

HCCPS Board of Trustees

Meeting Agenda

May 10th, 2023 6:30 PM

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

<https://us02web.zoom.us/j/83679293502?pwd=bjZya3FvVTFmd216WikvZDVPLzhjZz09>

Meeting ID: 836 7929 3502

Passcode: 7dvsWu

The Hilltown Cooperative Charter Public School was founded in 1995 as a Massachusetts Public Charter School. Our mission is:

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

Facilitator: Tala Elia

6:30 Welcoming (read mission statement): (5 min)

Announcements, appreciations, acknowledgements

Agenda Check: Appoint timekeeper, list keeper

Thank You Note Check

BOT Visibility this month

Approve minutes from previous BOT meeting

6:35 Public Comment period: (5 min)

6:40 Community Domain Update: Kate (10 min)

6:50 Lunch Program Update: Kate S. (5 min)

6:55 Special Education Update: Kate and Laura (10 min)

7:05 Annual Meeting Update and Reminders: Emily (5 min)

- 7:10 **Q3 Financials:** (Discussion and Decision) Kate S. (10 min)
- 7:20 **FY24 Budget Planning:** (Discussion) Kate S. (15 min)
- 7:35 **GABS: Updated By-Law Change Proposal:** (Discussion and Decision) Sara (10 min)
- 7:45 **JEDI: Defining Inclusion:** (Discussion) Tala (20 min)
- 8:05 **Long Range Plan:** (Discussion and Decision) Dan (20 min)
- 8:25 **Grievance/Complaint Policy and Bylaw Change Proposal:** (Discussion and Decision) Tala (15 min)
- 8:40 **Personnel: Longevity Pay Proposal:** (Discussion and Decision) Matt (5 min)
- 8:45 **New Board Member Recommendations:** (Discussion and Decision) Sara (15 min)
- 9:00 **Committee Reports -- Questions Only** (5 min)
- 9:05 **New Business** (5 min)
- 9:10 **Meeting Wrap-up/Snacks + Drinks/Newsletter Blurb/Minutes Finalization** (5 min)
- 9:15 **Review Action Items in this meeting's minutes** (5 min)

Adjournment

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes FINAL– Wednesday, April 12, 2023, 6:30 pm

Location: HCCPS and Zoom

Present: **In-person:** Kathleen Szegda, Kate Saccento, Laura Davis, Gina Wyman, Emily Boddy, Dan Klatz, Andrew Coate-Rosehill, Chris Korczak, Matt Dube, Kathleen Hulton, Tala Elia, Dan Klatz
By Zoom: Kate Ewall

Regrets: Sara Schieffelin, Rashida Krigger, Rich Senecal

Guests: **In-person:** Cindy Conti, Stacey Guifre, Kelly Vogel, Nicole Singer
By Zoom: Angelique Baker, Meg Taylor, Carla Clark, Myssie Cassinghino, Kerri Pollard, Rebecca Belcher-Timme, Janice Cooper, Dawn Graichen-Moore, Emily Endris, Ben Carlis, Jill Thorsen, Tiffany Ross, Sharon Esdale, Melissa Flanders

Facilitator: Kathleen Szegda

Notetaker: Emily

List keeper: Gina Wyman

Timekeeper: Tala Elia

Mission statement read by: Andrew Coate-Rosehill

Topic	Discussion	Action (if necessary)
Announcements, appreciations, acknowledgments	<ul style="list-style-type: none"> -Acknowledge Rashida’s temporary absence, Kathleen suggests we do something as a board. - Appreciation for the Community meeting, everyone who helped to make that happen - Kate S. thanks the people who have stepped up to help in Rashida’s absence 	<ul style="list-style-type: none"> - Tala will help brainstorm what would be most helpful for Rashida
Any Thank You Notes Needed?		
BOT Visibility This Month?	<ul style="list-style-type: none"> - Spring music festival April 28 at 6:30 - Parents who are able, help set up for All School (10 minutes early), Kate will send an email. 	

Minutes	Minor typos edits or changes	Tala motioned to approve the Mar. meeting minutes; Andrew seconded; the Board approved the Mar. meeting minutes by consensus.
Public Comment	<ul style="list-style-type: none"> - Cindy Conti offered comments regarding equity and special ed. (full letter in the board packet) - discusses the lack of attention on disability when we address equity as a board. - Myssie parent to current and past student, echoed Cindy's sentiments. Frustration about disability experience at HCCPS. Encourages hiring qualified academic support coordinator. - Stacey comments that her overwhelming experience and dedication/hours to advocating for her son makes it an inequitable situation for those who don't have resources or time to advocate. - Tiffany comments re the discussion about 'Diversity'. Hard to comment during public comment on something that hasn't been raised yet. Wonders if the public will be invited to speak during the discussion, as communicated in the email to the community regarding these discussions. 	
Open Meeting Law-Remote Meetings Update: Emily	Governor signed a bill to extend pandemic remote meeting provisions to March 2025.	
Lunch Program Update: Kate S.	- Easthampton's business manager and vendor rep came, said we'd need an annex/addition to accommodate the lunch program. Suggested we could try to get meals prepared and delivered. They don't currently have this option, but will put together a proposal that they can present to HCCPS. We would still require transport of food, if they were able to provide this service.	
Meeting of the Cooperative Update: Kate S. & Laura	<ul style="list-style-type: none"> - 35 caregivers and some staff present - Gave opportunity to connect in the community. Newsletter contained a summary of the breakout sessions. Many ideas were generated and will be discussed and processed at Domain Council meeting. - All K-5 teachers attended to discuss how to get parents into the building 	

<p>Annual Meeting Update and Reminders: Emily</p>	<p>Annual meeting is on May 24th, 6:30. Committee chairs need to write a short summary of what they have done in the year, a brief annual report.</p>	
<p>FY23 Revised Budget: (Discussion and Decision) Kate S.</p>	<ul style="list-style-type: none"> - Proposed revisions document included in the board packet. - Items in bold are known/expected revisions - Some items were adjusted based on costs we didn't incur, not by reducing services - Tech items got replenished with covid funding, so we were able to reduce allocated funds - Small tweaks by finance team managed reduce the difference needed. - We will move money from reserves to cover the deficit, but the books don't close until the middle of July, so we won't know the final numbers/how much we need to draw from the reserves until then. 	<p>Chris motioned to approve the FY23 Revised Budget; Dan seconded; the Board approved by consensus.</p>
<p>FY24 Budget Planning: (Discussion) Kate S.</p>	<ul style="list-style-type: none"> - Kate shared this information at the most recent teacher, staff meeting - Projected tuition numbers for FY24 are lower than FY23, our overall income will be lower. - HCCPS long history of budgeting conservatively, but compared to other small schools, HCCPS carries more staff. FTE ranged 44-46. This year at 46 on adding more positions for student support - Charter schools are being advised to use caution, fiscal conservatism, due to the lower foundation rates. - BC main sending districts (E/N'hampton) have not spend all ESSER funds, we may see lower tuition rates for a few years. - Last year, salary freeze (no increases, step increases) for one or more years. - Discussed at length in finance meetings, teacher meetings: we know that all areas in the budget are conservative. There isn't anywhere to trim in order to get near where we need to be. - A budget likely put forward in June. - Kate presented scenarios using a table (included in Board Packet) - Dan reference prior periods of difficulty; state funding model; negative consequences of covid funds, schools able to spend that money without factoring into sending money; suggests we consider 'guiding principles' around discussing these issues, eg equity. - Tala discusses her perspective on the scenarios, thinks first scenarios not ideal. - Matt, systemic nature of the issue means we need a sustainable solution. Asks if there will be further guidance from the state re reimbursement, to which 	

	<p>Dan says that is not typical.</p> <ul style="list-style-type: none"> - Gina asks to reflect on current model, eg could Reds and Oranges share a TA? Important to examine the model. We always have attrition, so might not even be a matter of firing someone. - Laura notes that changing staffing model based on changing needs of students year on year, being creative about how we 'use' staff people in the building based on student need. - If status quo is the model, anything we do will be a change. Think critically about the purpose of the help (eg support staff) and who is that help for. Priorities are students, meeting student needs (high priority on students with disabilities) when it comes to TA support 	
<p>GABS: By-Law Change Proposal: (Discussion and Decision) Kate E.</p>	<ul style="list-style-type: none"> - Proposal in the board packet. - Member would like to see a change 'parent or legal guardian' - Changing language to 'parent or legal guardian' 	<p>Tala moved to approve proposal with amendment to change the bylaw to say 'parent or legal guardian', Chris seconded. Approved by consensus.</p>
<p>JEDI: Defining Diversity: (Discussion) Kathleen H</p>	<ul style="list-style-type: none"> - Discussion about diversity, what does it mean at Hilltown. 	
<p>Personnel: Staff Salary Proposal: (Discussion and Decision) Matt</p>	<ul style="list-style-type: none"> - Included in the board packet. 	<p>Chris motioned to approve both teacher and staff proposals; Tala seconded; the Board approved by consensus.</p>
<p>Personnel: Longevity Pay Proposal: (Discussion and Decision) Matt</p>	<ul style="list-style-type: none"> - Included in Board packet. - Revisiting a policy passed previously. - first line says \$500, but should say \$375 - 2 cases re: consecutive service - medical leave and approved year of leave. Otherwise served consecutive years, not worked, left and returned. 	<p>Tala motioned to approve the Longevity proposal with amendment: \$375 scale; Chris seconded; the Board approved by consensus.</p>
<p>Committee Reports -- Questions Only</p>	<p>None.</p>	
<p>New Business</p>	<p>Grievance + Complaint policy proposal (including by law changes)</p>	

	FY24 budget planning LRP discussion.	
Meeting Wrap-Up/ Evaluation	Next Meetings: Wednesday, May 10th, 2023 at 6:30 p.m. in-person and on Zoom Facilitator: Kathleen S Snacks: Kathleen S Drinks: Chris Newsletter blurb: Andrew	
Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 8:31 p.m.	Tala motioned to adjourn the meeting; Matt seconded; the meeting was adjourned.

Tentative Agenda Topics for the April Board Meeting:

Grievance + Complaint policy proposal (including by law changes)

FY24 budget planning

LRP discussion.

