ul style="list-style-type: none"> <li>● Extra support in younger grades from OT, PT, and speech therapist</li> </ul> <p style="text-align: center;"><b>2021-2022 Additional Strategy(ies), if needed</b> None needed</p>
<p><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;"><b>(f) Continued 2020-2021 Strategies</b> 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: <https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04500000&orgtypecode=5>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	.9
Asian	2.8
Hispanic	3.2
Native American	0
White	79.8
Native Hawaiian, Pacific Islander	0
Multi-race, non-Hispanic	13.3
Selected Populations	% of School
First Language not English	1.4
English Language Learner	0
Students with Disabilities	15.1
High Needs	25.7
Economically Disadvantaged	16.1

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kate Saccento Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2014	NA
Lara Ramsey Director of Teaching and Learning	Responsible for student support services including discipline, supervision of teaching staff, curriculum development, education policy and implementation	7/2017	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	6/2021

<b>TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2020-2021 school year</b>	<b>Departures during the 2020-2021 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
Teachers	24	0	4	1 retirement; 3 chose to end employment
Other Staff	26	1	6 (+ 3 Graduate Interns)	6 chose to end employment; 3 internship ended

<b>BOARD AND COMMITTEE INFORMATION</b>	
Number of commissioner approved board members <b>as of August 1, 2021</b>	12
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	15

**Members of the Board of Trustees for the 2020-2021 School Year**

<b>BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Terms served</b>	<b>Length of each term (start and end date)</b>
Matthew Dube	President, Parent	Domain Council	2	07/01/18-06/30/21
Dawn Reesman	Vice President, Parent	Domain Council, Governance	1	07/01/19-06/30/22
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	07/01/19-12/31/2020
Jill Richmond	Parent	Facilities	1	11/3/2020-07/01/2021
Kelly Woods	Parent	Personnel Chair	1	07/01/19-06/30/21
Paula Ingram	Staff	N/A	2	07/01/18-06/30/21
Chris Korczak	Parent	Finance	1	8/28/2020-8/30/2023
Sara Schieffelin	Parent	Governance	1	7/01/2021-6/30/2024
Jen Matos	Parent	Justice, Equity Diversity & Inclusion	1	07/01/2020-6/30-2021
Tala Elia	Parent	GABS	1	11/3/2020-11/2/2022

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
August 11, 2021 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
September 8, 2021 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
October 13, 2021 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
November 10, 2021 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
December 8, 2021 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
January 12, 2022 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
February 9, 2022 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
March 9, 2022 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
April 13, 2022 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA with an option to join by Zoom
May 11, 2022 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA
June 8, 2022 - 6:30 pm	HCCPS, 1 Industrial Parkway, Easthampton, MA

<b>COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Domain Council	Every other week on Fridays, 8:30am	Zoom
Facilities Committee	Meets on an as needed basis; no set schedule at this time	Zoom
Finance Committee	Generally every first Wednesday of each month, 8:30 am	Zoom
GABS	Generally every last Wednesday of each month, 6 pm	Zoom
Personnel Committee	Generally every fourth Wednesday of each month, 7:30am	Zoom
Justice, Equity, Diversity and Inclusion Committee	Generally every third Wednesday, 6:30 pm	Zoom

## APPENDIX D

### Additional Required Information

#### Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Matthew Dube	mdube@hilltowncharter.org	No Change
Charter School Leader	Kate Saccento	ksaccento@hilltownccharter.org	No Change
Assistant Charter School Leader	Lara Ramsey	lramsey@hilltowncharter.org	No Change
Special Education Director	Cait Browne	cbrowne@hilltowncharter.org	New
MCAS Test Coordinator	Lara Ramsey	lramsey@hilltowncharter.org	No Change
SIMS Coordinator	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
English Learner Program Director	Cait Browne	cbrowne@hilltowncharter.org	New
School Business Official	Kate Saccento	ksaccento@hilltownccharter.org	No Change
SIMS Contact	Monique Bourgeois	mbourgeois@hilltowncharter.org	No Change
Family and Community Engagement Coordinator			Open Position
Admissions and Enrollment	Kate Saccento	ksaccento@hilltownccharter.org	No Change

#### Facilities

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

#### Enrollment

Action	2021-2022 School Year Date(s)
Student Application Deadline	February 9, 2022
Lottery	February 10, 2022