Hilltown Cooperative Charter School
Balance Sheet
As of March 31, 2023

	<u>Mar 31, 23</u>	<u>Dec 31, 22</u>	<u>Mar 31, 22</u>
ASSETS			
Current Assets			
Checking/Savings			
Easthampton Savings			
ESB-General Reserve x0819	210,884	209,592	208,957
ESB Checking - XXXXX4269	303,465	410,703	391,905
ESB-Capital Reserve x1886	317,936	317,388	315,604
Total Easthampton Savings	<u>832,284</u>	<u>937,683</u>	<u>916,467</u>
Total Checking/Savings	832,284	937,683	916,467
Other Current Assets			
Suspense	0	-36	0
Due from employees			
COBRA	0	0	1,129
Total Due from employees	<u>0</u>	<u>0</u>	<u>1,129</u>
Prepaid Expenses	5,484	5,484	6,880
Security Deposit	4,453	4,453	3,905
Total Other Current Assets	<u>9,936</u>	<u>9,900</u>	<u>11,913</u>
Total Current Assets	<u>842,220</u>	<u>947,583</u>	<u>928,380</u>
Fixed Assets			
Property 1-3 Industrial Pkwy			
Building	3,317,751	3,317,751	3,317,751
Land	472,975	472,975	472,975
Total Property 1-3 Industrial Pkwy	<u>3,790,726</u>	<u>3,790,726</u>	<u>3,790,726</u>
Accum. Depreciation - Building	-514,500	-495,162	-437,151
Property Improvements	191,806	191,806	151,440
Accum. Dep - Property Imprvmnts	-118,558	-112,209	-93,407
Property and Equipment			
2011 Toyota Sienna Minivan	14,012	14,012	14,012
Accum Depreciation - Vehicles	-13,662	-13,311	-11,910
Classroom Equip./Furnishings	34,508	34,508	34,508
Accumulated Depreciation - F&E	-27,212	-26,512	-24,412
Total Property and Equipment	<u>7,646</u>	<u>8,697</u>	<u>12,198</u>
Total Fixed Assets	<u>3,357,121</u>	<u>3,383,857</u>	<u>3,423,807</u>
TOTAL ASSETS	<u><u>4,199,341</u></u>	<u><u>4,331,440</u></u>	<u><u>4,352,187</u></u>
LIABILITIES & EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable	36,437	58,176	34,832
Total Accounts Payable	<u>36,437</u>	<u>58,176</u>	<u>34,832</u>
Credit Cards			
American Express	0	1,797	6
Capital One	5,686	819	2,238
Total Credit Cards	<u>5,686</u>	<u>2,616</u>	<u>2,244</u>

Hilltown Cooperative Charter School
Balance Sheet
As of March 31, 2023

	<u>Mar 31, 23</u>	<u>Dec 31, 22</u>	<u>Mar 31, 22</u>
Other Current Liabilities			
Deferred Revenue - Grants	1,588	1,588	1,628
Payroll Liabilities			
Dental Plan Payable	-304	-555	-633
Employee Health	-1,325	-4,661	-5,554
Employee Life	226	226	226
Medicare Company	0	0	0
Sect 125 - FSA	-2,386	-3,568	-5,761
Payroll Liabilities - Other	-0	-0	0
Total Payroll Liabilities	<u>-3,788</u>	<u>-8,558</u>	<u>-11,722</u>
Total Other Current Liabilities	<u>-2,200</u>	<u>-6,969</u>	<u>-10,094</u>
Total Current Liabilities	39,923	53,823	26,982
Long Term Liabilities			
Note Payable - USDA	3,202,271	3,216,824	3,259,891
Total Long Term Liabilities	<u>3,202,271</u>	<u>3,216,824</u>	<u>3,259,891</u>
Total Liabilities	3,242,194	3,270,647	3,286,872
Equity			
General Reserve Account	209,166	209,166	208,331
Res'd for Capital Expenditures	315,722	315,722	315,088
Contingency Fund	50,000	50,000	50,000
Investments in Fixed Assets	151,330	151,330	202,260
Undesignated Fund Balance	106,654	106,654	45,891
Net Income	124,275	227,921	243,745
Total Equity	<u>957,147</u>	<u>1,060,792</u>	<u>1,065,315</u>
TOTAL LIABILITIES & EQUITY	<u><u>4,199,341</u></u>	<u><u>4,331,440</u></u>	<u><u>4,352,187</u></u>

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
 July 2022 through March 2023

	Jul '22 - Mar 23	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
State Sources				
Per-Pupil Revenue	2,564,586	3,371,844	-807,258	76%
Total State Sources	2,564,586	3,371,844	-807,258	76%
Federal Grants-DESE Administer				
ESSER III 119	49,554	79,659	-30,105	62%
IDEA 264				
IDEA 252				
SPED 262 Early Childhood	162	747	-585	22%
SPED 240	4,252	42,716	-38,464	10%
Teacher Quality 140	352	3,528	-3,176	10%
Title I 305	19,181	19,181		100%
Title IV	10,000	10,000		100%
Total Federal Grants-DESE Administer	83,501	155,831	-72,330	54%
Friends of HCCS Grant				
FOH Annual Fund Grant	5,500	5,500		100%
FOH Rolling Arts Grants	1,500	1,500		100%
Total Friends of HCCS Grant	7,000	7,000		100%
Private Grants				
MA Cultural Council	6,100	6,100		100%
Total Private Grants	6,100	6,100		100%
Fundraising Income				
Winter Fair	3,130	3,130		100%
Total Fundraising Income	3,130	3,130		100%
Other sources				
Earnings on Investments	4,517	3,200	1,317	141%
School Lunch Receipts	17,712	20,000	-2,288	89%
Special Trip Receipts				
SPED Medicaid reimbursement	16,287	18,000	-1,713	90%
Total Other sources	38,516	41,200	-2,684	93%
Kid's Club Income	72,664	90,000	-17,336	81%
Student Activity Fees	22,478	22,800	-322	99%
Miscellaneous Income	3,640	4,000	-360	91%
Total Income	2,801,615	3,701,905	-900,290	76%
Gross Profit	2,801,615	3,701,905	-900,290	76%
Expense				
Personnel Costs				
Personnel				
Professional Educational Staff	963,194	1,571,437	-608,243	61%
Paraprofessional Educ. Staff	288,102	409,778	-121,676	70%
Administrative Staff	307,981	371,265	-63,284	83%
Directors	153,638	202,147	-48,509	76%

1:01 PM

05/02/23

Accrual Basis

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
 July 2022 through March 2023

	Jul '22 - Mar 23	Budget	\$ Over Budget	% of Budget
Kids' Club Staff	39,542	57,327	-17,785	69%
Stipends - Student Activities	3,924	5,000	-1,076	78%
Stipends - Program	18,035	25,000	-6,965	72%
Summer Programs(COVID Response)	14,460	14,460		100%
Year End Bonuses				
Longevity Pay	10,400	10,400		100%
Total Personnel	1,799,278	2,666,814	-867,536	67%
Payroll Taxes				
FICA	34,620	47,675	-13,055	73%
Medicare	25,287	38,669	-13,382	65%
PFML Tax	5,905	10,000	-4,095	59%
SUTA	2,594	2,667	-73	97%
UHIC	2,783	2,808	-25	99%
Total Payroll Taxes	71,188	101,819	-30,631	70%
Fringe Benefits				
College Credit Reimbursement	1,000	3,000	-2,000	33%
HRA Benefit	41,573	54,912	-13,339	76%
Health Diversion	9,597	12,000	-2,403	80%
Health insurance	228,193	290,000	-61,807	79%
Worker's Compensation Insurance	14,717	14,717		100%
Total Fringe Benefits	295,080	374,629	-79,549	79%
Total Personnel Costs	2,165,546	3,143,262	-977,716	69%
Consultant & Other Svcs-Fixed				
Admin Services/Data Managemnt	6,685	7,000	-315	96%
Annual Audit	8,050	8,050		100%
FSA/HRA Service	1,228	2,600	-1,372	47%
Payroll Service	3,156	4,100	-944	77%
Prisms Electives		500	-500	
SPED Advisor				
SPED Contractors	54,333	58,000	-3,667	94%
SPED Summer Services	4,440	4,440		100%
Total Consultant & Other Svcs-Fixed	77,892	84,690	-6,798	92%
Consultant & Other Svcs				
Curriculum Consultants		10,000	-10,000	
Legal Fees	10,684	15,000	-4,317	71%
Staff Development	15,012	18,000	-2,988	83%
Total Consultant & Other Svcs	25,696	43,000	-17,305	60%
Occupancy				
Cleaning Services	32,930	48,000	-15,070	69%
Copier Rental	3,943	5,300	-1,357	74%
Copier Service Contract		505	-505	
Electricity	16,174	27,040	-10,866	60%
Elevator Maintenance	2,703	7,000	-4,297	39%
Fire/Sprinkler Alarm services	1,621	2,122	-501	76%
Heat	8,343	10,000	-1,657	83%
HVAC Maintenance	7,501	10,000	-2,499	75%
Insurance-Liability/Propty/Auto	33,754	33,754		100%
Interest Expense - USDA Loan	66,545	88,527	-21,982	75%
Internet	3,644	4,680	-1,036	78%
Landscaping	1,414	5,000	-3,586	28%
Minor Repair/Maintenance	13,264	18,000	-4,736	74%
Plowing/Snow Removal	5,750	8,320	-2,570	69%
Telephone	721	1,560	-839	46%

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
 July 2022 through March 2023

	Jul '22 - Mar 23	Budget	\$ Over Budget	% of Budget
Trash Removal/Recycling	3,505	6,240	-2,735	56%
Water/Sewer	1,556	3,120	-1,564	50%
Total Occupancy	203,367	279,168	-75,801	73%
Supplies				
Educational Supplies/Textbooks				
*Atelier supplies	2,406	2,400	6	100%
*Blues Ed Supps	473	600	-127	79%
*Indigos Ed Supplies	496	600	-104	83%
*Greens Ed Supps	493	630	-137	78%
*Yellows Ed Supps	500	630	-130	79%
*Oranges Ed Supps	373	660	-287	56%
*Reds Ed Supps	481	660	-179	73%
*Purples Ed Supps				
Purples - STEM	555	480	75	116%
Purples - ELA/HUM	31	480	-449	7%
Total *Purples Ed Supps	587	960	-373	61%
*Prisms Ed Supps				
*Prisms ELA	342	450	-108	76%
*Prisms Math	223	450	-227	50%
*Prisms Science	356	450	-94	79%
*Prisms Social Studies	104	450	-346	23%
Total *Prisms Ed Supps	1,024	1,800	-776	57%
*Minicourses	70	550	-480	13%
*Music/movement supplies				
*Music Supplies - K-5	361	375	-14	96%
*Music Supplies - 6-8	35	285	-250	12%
Total *Music/movement supplies	396	660	-264	60%
*Physical Education Supplies	458	875	-417	52%
*SPED Ed Supps	2,318	2,750	-432	84%
*Reading Specialist Supplies	204	300	-96	68%
*Other Ed Supplies/Textbooks**	12,833	10,925	1,908	117%
Educational Supplies/Textbooks - Other				
Total Educational Supplies/Textbooks	23,111	25,000	-1,889	92%
Food and Supplies	340	1,000	-660	34%
Health & Safety Supplies	2,068	3,500	-1,432	59%
Household Supplies	3,857	5,500	-1,643	70%
Office Supplies	2,763	4,500	-1,737	61%
Playground Supplies	549	1,500	-951	37%
Postage	266	1,000	-734	27%
Printing and Reproduction	294	650	-356	45%
Testing & Evaluation Supplies	4,666	6,500	-1,834	72%
Total Supplies	37,914	49,150	-11,236	77%
Equipment				
Chromebook Replacement	8,526	8,526	0	100%
Furnishings/Rugs	238	1,500	-1,262	16%
Minor Equipment	325	1,500	-1,175	22%
SPED Equipment	5,275	6,500	-1,225	81%
Tech Repair/Replacement	9,434	10,000	-566	94%
Vehicle Expenses	177	250	-73	71%
Total Equipment	23,976	28,276	-4,300	85%
Grant-funded expenses				
Friends of HCCS Grant Expense	6,344	7,000	-656	91%
Total Grant-funded expenses	6,344	7,000	-656	91%

Hilltown Cooperative Charter School
Report - Revenues & Expenditures vs. Budget
 July 2022 through March 2023

	Jul '22 - Mar 23	Budget	\$ Over Budget	% of Budget
Other expenses				
Medical Contingency - COVID				
Advertising	1,218	2,500	-1,282	49%
BOT Discretionary Fund		250	-250	
Community Domain Expense	875	2,800	-1,925	31%
Community Service Projects		500	-500	
Graduation Expenses		1,500	-1,500	
Field trips				
Indigos Field Trips	160	460	-300	35%
Blues Field Trips	160	460	-300	35%
Greens Field Trips		483	-483	
Yellows Field Trips		483	-483	
Oranges Field Trips	168	506	-338	33%
Reds Field Trips	168	506	-338	33%
Purples Field Trips		736	-736	
Prisms Field Trips	119	1,366	-1,247	9%
Total Field trips	775	5,000	-4,225	15%
Fundraising Expenses	457	500	-43	91%
Kid's Club Food/Supplies	1,851	3,500	-1,649	53%
MCSA Dues	10,654	10,654		100%
Miscellaneous Expenses	3,728	7,000	-3,272	53%
School Lunch Expense	22,360	27,000	-4,640	83%
SPED Contingency				
Special Trip Expenses				
Prisms Special Trip Expense	9,875			
Purples Special Trip Expenses	1,830			
Special Trip Expenses - Other		20,000	-20,000	
Total Special Trip Expenses	11,705	20,000	-8,295	59%
Sunshine/Staff Appreciations	226	1,500	-1,274	15%
Student Activity Expenses	2,548	5,000	-2,452	51%
Travel				
Total Other expenses	56,397	87,704	-31,307	64%
Directors' Discretionary Fund		1,500	-1,500	
Total Expense	2,597,131	3,723,750	-1,126,619	70%
Net Ordinary Income	204,484	-21,845	226,329	-936%
Other Income/Expense				
Other Expense				
Depreciation Expenses	80,209			
Total Other Expense	80,209			
Net Other Income	-80,209			
Net Income	124,275	-21,845	146,120	-569%

FY 24 HCCPS Budget - DRAFT

Assumptions: State projected tuition as of 04/25/2023

Regular increases, new salary scales

Current Staffing levels, Known Health Ins increase at current enrollment,
4% inflation

	FY 23 Approved by BOT 5/31/2022	FY 23 Approved Revision 4/12/2023	FY 24 Working 5/1/2023
INCOME			
1 State Per Pupil Tuition	3,551,929	3,371,844	3,544,495
2 Grants- Mass DOE SPED 240	41,167	42,716	42,525
3 Grants- Mass DOE Title IVa	10,000	10,000	10,000
4 Grants- Mass DOE 140, Title II,A	3,654	3,528	3,528
5 Grants- Mass DOE Title I 305	19,392	19,181	19,181
6 Grants - CvRF/ ESSER III for FY 23/FY24	79,659	79,659	79,659
7 Grants- MASS DOE 262	673	747	180
8 Grants - MA Cultural Council	0	6,100	0
9 FOH Rolling Arts/Class Grants	0	1,500	0
10 Field Trip Fund	0	0	4,500
11 Fundraising - FOH Designated Funds	4,500	5,500	4,500
12 Kids Club Income	85,100	90,000	85,000
13 Student Activity Fees- sports, music	15,000	22,800	15,000
14 Medicaid/SPED Income	8,500	18,000	10,000
15 Misc Income	3,000	4,000	3,000
16 Interest income	1,000	3,200	3,000
17 School Lunch receipts	15,000	20,000	15,000
18 Special Field Trip Fundraising	5,000	0	5,000
19 Winter Fair	3,000	3,130	3,000
20 Total Income	<u>3,859,277</u>	<u>3,701,905</u>	<u>3,847,568</u>
EXPENSES			
Personnel			
21 Educational Professionals (Teachers, OT, Counselor)	1,610,289	1,571,437	1,603,789
22 Educational Paraprofessionals (TA's, Interns, Substitutes)	408,924	409,778	396,363
23 Director's Salaries	210,936	202,147	219,120
24 Administrative Staff (Asst, Fin, Log, Acad Coord, BCBA, Tech, Nurse, C	359,256	371,265	428,287
25 Kids Club Coordinator/Staff	61,724	57,327	66,268
26 Summer Programs (Response to COVID learning loss)	20,000	14,460	14,500
27 Stipends- student activities (dance, mini, drama)	5,000	5,000	5,000
28 Stipends-program	20,000	25,000	20,000
29 Longevity Pay	11,638	10,400	17,800
Payroll subtotal	<u>2,707,766</u>	<u>2,666,813</u>	<u>2,771,127</u>
30 Medicare- everyone-.0145	39,263	38,669	40,181
31 FICA- non MTRS-.062	44,540	47,675	45,711
32 SUTA-.001- everyone	2,708	2,667	2,771
33 UHIC-.0034 everyone/capped @ 1st 14,000	2,285	2,808	2,808
34 PFML Tax	10,000	10,000	10,000
35 Health Insurance	325,500	290,000	296,000
36 HRA	54,912	54,912	51,000
37 Health Diversion Benefit	14,000	12,000	14,000
38 Workers Compensation	15,000	14,717	15,000
39 College Credit Reimbursement	3,000	3,000	3,000
Total Personnel Costs	<u>3,218,973</u>	<u>3,143,262</u>	<u>3,251,599</u>

Consultants and Outside Services

40 Administrative Data Management System/Services	12,480	7,000	9,000
41 Auditor	9,000	8,050	9,000
42 Curriculum Consultants	10,000	10,000	5,000
43 FSA/HRA Administrative Cost	2,600	2,600	2,600
44 Legal Fees	10,400	15,000	15,000
45 Payroll Service	3,640	4,100	4,100
46 Prisms Electives	3,120	500	0
47 Professional Development	20,000	18,000	10,000
48 SPED Advisor	1,040	0	1,000
49 SPED Contractors - PT, psychologist	67,600	58,000	62,000
50 Summer SPED services	3,973	4,440	4,440
subtotal	143,853	127,690	122,140

Occupancy

51 Cleaning Services	52,000	48,000	54,080
52 Copier Rental	5,300	5,300	5,300
53 Copier Service Contract	505	505	505
54 Electric	27,040	27,040	28,122
55 Elevator Maint	10,400	7,000	10,816
56 Fire/Sprinkler Alarm Services	2,122	2,122	2,206
57 Heat	7,800	10,000	10,000
58 HVAC Maint	10,000	10,000	10,000
59 Insurance	32,431	33,754	36,493
60 Interest Expense USDA	88,527	88,527	86,912
61 Internet	4,680	4,680	4,867
62 Landscaping	10,000	5,000	5,000
63 Minor Repair/Maintenance	15,000	18,000	20,000
64 Plowing	8,320	8,320	8,500
65 Telephone	1,560	1,560	1,200
66 Trash Removal	6,240	6,240	6,490
67 Water Sewer Fees	3,120	3,120	3,245
subtotal	285,045	279,168	293,735

Supplies

68 Educational Supplies	25,000	25,000	30,000
69 Food	1,000	1,000	1,000
70 Household Supplies	5,500	5,500	5,750
71 Health & Safety Supplies	3,500	3,500	3,600
72 Office Supplies	4,500	4,500	4,750
73 Playground supplies	1,500	1,500	1,000
74 Postage	1,000	1,000	500
75 Printing	650	650	500
76 Testing/Evaluation Supplies	6,500	6,500	6,760
sub total	49,150	49,150	53,860

Equipment

77 Chromebook Replacement	5,000	8,526	9,000
78 Furnishings	5,000	1,500	3,000
79 Minor Equipment<\$500 ,	3,000	1,500	3,000
80 SPED Equipment	2,500	6,500	3,000
81 Tech Repair/Replacement	18,000	10,000	10,000
82 Vehicle Expenses	1,000	250	0
subtotal	34,500	28,276	28,000

Grant Funded Expenses			
83 FOH Rolling Arts/ Class Grants/Kiln	0	7,000	0
subtotal	<u>0</u>	<u>7,000</u>	<u>0</u>
Miscellaneous			
84 Advertising	3,000	2,500	3,000
85 BOT Discretionary Fund	500	250	500
86 Community Domain Expenses	2,800	2,800	2,800
87 Sunshine/Staff Appreciation	2,000	1,500	1,000
88 Community Service Projects	500	500	500
89 Director's Discretionary Fund	2,500	1,500	2,500
90 Field Trips	5,000	5,000	4,500
91 Fundraising Expenses	800	500	800
92 Graduation Expenses	1,500	1,500	1,500
93 Kids Club Program Expenses	3,500	3,500	3,500
94 MCPSA Dues (.3% of state tuition dollars)	10,656	10,654	10,633
95 Miscellaneous	7,000	7,000	7,000
96 School lunch expense	25,000	27,000	20,000
97 Special 6-8th grade Trip Expenses	30,000	20,000	10,000
98 SPED/Medical Contingency	25,000	0	25,000
99 Student Activity Expenses (dances, sports, sleepover)	7,500	5,000	5,000
100 Travel	500	0	0
subtotal	<u>127,756</u>	<u>89,204</u>	<u>98,233</u>
101 Total operating expenses	3,859,277	3,723,750	3,847,568
102 Over/Under	0	(21,845)	(0)
Non-cash liability-depreciation	104,926	106,945	101,545
Principal payment from Fund Balance	58,017	58,017	59,632



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Subject: Updating Bylaws, Regarding inclusion of legal guardians in Cooperative Membership and Board Membership

Date: May 5, 2023

Priority Level: High

Approximate Length of Discussion: 15 minutes

Presented by: Emily Boddyl

Committee Members Drafting Proposal: Emily Boddy, Sara Scheffelin, Kate Ewall, Kelly Vogel (GABS)

Text of the Proposal:

We propose that, regarding members of the cooperative and eligibility for board membership, that we amend language to read Parent/Guardian.

1. Article II, Section 1 is amended to read (amendment in bold): "**Any parent/legal guardian** or staff member directly involved with the School community is defined as a member of the Cooperative with full voting rights."
2. Article IV, Section 2A is amended to read (amendment in bold): "The Board of Trustees is a public entity, which shall be composed of six to fifteen voting members. **parents/legal Guardians** of students shall fill at least two positions, and ideally not more than two-thirds. Membership in the Cooperative is not a prerequisite to serve on the Board of Trustees."

Goals to Achieve:

- To include non-parent legal guardians as members of the Cooperative and for eligibility to serve on the board in the current category of 'parent'.
- To approve this change prior to the Annual Meeting so the Cooperative can vote on it.

Potential Concerns/Issues:

- This change requires Commissioner approval.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Long Range Planning Committee Proposal to the Board of Trustees

Date: April 7, 2023

Priority level: High

Approximate time needed for discussion: 5 minutes

Proposal to be presented by: Dan Klatz

Committee members drafting proposal: Rebecca Belcher-Timme, Laura Davis, Kathleen Hulton, Dan Klatz, Natalia Korczak, Lily Newman, Polly Normand, Kate Saccento, Gina Wyman

Text of proposal: The final Long Range Plan needs to be formally adopted by the Board. The goals contained in this plan were previously voted on by the board. This final version includes narrative descriptions for each goal and an accountability chart for use by the BOT in future years.

Goals to be achieved by proposal: Finalize previously adopted priorities in a format that can be distributed to the full community.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Strategic Plan

2023 - 2028

Final Version to the Board of Trustees

April, 2023

The Long Range Planning Committee

Rebecca Belcher-Timme, Teacher

Laura Davis, Director of Teaching and Learning

Kathleen Hulton, Board of Trustees

Dan Klatz, Board of Trustees

Natalia Korczak, Parent

Lily Newman, Parent

Polly Normand, Parent

Kate Saccento, Director of Administration

Gina Wyman, Teacher



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Hilltown Cooperative Charter Public School Long Range Plan - 2023-2028

This is the third strategic plan in the history of the Hilltown Cooperative Charter Public School (HCCPS). The first two plans, completed in 2003 and 2013 respectively, paved the way for structural changes to the educational program; major changes to the size of the school; and significant changes in the facilities including a move from Williamsburg to Easthampton. The current initiative was scheduled to begin in 2019, but was delayed for two years as a result of leadership changes and the COVID-19 pandemic.

It was fortuitous that the process of strategic planning was delayed, as the school and the world were very different in 2021. Many of the changes that occurred between 2019 and 2021 were directly related to the pandemic, but they extended much further. During this period, there were further leadership changes at the school. These stressors highlighted programmatic issues that had existed in previous years, including issues around race and equity, giving them a heightened sense of urgency.

The process of creating this plan began in the Fall of 2021. A Long Range Planning (LRP) Committee was formed that included board members, administrators, teachers, and caregivers. The first task of this committee was to look at the mission of the school. The LRP Committee and the Board of Trustees decided to affirm the current mission:

The Hilltown Cooperative Charter Public School was founded in 1995 as a Massachusetts Public Charter School. Our mission is:

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

The next step was to obtain information regarding priorities from the community. Teachers and caregivers were surveyed electronically, and a focus group was held with the full Board of Trustees. The LRP Committee then discussed and synthesized information from these sources. Over the course of

many months, the LRP Committee drafted initial goals. These draft goals were distributed to the community, and sessions were held with all stakeholders to obtain further feedback. This feedback was discussed by the committee and goals were amended and finalized.

Unlike previous strategic plans, this plan is more limited. The scope of the plan is designed to last for five years. There is no hierarchy of priorities; the LRP Committee views all of the goals as highly important and demanding of action. Consequently, there are priorities that while valid, are not included in this plan. This is intentional, as the LRP Committee believes that a sustained, clear, and focused effort on the goals enumerated in this plan is paramount at this time. The priorities identified in this plan are as follows:

- Cultivate a vibrant culture and community
- Weave justice, equity, diversity, and inclusion into the fabric of HCCPS
- Align schoolwide systems and structures to a shared vision of excellence that meets the developmental needs of our students

Each goal includes the positions that are responsible for implementation as well as a means for progress monitoring. It was the intention of the LRP Committee to develop these goals, yet it is the responsibility of the HCCPS Board of Trustees and administrative leadership to create the implementation plan.

Goal 1: Cultivate a vibrant culture and community

HCCPS's Long Range Plan comes at a time of significant transition in education and for the school itself. The previous plan established the changes that settled the school into the Easthampton campus and addressed enrollment and other related changes as part of the relocation.

In the time since the last Long Range Plan was developed, the school has had significant changes in all program areas, and the impacts from the multi-year coronavirus pandemic have become increasingly clear as we try to adapt to a "new normal." This new normal demands significant changes in our school culture and approach to community to meet the evolving assets and needs of our students, families, and staff. Moreover, as a result of the pandemic and the years prior, staffing changes at all levels of the organization have meant that 40 percent of current teachers joined the team within the last three years. Our Director of Teaching and Learning is among the new staff members, having joined this year after the previous director's resignation at the end of school year 2021-2022. Other staff in critical leadership roles have been in those roles for less than three years. These transitions, especially in a small school, have a profound impact on the work of educators who must be guided to align with the shared school vision and deliver on the promise of the program to students and families.

Yet all this change also marks an opportunity. While our LRP process illuminated areas of concern from our community and staff, it also highlighted areas of celebration. We have an opportunity to build upon these areas of celebration and remake these areas of concern, shaping this "new normal" into one of our making. With this in mind and with the input and data from our myriad stakeholder surveys, interviews, discussion, etc., we believe it is imperative that the school begin the process of change with establishing a shared vision of our community at its best. using that as the north star to guide all other improvements.

The social and emotional health of our community was stretched and challenged during the pandemic, and those experiences need time and support to heal and reconcile. This is true for our young people and adults alike, and it is with this purpose that specific and intentional action steps are outlined in this plan. In addition, the expansion of our middle school over the years at our new site requires that we look closely at how we support adolescents in developing the habits of success and interpersonal skills to foster a positive middle grades community that inspires our younger students to excel.

Our community connections and partnerships between families and the school were strained in the time of social distancing. As we have pushed ourselves to address justice, equity, diversity and inclusion (JEDI) in all aspects of the school, it has become increasingly clear that some of our approaches to family engagement and partnership fall short of embracing our community fully and ensuring that all members feel valued, celebrated and part of a meaningful partnership on behalf of their students.

Part of ensuring that all members of the community feel included is ensuring that each member's voice is heard and valued. Hearing and encouraging student, staff, and caregiver feedback and involvement has been part of the HCCPS mission and culture since its inception. However, the LRP Committee has

identified a lack of transparency around decision making at HCCPS. When community members have no clear understanding of how decisions are made and who is responsible for those decisions, it is difficult to feel heard and understood. Hence, the process of decision making, including the role of community feedback, should be clearly mapped out and communicated. Moreover, systems should be in place to ensure that this communication is reiterated and continuously understood. All these steps, increasing social and emotional supports, building stronger community ties through events and traditions, and mapping and communicating the decision-making processes will help to restore the HCCPS community to its former vibrancy and beyond.

Purpose: Build on our community foundations and our learnings from this period of disruption to positively transform the social and emotional experiences of students and staff and our community; respond to the immediate and long-term impacts of the pandemic on students, teachers, families, and the entire community; address the systems and practices that create coherent and sustainable solutions for the present and future.

Rationale: A strong community is at the core of the HCCPS mission. Our community has been challenged over the past several years, and further disrupted by the crisis of the pandemic. Disruptions include practical changes in how we interact, the effect of widespread stress, academic disruptions, and the impact of navigating difficult decisions on divisive topics. At the same time, we have learned from this challenging period and can apply those learnings to innovate together towards a new and more cohesive HCCPS.

- Social and academic dysregulation has been on the rise for the past decade
- Examples of logistical disruptions include: fewer parents in the building for pick-up and drop-off, fewer community events, loss of in-person teacher meetings, loss of in-person All School events
- Examples of stress-related disruptions include an increase in student behavioral health needs and delays in social problem-solving skills
- Examples of academic disruptions include a higher rate of students behind grade-level expectations in reading, writing, and math
- Examples of difficult decisions that have had an impact on the community include whether and when to return to school in-person, and whether and when to require masking
- Examples of learnings include the recognition of our very diverse social and emotional experiences, the understanding that we need developmentally appropriate, systematic, coherent and sustainable ways to support social and emotional learning (SEL) across all grade levels, and that teachers need their own SEL supports as well as curriculum and training for teaching SEL across nine grade levels in multi-age settings

Fiscal Implications: Moderate based on recommendations, and may include curricular materials, training, coaching, and staff

Action Steps:

A) Social and Emotional Supports

1. Confirm our shared vision of an excellent SEL approach, identify where we are now and what it will take to close the gap
2. Develop an action and monitoring plan for reaching our vision with clear indicators for success (i.e., data, look-fors)
3. Refine the scope and sequence of our SEL curriculum and approach
4. Enhance personnel resources to address behavioral needs of students
5. Develop and refine a whole-school schedule centered on offering consistency and predictability for staff and students
6. Determine and implement high-impact strategies for staff wellness and sustainability

Accountability: Director of Teaching and Learning

Progress Monitoring: The Director of Teaching and Learning will provide updates to the Board of Trustees and the whole school community twice a year for four years

B) School Culture/Family Engagement

1. Reintroduce and reinvigorate in-person events
2. Redefine family engagement at HCCPS aligned to our current and evolving community
3. Refine existing strategies that work and establish new ways of involving families/caregivers
4. Reinvigorate our traditions and rituals in culturally relevant ways to bring our community together

Accountability: Director of Administration, Community and Family Engagement Coordinator

Progress Monitoring: The Director of Administration and the Community and Family Engagement Coordinator will provide updates to the Board of Trustees and the whole school community twice a year for four years

C) Communication and Decision-making

1. Map organizational decision-making processes to create clarity and transparency
2. Revisit the idea of staff Board members being voting members
3. Organize and update the Board Book, which contains policies related to the governance of the school
4. Establish new ways of effectively communicating our decision-making process to the community

Accountability: Board of Trustees President, Board of Trustees, Domain Council

Progress Monitoring: The Board President will lead a process to complete these goals one year from the adoption of this Long Range Plan

Goal 2: Weave justice, equity, diversity, and inclusion into the fabric of HCCPS

The second goal of the HCCPS Long Range Plan is to center justice, equity, diversity, and inclusion (JEDI) into the school's policies and practices. JEDI promotion is increasingly becoming a top priority for schools around the world. Since its founding in 1995, HCCPS has addressed these issues, but the ways in which it has done so have been largely dependent on the initiative of individual staff and community members. Over the next five years, HCCPS seeks to center JEDI in the culture, policies, practices, and curriculum of the school at all levels.

JEDI goes beyond the promotion of "celebration of difference" or "tolerance" to instead critically examine the effects of historic systemic racism and other forms of oppression. Focusing on JEDI issues will help HCCPS to meet its stated mission by working toward ensuring that students with diverse identities and life experiences have access to what they need in order to succeed, and for families, faculty, and staff members from all backgrounds to be welcomed and feel a sense of belonging in our school community.

This goal will focus our efforts to strive toward equity at HCCPS regardless of race, ethnicity, gender, religion, sexuality, disability, or other aspects of identity. We acknowledge that HCCPS's policies, practices, and structures to date have sought to provide a school environment that supports access for a wide range of students and families in Hampshire and Franklin Counties, and to build a supportive community. By making JEDI an explicit priority, we acknowledge that improvements are possible, and that we are committed to continuing to work toward creating a safe and equitable school option for all current and future students, staff, and families. By committing to these practices, HCCPS will be better equipped to serve historically marginalized groups of students and to better ensure that all students succeed.

Purpose: Define what JEDI means at HCCPS, and codify it in policy and practices with intentional plans for sustainability. Better reflect the population of our sending districts in the HCCPS population

Rationale/Context:

- HCCPS has committed to JEDI, but the definition, practices and plan for implementation and monitoring need to be clearly defined
- Presently, it is unclear what groups, individuals, and positions are responsible for JEDI in the school, how they work together, and who does what
- HCCPS is a public school, but does not reflect the population of area public schools
- Word of mouth about HCCPS spreads amongst a homogeneous cross section of families in the Valley
- Current outreach practices have not yielded significant results.

Fiscal Implications: Minimal to significant, based on recommendations

Action Steps:

A) Develop a clear progression and integration of JEDI goals in the curriculum K-8, including parity between grade level partners

1. Respond to Equity Audit curricular-related recommendations
2. Formally document relevant areas of the curriculum and establish cycles of implementation review and updating
3. Include all relevant co-curricular activities
4. Include JEDI in the HCCPS Community Compact

Accountability: Director of Teaching and Learning

Progress Monitoring: Initiate activity in 2022-23. The Director of Teaching and Learning will provide updates to the Board of Trustees and the whole school community twice a year. Complete by the end of 2024-25

B) Evaluate and revise schoolwide structures to integrate JEDI purpose and language

1. Respond to Equity Audit administrative-related recommendations
2. Ensure there are JEDI responsibilities embedded in job descriptions
3. Decide on a number of defined JEDI events per year: staff trainings, board trainings, community events, student events (e.g., once a month, All School has a JEDI component)
4. Design community-building to be meaningful for English Learners

Accountability: Director of Teaching and Learning, Director of Administration, Community and Family Engagement Coordinator

Progress Monitoring: Initiate activity in 2023-24. Progress updates to the Board of Trustees twice a year. Complete by the end of 2025-26

C) Evaluate and revise Board of Trustee structures to integrate JEDI purpose and language

1. Respond to Equity Audit Board-related recommendations
2. Clearly articulate JEDI work in Board member responsibilities
3. Actively work to increase Board diversity, specifically in community member representation
4. Communicate structures to the school community: clearly defined roles, jobs, committees with clearly defined responsibilities
5. Create a JEDI mission statement (e.g., anti-racism statement) that clearly defines what JEDI ideally looks like, and what is encompassed in JEDI at Hilltown

Accountability: Board of Trustees, Board President

Progress Monitoring: Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Complete by the end of 2024-25.

D) Achieve enrollment parity with our sending districts

1. Increase admissions access to HCCPS for all students in Hampshire and Franklin counties
2. Create a more robust recruitment process with specific strategies for historically underserved populations that are underrepresented at HCCPS
3. Investigate and make recommendations regarding transportation options in Hampshire and Franklin Counties
4. Evaluate before- and after-school programs with an eye toward serving the needs of a more diverse student population

Accountability: Director of Administration, Community and Family Engagement Coordinator

Progress Monitoring: Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Relevant fiscal recommendations to the Board prior to budget decisions annually. Transportation cost estimates to the Board of Trustees by January, 2024. Decision by Board of Trustees by May, 2024

Goal 3: Align schoolwide systems and structures to a shared vision of excellence that meets the developmental needs of our students

The COVID-19 pandemic necessitated that the school's primary attention be focused on issues of health and safety. In its wake, HCCPS must turn its attention back to creating a shared vision of excellence, evaluating the academic strengths and needs of our students, examining the configuration of our mixed-grade classrooms, and considering our weekly school day structure.

Teachers have been immersed in important work in the area of literacy and the science of reading. The school has committed to approaching reading instruction based on the results of their research. These best practices in the science of reading have implications for how to best group students to support emerging reading skills. At this and other levels, the school must examine the current grade level configurations to meet the needs of the curriculum and developmental needs of our students.

In alignment with the JEDI goals in this Long Range Plan, the school must evaluate whether the current half day Wednesday model in grades K-5 is equitable. The current model requires K-5 families to make a child care plan from 12:30-3:00 every week. There is a strong need to closely examine the impact this and other school structures have on our community, and determine if they may be barriers in attracting and retaining students from a wide variety of demographics.

Purpose: Better meet the developmental, academic, social, and emotional needs of all students, including grade level alignment, curricular choices, administrative and teaching staff, and whole-school schedule

Rationale/Context:

- There are unique developmental needs at all levels, some of which demand different grade level groupings than currently exist
- Academic structures, strategies and curricular materials require alignment and coherence to be effective. HCCPS is committed to balancing essential skills instruction with authentic, project-based learning
- There are unique demands of our varied assessment systems. There are unique technology needs for different age groups
- Structures should address the unique social-emotional, developmental, and academic needs of all students
- HCCPS is committed to providing the necessary support for staff to support all students to thrive

Fiscal Implications: Moderate to significant.

Action Steps:

A) Evaluate the academic strengths and needs of our students, and identify detailed goals and implementation plans to align curriculum, instruction, and assessment to our vision and priorities (e.g., pacing curriculum implementation and integrated projects; establishing assessment systems and processes; establishing common high-leverage instructional practices)

1. Define what an excellent arts-integrated academic program and culture looks like that matches the vision of our school and developmental and learning needs of students
2. Conduct a data “deep dive” to identify where we are excelling towards this vision and where we need to improve (e.g., student outcomes, curriculum and instruction)
3. Identify top priority areas for focused work, including structures and academics. Consider how our structures (i.e., grade levels, course offerings, groupings, etc.) advance our priorities, and where they create barriers

Accountability: Director of Teaching and Learning, Director of Administration

Progress Monitoring: Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Complete by the end of 2024-25.

B) Examine alternative mixed-grade classroom reconfigurations and establish a final plan and implementation steps if change is recommended

1. Engage the Education Domain in a comprehensive review
2. Obtain feedback from caregivers
3. Develop a draft approach and action plan and criteria for success

Accountability: Director of Teaching and Learning, Director of Administration

Progress Monitoring: Complete during the 2023-24 school year. Make recommendations to the Board by May 2024. If changes are recommended, implement beginning in Fall 2025

C) Consider realignment of the school day to better meet the needs of the community

1. Examine the impact of how we use time and the supplemental after-school care we provide on our community including the impacts of half days and possible solutions to maintain staff collaboration time and enrich the student experience
2. Determine innovative strategies to better meet the needs of our community with our schedule including the feasibility and impact of before- and after-school care on access to and retention in our program
3. Determine if the length of the day would change if we went to five full days

Accountability: Director of Teaching and Learning, Director of Administration

Progress Monitoring: Initiate activity in 2022-23. Progress updates to the Board of Trustees annually. Complete no later than the 2024-25 school year

Long Range Plan Accountability Chart

Goal 1: Cultivate a vibrant culture and community									
A. Social and Emotional Supports									
1. Confirm our shared vision of an excellent SEL approach, identify where we are now and what it will take to close the gap									
2. Develop an action and monitoring plan for reaching our vision with clear indicators for success (data, look-fors)									
3. Refine the scope and sequence of our SEL curriculum and approach									
4. Enhance personnel resources to address behavioral needs of students									
5. Develop and refine a whole-school schedule centered on offering consistency and predictability for staff and students									
6. Determine and implement high impact strategies for staff wellness and sustainability									
B. School Culture/Family Engagement									
1. Reintroduce and reinvigorate in-person events									
2. Redefine family engagement at Hilltown aligned to our current and evolving community									
3. Refine existing strategies that work and establish new ways of involving families/caregivers									
4. Reinvigorate our traditions and rituals in culturally relevant ways to bring our community together									
C. Communication and Decision-making									
1. Map organizational decision-making processes to create clarity and transparency									
2. Revisit the idea of staff Board members being voting members									
3. Organize and update the Board Book, which contains policies related to the governance of the school									
4. Establish new ways of effectively communicating our decision making process to the community									

Goal 2: Weave justice, equity, diversity, and inclusion into the fabric of HCCPS									
A. Develop a clear progression and integration of JEDI goals in the curriculum K-8 including parity between grade level partners	1.	Respond to Equity Audit curricular-related recommendations							
	2.	Formally document relevant areas of the curriculum and establish cycles of implementation review and updating							
	3.	Include all relevant co-curricular activities							
	4.	Include JEDI in the HCCPS Community Compact							
B. Evaluate and revise school-wide structures to integrate JEDI purpose and language	1.	Respond to Equity Audit administrative-related recommendations							
	2.	Ensure JEDI responsibilities are embedded in all job descriptions							
	3.	Decide on a number of defined JEDI events per year: staff trainings, board trainings, community events, student events							
	4.	Design community building to be meaningful for English Learners							
C. Evaluate and revise Board of Trustees structures to integrate JEDI purpose, language	1.	Respond to Equity Audit Board-related recommendations							
	2.	Clearly articulate JEDI work in Board Member responsibilities							
	3.	Actively work to increase Board diversity, specifically in community member representation							
	4.	Communicate structures to the school: clearly defined roles, jobs, committees with clearly defined responsibilities							
	5.	Create a JEDI mission statement (e.g., anti-racism statement) that clearly defines what JEDI ideally looks like, and what is encompassed in JEDI at Hilltown							
D. Achieve enrollment parity with our sending districts									
1. Increase admissions access to Hilltown for all students in Hampshire and Franklin Counties									
2. Create a more robust recruitment process with specific strategies for historically underserved populations that are underrepresented at Hilltown									

3. Investigate and make recommendations regarding transportation options in Hampshire and Franklin Counties									
4. Evaluate before- and after-school programs with an eye toward serving the needs of a more diverse student population									

Goal 3: Align schoolwide systems and structures to a shared vision of excellence that meets the developmental needs of our students									
A. Evaluate the academic strengths and needs of our students, and identify detailed goals and implementation plans to align curriculum, instruction, and assessment to our vision and priorities	1. Define what an excellent arts-integrated academic program and culture looks like that matches the vision of our school and developmental and learning needs of students								
	2. Conduct a data “deep dive” to identify where we are excelling towards this vision and where we need to improve (e.g., student outcomes, curriculum and instruction)								
	3. Identify top priority areas for focused work, including structures and academics. Consider how our structures (i.e., grade levels, course offerings, groupings, etc.) advance our priorities, and where they create barriers								
B. Examine alternative mixed-grade classroom configurations and establish a final plan and implementation steps if change is recommended	1. Engage the Education Domain in a comprehensive review								
	2. Obtain feedback from caregivers								
	3. Develop a draft approach and action plan and criteria for success								
C. Consider realignment of the school day to better meet the needs of the community	1. Examine the impact of how we use time and the supplemental care we provide on our community including the impacts of half days and possible solutions to maintain staff collaboration time and enrich the student experience								
	2. Determine innovative strategies to better meet the needs of our community with our schedule including the feasibility and impact of before and after care on access to and retention in our program								
	3. Determine if the length of the day would change if we went to five full days								



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Proposal to Revise the Hilltown Grievance Policy for Students and Parents and the Hilltown Complaint Procedure

Date: May 2023

Priority level: High

Approximate time needed for discussion: 10 minutes

Proposal to be presented to Board of Trustees by: Domain Council

Text of proposal: We propose the following revisions to the Hilltown Complaint Procedure and the Hilltown Grievance Policy for Students and Parents:

Complaint Procedure

Remove current complaint procedure and add new Complaint procedure that specifically addresses complaints regarding violations of M.G.L. c. 71, § 89 and/or 603 CMR 1.00 as required by state law. See proposed Complaint Policy below.

Modify Board Roles in By-laws to remove the line that “The Vice President is also responsible for facilitating the complaint procedure.” (will need to go to annual meeting)

Grievance Policy

Consolidate previous complaint and grievance policies into a single approach to addressing concerns regarding the education or welfare of a student with clear escalation pathways and timelines. See proposed Grievance Policy below

Goals to be achieved by proposal:

Replacing complaint process with process specific to state law compliance

Improve clarity of avenues to file a grievance as well as improve access to resources and information

Potential Problems/Dissenting Views:

There is not a process specific to complaints or grievances outside of state law compliance concerns or wellbeing of a child concerns.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Hilltown Cooperative Charter Public School Complaint Procedure (2023)

- (1) A parent, guardian, or other individuals or groups who believe that a charter school has violated or is violating any provision of M.G.L. c. 71, § 89 and/or 603 CMR 1.00 may file a complaint with the charter school's board of trustees.
- (2) The board of trustees shall respond in writing to the complaining party no later than forty-five (45) days from receipt of the complaint.
- (3) The board of trustees shall, pursuant to a complaint received under 603 CMR 1.09, or on its own initiative, conduct reviews to ensure compliance with M.G.L. c. 71, § 89 and 603 CMR 1.00. The charter school and the specific individuals involved shall cooperate to the fullest extent with such review.
- (4) A complaining party who believes a complaint pursuant to 603 CMR 1.09(1) has not been adequately addressed by the charter school board of trustees may submit the complaint in writing to the Commissioner, who shall investigate such complaint and make a written response.
- (5) In the event the charter school is found in violation of M.G.L. c. 71, § 89 and/or 603 CMR 1.00, the Commissioner or Board may take such action deemed appropriate including, but not limited to, suspension or revocation of the charter, or referral of the matter to the District Attorney, the Office of the Attorney General, or other appropriate agencies for action.
- (6) A parent, guardian, or other individuals or groups who believe that a charter school has violated or is violating any state or federal law or regulation regarding special education may file a complaint directly with the Department.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Grievance Procedure (Students and/or Caregivers) (2023)

Introduction

HCCPS is a community based on consensus. In that spirit we embrace the importance of open dialogue and communication among the community. Therefore, we strongly support dialogue as the first, and necessary step to our school grievance procedure. If a face-to-face dialogue does not resolve the conflict, then the following process shall be used. HCCPS staff members may not use this process to resolve their grievances.

A. Definition

A “grievance” is a claim based upon an event or condition which affects the welfare and/or education of one or more student(s). A “grievant” is defined as a student and/or caregiver submitting the grievance.

B. Time Limits

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise affecting the welfare or education of students. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure. Nothing in this grievance procedure will preclude the parties from resolving issues informally, provided said informal resolution does not violate the policies of the Board of Trustees.

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process.

A “grievance” shall be deemed to have been waived and shall not be further processed under this grievance process if it has not been presented or pursued within those time limits herein set forth. The time limits specified may be extended by a mutual agreement in writing.

D. Levels/Procedure



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Level One

If a concern cannot be resolved with face-to-face dialogue, a student and/or caregiver with a grievance will present it, in writing, to a Director within fifteen (15) school days of the time the student and/or caregiver knew or should have known of the act or condition on which the grievance is based. The student and/or caregiver will clearly state they are filing a grievance per the Hilltown Grievance Procedure.

Within ten (10) school days of receipt of the grievance, the Director will meet with the grievant. Within five (5) school days of the meeting, the Director will render a written response.

If the grievance directly involves a Director, the student and/or caregiver can present the grievance, in writing, to the Board of Trustees' President and Vice President. The same time limits as above will apply.

Level Two

If the grievance is not resolved to the satisfaction of the grievant within ten (10) school days of the meeting at Level One, or if no response has been made within said time period, the grievance may be presented in writing to the Board of Trustees by sending the grievance to the President and Vice President of the Board of Trustees within ten (10) school days of the Level One response, or the response due date, whichever is earlier.

The Board of Trustees will render its response, in writing, within ten (10) school days following the next meeting of the Board of Trustees at which the grievance can be placed on the agenda subject to Open Meeting requirements. The Board of Trustees' decision is final and binding and is not subject to arbitration.

Other alternate avenues of reporting grievances include:

Problem Resolution System Office (PRS), Department of Elementary and Secondary Education
<https://www.doe.mass.edu/prs/intake/default.html>

DESE Charter School Office <https://www.doe.mass.edu/charter/complaints.html> Note: if the complaint is about special education or student safety, the complaint should not be filed with the Charter School Office. It should go directly to the Department of Elementary and Secondary Education (see above).



Personnel Committee Proposal to the Board of Trustees

Date: May 10, 2023

Priority level: High

Approximate time needed for discussion: 5 minutes

Proposal to be presented by: Matt Dube/Dan Klatz

Text of Proposal: We feel it is important to acknowledge and reward employee loyalty. The original amounts for longevity were created in 2006. Economic increases over the past 17 years warrant a revision to the scale. We recommend the following change to the existing Longevity Policy (full revised text on page 2), increasing the amounts awarded for FY24 and beyond and clarifying longevity to mean consecutive years of employment. We further propose that these amounts be analyzed every three years along with salary parity to see if recalculation or reconfiguration of the matrix is warranted.

Proposed longevity scale:

YEAR #	Current AMOUNT	Proposed 50% increase
<i>5 - 7</i>	<i>\$250</i>	<i>\$375</i>
<i>8 - 14</i>	<i>\$500</i>	<i>\$750</i>
<i>15 - 20</i>	<i>\$750</i>	<i>\$1125</i>
<i>21 +</i>	<i>\$1000</i>	<i>\$1500</i>

Goals to be achieved by proposal:

- 1) Rewarding current employees for hanging in there with us
- 2) Making our benefits more attractive to new hires and for retention of current employees

Potential problems/dissenting views:

Budget impact



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

HCCPS Longevity Benefit Policy

This scale would pertain to ALL staff and faculty that are consecutive full employees of HCCPS. This means that substitutes, contract employees, consultants, and others that are not on the payroll as an employee cannot count years toward longevity – even if they eventually become an employee of HCCPS.

Years count toward longevity if:

- An employee worked .5 FTE or more in that year
- If the employee was in good standing

There will be no longevity awarded, and no counting of years towards longevity, if an employee was:

- Under a Corrective Action Plan and defined as "not in good standing" within the year during which the employee is eligible.
- Working less than .5 FTE
- On a planned year leave of absence

Longevity amount will be based on:

- A pro-rated amount depending on their FTE (over .5) for the current year
- The consecutive year of work the employee is currently engaged in

Benjamin H. Carlis

183 Maple Ridge Rd • Florence, MA 01062 • (610) 349-7619 • ben.carlis@gmail.com

EDUCATION

Northeastern University School of Law, Boston, MA

J.D., May 2011

Advanced Coursework: Modern Real Estate Development, Land Use, Natural Resources, Environmental Law

University of Rochester, Rochester, NY

B.A., Psychology, May 2003

Activities: University Alpine Ski Team (4 years); Semester abroad in Christchurch, New Zealand

EXPERIENCE

Stay At Home Parent, Florence, MA

Summer 2012 - Present

Self Employed: Primary care giver for two kids starting at birth, to currently age 10 and 7. Managed complete household budget, complex activity calendar, and all food planning.

First Wind Energy, LLC, Boston, MA

Spring 2011

Legal Intern: Drafted and reviewed third-party service contracts for for-profit corporation. Assisted attorneys with contract tracking and review involving real estate, project finance and regulatory capacities. Analyzed various financing and tax agreements in preparation for negotiations and litigation.

Thornton & Naumes, LLP, Boston, MA

Fall 2010

Legal Intern: Researched and drafted numerous memoranda regarding complex questions of liability, causation, civil procedure and professional responsibility for mid-sized firm. Drafted multiple advocacy-based documents including oppositions to summary judgment, complaints, and motions.

Massachusetts Division of Capital Asset Management, Boston, MA

Spring 2010

Legal Intern: Drafted real estate closing documents and agendas, researched and prepared pressing legal memoranda, and contributed to an ongoing executive order compliance project. Reviewed and revised real estate transactional documents to ensure compliance with enabling legislation allowing for the purchase, sale or other disposition of Commonwealth property. Collaborated closely with certification team to revise agency regulations and to complete approval application.

Massachusetts Department of Environmental Protection, Boston, MA

Fall 2009

Legal Intern: Conducted legal research and wrote memoranda on various issues for multiple attorneys. Drafted procedural motions for administrative appeals. Assisted senior department attorneys in preparation for Water Management Act advisory committee meetings, and agency administrative hearings.

Ropers, Majeski, Kohn and Bentley, PC, San Francisco, CA

September 2007 – June 2008

Office Assistant: Assisted attorneys and paralegals with document reproduction and organization in a medium-sized multi-service legal firm offering litigation and transactional services to domestic and international businesses and individuals.

Any Mountain, Ltd., Berkeley, CA

October 2006 – June 2007

Footwear Supervisor/Ski Sales Associate: Managed footwear department and quickly realized 60-100% monthly sales volume increases over previous year, showing the largest improvement of all six store locations for Bay Area outdoor retailer specializing in winter sporting goods.

Wolters Kluwer Financial Services, Inc., Boston, MA

July 2004 – July 2006

Mapping Analyst: Completed loan-initiated flood-zone determinations utilizing web-based, GIS and other software mapping applications. Communicated directly with clients to resolve disputes and exclusively handled determinations for clients requiring special attention. Managed staff in manager's absence. Interviewed and actively participated in hiring process, revised training manual, and trained new hires.

BAR ADMISSION

Commonwealth of Massachusetts

HOBBIES

Avid cyclist, triathlete, advanced skier and overall outdoor enthusiast.

STACY L. GIUFRE

Department of Languages, Literatures, and Cultures
University of Massachusetts
161 Presidents Drive
Amherst, MA 01003

95 Moser Street
Northampton, MA 01060
(315) 391-8409
sgiufre@umass.edu

EDUCATION

Harvard University

Ph.D., Romance Languages and Literatures
Dissertation: "Women in the Works of Cesare Pavese"

Cambridge, MA
March, 2011

Cornell University

B.A., Comparative Literature, *magna cum laude*

Ithaca, NY
May 1999

FELLOWSHIPS AND AWARDS

Departmental Flex Fellowship Grant (with M. Masterson)	2022
Master OER Creation award from COERLL (with M. Masterson)	2021
Open Education Initiative Grant (with M. Masterson)	2020
Innovate@ Instructional Technology Fellowship	Winter 2018
Derek Bok Center Certificate of Distinction in Teaching	2004-2010
Harvard Dissertation Completion Fellowship	2008-2009
Harvard Summer Research Travel Grant	2002 & 2008
Harvard Presidential Information Technology Fellow	Summer 2007 & 2008
Carla Rossi Academy <i>Studi Danteschi</i> Fellowship	Summer 2003
Phi Beta Kappa	1999
Phi Beta Phi	1999
Golden Key National Honor Society	1999

TEACHING EXPERIENCE

University of Massachusetts

Senior Lecturer

Intensive Beginning Italian	2014-present
Beginning Italian	2014-present
Beginning Italian online	2015-present
Basic Methods (Grad level)	2015- present
MAT Practicum seminar (Grad level)	2018-2022
MAT Pre-Practicum seminar (Grad level)	2018-2022
The Italian American Experience (Grad/Undergrad level)	Spring 2018
Life After the LLC (Independent Study)	Fall 2017, Spring 2018
Representing Women's Bodies: Poetry, Politics and Power	2017-2022
Freshman Seminar	Fall 2015
Intensive Intermediate Italian	Spring 2015
Introduction to Literature	Spring 2015

Assumption College

Visiting Assistant Professor

Beginning Italian	2012-2014
Intermediate Italian	2012-2014

Worcester, MA

Italian Composition and Conversation	2012-2013
Introduction to Italian Literature	Spring 2013
University of Rhode Island Summer School	San Demetrio Corone, Italy
<i>Lecturer</i>	
Italian Cinema	Summer 2012
Beginning Italian	Summer 2012
College of the Holy Cross	Worcester, MA
<i>Adjunct Lecturer</i>	
Beginning Italian	2011-2012
Intermediate Italian	Spring 2011
Assumption College	Worcester, MA
<i>Adjunct Lecturer</i>	
Beginning Italian	2011-2012
Harvard University	Cambridge, MA
<i>Head Teaching Fellow</i>	
Beginning Italian	Fall 2010
Intermediate Italian II: <i>Raccontiamo storie</i>	Spring 2008
Intermediate Italian I: <i>L'italiano in giallo, rosa e nero</i>	Fall 2007
<i>Teaching Fellow</i>	
Tutoring Center	2009-2010
Beginning Italian	2004-2010
Intensive Beginning Italian	Fall 2007
The Divine Comedy and Its World	Fall 2005
Harvard University Summer School	Vasto, Italy
<i>Teaching Fellow</i>	
Advanced Beginner: <i>L'italiano e la cucina</i>	Summer 2006

LANGUAGES

English (native), Italian (near native), Spanish (proficient), French (reading), Latin (proficient), German (one year)

RESEARCH INTERESTS

Diversity and Inclusion in Pedagogy	20 TH Century Italian Literature
Gender and sexuality studies	Italian Fascism
Medical Humanities	Language Acquisition

PUBLICATIONS

Tutt a tavola*, an OER elementary Italian textbook, with M. Masterson, UMass Libraries, 2021.

Duolingo workbook exercises to accompany the textbook *Percorsi*, 3rd edition, with M. Masterson and C. Takakjian, Pearson, 2019

“A Letter on Abortion,” translation of Dacia Maraini, in Writing Like Breathing: An Homage to Dacia Maraini, ListLab, 2017.

“Kathleen Cleaver Tells Her Story,” translation of Dacia Maraini, in Writing Like Breathing: An Homage to Dacia Maraini, Listalab, 2017.

“Hyperbole in the Work of Cesare Pavese: Textual Resistance and Bodily Defiance,” *Italica* 91.2 (2014): 184-202.

“Tre donne sole: Pavese’s Women in Search of a Modern Identity,” *Quaderni d’italianistica* 34.1 (2013): 153-67.

CONFERENCE PRESENTATIONS

“Tutt* a tavola, an OER elementary Italian textbook,” delivered at FL OER conference, Kansas University via Zoom, March 2021.

“#Vocabulary: Using Instagram in the L2 Classroom” delivered at the Five College Pedagogy Seminar, Amherst, MA, 2018.

“Classrooms Without Walls: Teaching Beginning Italian Online,” delivered at Georgetown University, Washington D.C., October 2015.

“My Name is Tanino: Using Film Clips in the Italian Language Classroom,” delivered with AATI with Lucia Ducci, Siena, Italy, June 2015.

“Il doppiaggio nelle classi di lingua elementare,” delivered at the 10th annual Five College Symposium on Pedagogy, Amherst, MA, April, 2015.

“The Woman’s Gaze at the Intersection of Myth and Modernity in Cesare Pavese’s *Paesi tuoi*,” delivered at AATI, Strasbourg, France, June 2013.

“Crossing Boundaries: The Image of the Mother in Luca Guadagnino’s *Io sono l’amore*,” delivered at AAIS, Eugene, OR, April 2013.

“Defining Diversity in Dacia Maraini’s *La nave per Kobe*,” delivered at International Women’s Day, Kingston, RI, 2013.

“Reclaiming her voice: Identity and Memory in Tina Pizzardo’s *Senza pensarci due volte*,” delivered at AAIS, Charleston, SC, May 2012.

“The allusive and ubiquitous io in Natalia Ginzburg’s *Lessico familiare*,” delivered at NeMLA, Rochester, NY, March 2012.

“Death as a Performance: Murder and Suicide in the Works of Cesare Pavese,” delivered at NeMLA, New Brunswick, NJ, April 2011.

“An Ellipsis at the Origin: F.T. Marinetti and Cesare Pavese,” presented at AAIS, Pittsburgh, PA, April 2011.

“How to Say Teaching Fellow in Urdu, or, What I Wish I Had Known Before I Started as a Language TF,” contributed as a panelist for the Derek Bok Center Conference on Teaching at Harvard University, September 2010.

“The Secret Language of Food in Clara Sereni’s *Casalinghitudine*,” delivered at NeMLA, Montreal, QC, March 2010.

“Sleeping with the Enemy: The Evolution of Betrayal in the Works of Cesare Pavese,” presented at San Francisco State University, October 2008.

“La trasformazione del silenzio nelle opere di Natalia Ginzburg,” presented at New York University, New York, New York, March 2004.

“Saving Venice,” transcribed and translated Italian interviews for The Discovery Channel, 2004.

ADMINISTRATIVE EXPERIENCE

Director of the Italian Program	2022-present
Director of the Italian Language Program	2014-present
Director of the Graduate Program in Italian	2019-2022
Graduate Committee Chair	2019-2022
Italian Search Committee Chair	2018

LLC Executive Committee Member	2022-present
Commonwealth Honors Council Member	2021-present
LLC Chair Search Committee Member	2023
Italian Search Committee Member	2017
Anti-Racism Committee Member	2020-present
Graduate Committee Member	2014-present
Study Abroad Committee Member	2014-present
Italian personnel Committee Member	2014-present

EVENT PLANNING

University of Massachusetts Amherst

French and Italian Graduate Student Orientation Fall 2020

- . Outlined best practices for remote classrooms, including an overview of Learning Management Systems.
- . Organized graduate union presentations.

Assumption College

Worcester, MA

New England Italian Film Festival: "Cinema in the New Millennium" Fall 2012 & 2013

- . Collaborated with the Italian Consulate in Boston and several other universities in New England to create a schedule and choose films.
- . Secured funding and speakers.
- . Publicized event and organized an opening reception.

Harvard University

Cambridge, MA

Il testo in movimento: themes and techniques in Italian film and literature February 2005

- . Prepared budget.
- . Secured funding and keynote speakers (Jeffery Schnapp and Giuliana Bruno).
- . Solicited abstracts and chose participants.
- . Handled publicity, advertising, and event planning.

COMMUNITY TEACHING EXPERIENCE

Winchester Continuing Education Program

Winchester, MA

Instructor

2007-2012

- . Teach Beginning, Intermediate, and Advanced Italian Language Courses.
- . Incorporate music, film, literature, and technology into classes of all levels.

Winchester High School

Winchester, MA

Teacher

2006-2007

- . Taught Italian 1, 2, 4, and Pre-AP.
- . Overhauled syllabus for Italian 2 and created all instructional materials.
- . Recreated syllabus for spring semester of Italian 4 and created all instructional materials.
- . Advised Italian Club.
- . Completed 40-hour seminar on teaching students with disabilities.
- . Created and implemented personalized instruction plans for students with learning disabilities.

Abbey Road Overseas Program

Bologna, Italy

Instructor and Resident Advisor

Summer 2004 & 2005

- . Taught elementary Italian to American high school students studying in Italy.
- . Led cultural workshops and created activities designed to increase fluency.

CERTIFICATIONS

ESL, New World Teachers, San Francisco, CA

1999

LISA HAMILTON

Hadley, MA · (413) 727-5591

Hamiltonfam6@gmail.com

She/her

I'm community minded to my core. It's an honor to be of service to this community and precisely why I came back two years ago to coach again after the last of my four children graduated. My intention is to listen and respond to the needs of this vibrant place, to share the history of Hilltown and to get to work along your side!

EXPERIENCE

EMPTY ARMS BEREAVEMENT SUPPORT: MARCH 2019-PRESENT
DIRECTOR OF COMPANION PROGRAM, SUPPORT GROUP FACILITATOR

END OF LIFE DOULA: JULY 2010-PRESENT
MY PERSONAL BUSINESS

RAPE CRISIS: JANUARY 2013- 2019
GROUP FACILITATION (TRAINED IN 'THE CIRCLE WAY'), MINDFULNESS BASED
STRESS REDUCTION

STAY AT HOME PARENT AND JILL OF ALL TRADES - JULY 2003-FEBRUARY 2010
FROM FAMILY BUDGETS TO PROBLEM SOLVING ALL THE LOGISTICS OF KEEPING
MY THRIVING FAMILY ALIVE AND WELL.

EDUCATION

AUGUST 2012-DECEMBER 2013
MINDFULNESS BASED STRESS REDUCTION CERTIFICATE UMASS, AMHERST

AUGUST 2008 - MAY 2010
END OF LIFE DOULA CERTIFICATION, UNIVERSITY OF WASHINGTON

AUGUST 1993-MAY 1997
POLITICAL SCIENCE AND SCIENCE TECHNOLOGY & SOCIETY (STS) , UNIVERSITY OF
WASHINGTON

JUNE 2000-DECEMBER 2001

Experienced education leader, dedicated to equity and disrupting injustices in education. I support educators, students and communities to elevate the talents of staff and youth towards achieving their dreams.

PROFESSIONAL EXPERIENCE

Veritas Preparatory Charter School, Springfield, MA, 2020-Present

Director of Early College, 2021-Present

- Set, monitor and support achievement of our Early College goals, including 50% of students on track for 60+ college credits and an AA by VPCS graduation; 30% on track for 24-36 credits and 100% on track for 12+ credits
- Collaborate with VPCS leaders to build out the wall-to-wall career-focused Early College (EC) program, integrated into all aspects of the high school, including course sequences, staffing models, schedules, space, transportation, etc.
- Collaborate with higher education partners to codify systems, structures, policies and plans in shared MOUs
- Secure state level EC designation, building on our successful award as one of 5 wall-to-wall EC grant recipients in MA
- Lead all grant development and documentation related to our EC program
- Collaborate with the MA Dept of Elementary & Secondary Education, the Board of Higher Education, The MA Alliance for EC as well as philanthropic organizations and NFPs to advance policies in support of transforming college and career readiness in high school, specifically for historically underserved students
- Lead the development and facilitation of a College and Career Advisory Board of regional higher education and industry leaders for program advising, transfer agreements, and the development of career experiences and opportunities
- Develop the College and Career Seminar program 8-12 including college going experiences and curriculum
- Build capacity in VPCS leaders and staff to sustain all aspects of this work

Director of High School Design, 2020-2021

- Developed all logistical, programmatic and policy details, including MOU negotiations with multiple higher education partners for a wall-to-wall Early College high school where students can earn transferrable associate degree
- Facilitated a community centered anti-racist high school design process with development of a Portrait of a Graduate
- Led a Design Team and Advisory Board of VPCS students, alumni, families, community and staff to shape design decisions
- Leveraged research and effective practice from excellent schools and early college programs in the Design process
- Built operational systems and models (e.g., schedules, staffing models, budgets)
- Developed academic polices, program of studies, culture systems and tools for founding team customization
- Collaborated with Director of Operations to build all academic infrastructure (SIS, LMS, Naviance)
- Collaborated with Director of Talent and ED to implement inclusive and equitable hiring for all founding staff
- Network with a range of community and higher education partners to establish a College and Career Advisory Board
- Build middle school capacity for an effective high school transition and vertical trajectory for college readiness
- Worked with ED and CAO to support Veritas Network strategic planning, academic strategy, MTSS and staff development
- Secured over \$1.5 million in grants and philanthropic funding to build critical program content and infrastructure

Associate Principal of Curriculum and Instruction, Holyoke High School North and Dean, Holyoke, MA, 2018-2020

- Lead and managed the academic redesign for the district's two high school campuses to transform student achievement and close disparities for traditionally underserved students
- Oversaw design and implementation of sustainable pathways and programs for diverse student success, including
 - Innovations Designation, theme-based academies with capstones, early college and dual enrollment programs, refined AP offerings, a Newcomer English Learner program, a dual language pathway, and tiered academic supports
- Lead the Instructional Leadership Team, Administrative Team and Coaching Team in continuous improvement.
- Refined assessment and data system to balance time, testing fatigue, and ensure quality assessments and use of data.
- Implemented quality instructional materials in core courses and interventions; refined curriculum across departments
- Engaged students and staff in aligning academics to culturally responsive and inclusive approaches that center equity
- Lead all hiring of academic teachers, developing and systematizing staff-led and student-engaged hiring teams
- Lead the development of teachers, teacher leaders and coaches through differentiated professional learning
- Trained and developed teacher leaders to increasingly lead teams, departments and initiatives
- Secured grants and community partnerships; collaborated with district and local leaders for optimal programming
- Contributed to all admin tasks including behavior support team, duties, and staff evaluation

Partner, TNTP, Brooklyn, NY, 2015-2018

- Supported charter, district, school and state-level clients in developing and reaching strategic improvement goals
- Developed systems, structures and practices for teams supporting comprehensive school turnaround and working to close achievement disparities for traditionally underserved students
- Effectively managed diverse teams; consistently increased team effectiveness, satisfaction and Net Promoter scores
- Built team and client capacity (school, district and state levels) in customizing, implementing and monitoring academic and turnaround strategies and supports to raise student achievement
- Led internal teams to build client capacity to design and lead a successful urban teacher preparation program, increasing local teacher diversity and targeting teacher shortage areas
- Advised and supported a network of superintendents and their cabinet members on academic strategy and implementation of rigorous, standards-aligned literacy programs

EL Education, Formerly Expeditionary Learning, Amherst, MA, 2007-2015

Northeast Regional Director, EL Education, 2012-2015

- Managed the Northeast Region for an education NFP, including partnerships, staffing, budgets, marketing and growth
- Managed a portfolio of 32-36 school partnerships to close achievement disparities through a comprehensive, whole-school approach, including turnaround schools, low performing schools, and charter and district start-ups
- Successfully launched new lines of work, expanding impact to over 25 districts including Boston, Hartford, and NYC
- Lead teams to support schools, districts and charter networks in system-wide implementation of Common Core literacy curriculum, instructional shifts and effective assessment
- Coached educational leaders to develop teams to turnaround, improve and launch public schools
- Developed and facilitated national professional development for teachers, school, district and state leaders
- Developed strategies and resources (tools, publications, IP) for increased impact on student achievement
- Publications contributions include
 - ELA Common Core Curriculum Modules and Appendices (www.commoncoresuccess.org)
 - *Leaders of Their Own Learning*, Berger, Rugen, & Woodfin, 2014
 - *Management in the Active Classroom Booklets*, Expeditionary Learning, 2014

School Designer, EL Education, 2007-2012

- Provided customized training and support for schools in implementation of a comprehensive school model that emphasizes rigorous Common Core instruction through authentic project-based learning and character development
- Developed and facilitated national PD for teachers and school leaders in a network of over 150 schools
- Supported education leaders and teams to turn around, improve and open new district and charter public schools
- Developed curriculum, program and publications for EL Education
- Collaborated with Mt Holyoke College to develop and implement an EL Master of Arts in Teaching program

Teaching Experience, Various locations, 1999-2007

Founding High School Teacher, Four Rivers Charter Public School, Greenfield, MA, 2004-2007

English Teacher, Chicopee High School, Chicopee, MA, 2001-2004

World Language/English Teacher, Escuela Waldorf de Cuernavaca, Cuernavaca, Mexico, 2000-2001

EDUCATION

BA English, Education Minor; The Colorado College
Graduated *Magna cum Laude*, Distinction in English

M.Ed. Curriculum and Teaching, Fitchburg State
Massachusetts Educator's License: English 5-9 & 9-1

INTERESTS, SKILLS, SERVICE

- Transforming high schools into ramps to college and career
- Bilingual (English and Spanish); Dual Language Education
- Equity for All: Examining biases, building cultural competence and inclusive practice; culturally responsive teaching
- Supporting our most challenged youth: Focusing on asset-based approach
- Strategic Planning and systems thinking
- Strengths based leadership development, leading effective teams
- South Hadley Public Schools: Racial Justice Task Force; High School Council Member
- Hilltown Cooperative Charter School: Hiring Committees; Long Range Planning Committee

References available upon request.

Kelly Vogel
11 Pine Hill Road
Easthampton, MA 01027
(415) 652-1054
Kellysvogel@gmail.com

EDUCATION

Lesley University
PhD, Educational Studies, Trauma-Informed Pedagogy in Higher Education
2022 – degree anticipated 2025

Mills College
Master of Arts in English Literature
2002-2004

Syracuse University
Bachelor of Arts in English Literature
Dean's List
1988-1992

Mt. Holyoke College
Non-degree courses in Educational Psychology, 2015-2016

EXPERIENCE

Executive Function Coach
Vogel Executive Function Coaching
Spring 2021 - Current

- Advise and coach professionals and students using research-based strategies for improved executive function, such as time-management, organization, prioritization, focus, goal-setting, and procrastination
- Discuss and analyze clients' patterns of behavior
- Specify measurable action-steps for improvement
- Co-create concrete action steps and discuss at each meeting
- Assess and review client improvement at regular intervals
- Recommend holistic strategies to alleviate anxiety and stress
- Design and manage all website and social media content at Kellyvogelcoaching.com

Lecturer: IDP 132: Designing Your Path

Smith College

Fall 2021- Current

- Collaborate with faculty, advisors, and alumni
- Integrate trauma-informed pedagogy for greater equity and inclusivity
- Lead students in exploration of identity, interests, values, academic, and professional life using research-based Design Thinking strategies
- Advise students on how their academics prepare them to engage with larger societal, cultural, spiritual challenges and/or questions.
- Teach strategies to extend and refine students' academic capacities to become autonomous learners.

Learning Specialist

Jacobson Center for Writing, Teaching and Learning

Smith College

Fall 2017 – Dec 2021

- Collaborated regularly with faculty and other support services: Office of the Class Deans, Office for Disability Services, Spinelli Center, Dean of Students Office, AEMES, Ada Comstock Scholars Program.
- Coached executive function & study skills to Smith College students
- Designed and presented college success skills workshops across campus
- Developed and presented Jacobson Center programs to the Smith community.
- Supported the Director of the Jacobson Center in achieving center goals and priorities.
- Disseminated information about Jacobson Center services via faculty and staff, as well as through orientations, workshops, and campus news outlets.
- Met individually with students referred by Class Deans, faculty, and support staff to discuss issues related to executive function such as time management, reading strategies, note-taking, test-taking, memory and retrieval, focus, motivation and accessing resources.
- Reviewed and prepared end-of-year reporting to inform budget strategies for the Center.
- Designed and taught IDP 136: Applied Learning Strategies, a credit-bearing course to help students explore and strengthen appropriate learning strategies through exercises, readings, discussion, journal writing, and guest speakers.

Lecturer: IDP 136: Applied Learning Strategies

Smith College

Fall 2017 – Dec 2021

- Taught research-based strategies to extend and refine students' academic capacities to become autonomous learners.
- Collaborated with Class Deans and faculty to recruit and enroll students in need of academic support.

- Taught current research-based strategies and led discussions on executive function skills, such as time-management, organization, goal-setting, motivation, learning styles, memory and retrieval, note-taking, reading strategies, test-preparation, and writing anxiety.
- Integrated metacognitive strategies to enhance classroom pedagogy.
- Invited and hosted speakers from the Schacht Center for Health and Wellness Center.
- Promoted course via orientations, faculty advisors, Class Deans, and staff, as well as campus news outlets.

Coordinator Of Tutorial Services

Jacobson Center for Writing, Teaching and Learning

Smith College

Fall 2017 – Dec 2021

- Recruited, interviewed, trained, and supervised over 40 peer content tutors.
- Liaised between faculty and content peer tutors throughout the academic year.
- Organized and hosted peer tutor events to build leadership opportunities, community, and continuity.
- Developed training materials and conducted tutor training in accordance with CRLA certification.
- Coordinated with Jacobson Center Administrative Assistant to ensure efficient hiring and Workday processing.
- Collaborated with the Office of Disability Services for tutor training on Difference and Disability Awareness.
- Collaborated with Spinelli Quantitative Center to create increased tutor training opportunities.
- Managed transition to robust, public-facing web-based scheduling system.
- Communicated regularly with peer content tutors regarding administrative policies and training.
- Maintained and oversaw CRLA Peer Tutor Training for all Jacobson Center peer writing and content tutors.
- Nimble transitioned peer content tutoring and training from in-person to remote during the COVID-19 crisis.

Writing Counselor, Smith School of Social Work

Smith College

Jun-Aug 2019-2021

- Reviewed graduate-level student papers for holistic issues of academic writing development, organization, critical thinking, argument, and coherence.

English Instructor

Holyoke Community College

2016 – 2020

- Taught expository and argumentative writing, critical thinking, critical textual analysis, and research
- Integrated metacognitive strategies to enhance classroom pedagogy.
- Strategized, planned, and developed a pilot 6 credit co-requisite program for the English Department.

- Won a Faculty Fellowship to create a Service Learning partnership with a local non-profit organization, *Voices From Inside* (currently the subject of a documentary).
- Designed and taught 6-unit co-requisite course combined with Service Learning component in collaboration with local non-profit, *Voices from Inside* (2018-2020).
- Taught introductory through transfer-level English Composition courses, including co-requisite courses.

Consultant, Co-Requisite Program

Holyoke Community College

2017 –2019

- Oversaw design, planning, and implementation of co-requisite pilot program for English Department, combining developmental-level composition course and pre-college English course into a one-semester, 6-hr course.
- Collaborated with Deans, English Department Chair, and lead faculty on pedagogy and course design.
- Taught course for 3 consecutive years.

Writing Instructor

Springfield College

2016 – 2017

- Taught expository and argumentative writing, critical thinking, critical textual analysis, and research strategies
- Designed and taught multi-modal writing assignments.
- Taught English 113: College Writing, Levels 1 & 2

English Instructor

City College of San Francisco (CCSF)

2011 – 2015 (Tenured)

2007 – 2011 (Tenure-track)

2005-2007 (Adjunct)

- Taught literature, expository and argumentative writing, critical thinking, critical textual analysis, and research skills to a socio-economically, politically, culturally, and gender-diverse population
- Helped to construct English 961A, a co-requisite developmental and transfer course
- Designed and taught multi-modal writing assignments
- Taught introductory through transfer-level English Composition courses

961a Pilot Faculty

City College of San Francisco

2013 – 2014

- Strategized, planned, and developed assessments for pilot co-requisite English course.

Committee Member: English Curriculum Committee; English 96, 1A, 93 Committees

City College of San Francisco

2005 – 2014

- Collaborated regularly with colleagues to examine course entrance and exit requirements, assignments, assessment, and course outlines to meet department goals and transfer requirements.

Service Learning Faculty

City College of San Francisco

2007 – 2014

- Faculty grant recipient in the Service Learning program and teacher of a Service Learning course.
- Corresponded and communicated with 20+ volunteer organizations and oversaw the volunteer activities of 30 students throughout the semester.

Lecture Organizer

City College of San Francisco

2009

- Initiated, organized, managed, and promoted lecture by Jimmy Santiago Baca, nationally acclaimed poet and author.
- Hosted author and organized independent meetings with faculty, staff, and students.

English Instructor

College of San Mateo

2004 – 2007

- Taught composition, literature, research skills and critical thinking to a socio-politically, economically, and culturally diverse population.
- Taught introductory through transfer-level English Composition courses

Writing Instructor

Mills College

2003 – 2004

- Designed and taught writing to first year college students, emphasizing analytical and critical thinking.
- Demonstrated sensitivity to students of diverse socio-economic, academic, ethnic, cultural, religious, and gender preferences.

Graduate Teaching Assistant

Mills College

2003 – 2004

- Collaborated with lead faculty on lesson plans, grading, and student progress, discussing course and departmental goals.
- Taught class several times per semester, collaborating with lead faculty and designing independent lessons.

RELATED PROFESSIONAL EXPERIENCE

GOVERNANCE & BOARD SUSTAINABILITY COMMITTEE

Hilltown Cooperative Charter Public School, Easthampton, MA

Jan 2022 - Current

- Collaborate with committee members to review Board of Trustees Roles and Action items
- Attend monthly Board of Trustees meeting
- Report to Hilltown Cooperative Charter Board of Trustees
- Design and plan school Annual Meeting

BOARD OF DIRECTORS

Sunnyside Children's Cooperative School, Northampton, MA

2016 – 2018

- Collaborated with fellow board members to oversee all aspects of Sunnyside Preschool operations.
- Wrote, coordinated, and edited the school newsletter.
- Elected by Sunnyside Childcare Cooperative parent community.

DIRECTOR OF OPERATIONS

Marin-Peninsula-San Francisco Speakers Lecture Series (MPSF, Inc.)

1997 – 2001

- Organized, planned, and facilitated lectures for nationally award-winning lecture series.
- Organized and co-hosted receptions for lecturers and guests.
- Managed all staff and volunteers.
- Served as liaison for audience members.
- Wrote and edited brochure copy, letters, and website text.

HONORS AND AWARDS

Research Fellowship: Lesley Institute for Trauma Sensitivity (LIFTS)

Lesley University

Fall 2022-Current

- Selected to co-design and co-lead original research project examining higher ed faculty awareness of trauma-informed pedagogy
- Design and analyze research on Educators' Perceptions of Trauma in Higher Education (in progress)
- Presented research at New England Educational Research Organization (NEERO), May 2023

Service Learning Faculty Fellow
Holyoke Community College
2017-2019

- Awarded grant to design and implement Service Learning course.
- Initiated collaboration with *Voices from Inside*, a local program supporting formerly incarcerated women (and women at risk of incarceration) through writing, community presentations, and performance.
- Designed partnership and assessment to align HCC Student Learning Outcomes with needs of the community organization.
- Successful partnership lasting for 3 years.

Grant Recipient: Faculty Writing Fellow
Springfield College
2017

- Selected for teaching mentorship to enhance writing pedagogy.
- Improved strategies for rubric, assignment, and assessment design.

PRESENTATIONS

“Educators’ Perceptions of Trauma in Higher Education.” Roundtable Discussion of research-in-progress. Presented at the New England Educational Research Organization (NEERO) to the NEERO community. Portsmouth, NH. May 2023.

“Trauma-Informed Pedagogy for the Resilient Classroom.” Teaching Arts Luncheon at Smith College. A workshop presenting current research on the intersection between Trauma-Informed Pedagogy in Higher Ed, equity, and resilience. Sponsored by the Sherrerd Center for Teaching and Learning. Presented at Smith College to Smith Faculty, Administrators, and Staff, April 2023.

“Teaching Circle on Trauma-Resilience in Higher Education.” Community of Scholars: Our World in 2D, 3D, and Beyond. Online conference hosted by Lesley University and open to the public. March 2023.

“Trauma-Informed Pedagogy for the Resilient Classroom.” A series of three Teaching Arts Circles at Smith College. A series of discussions on current research on Trauma-Informed Pedagogy, as well as strategies to create a resilient classroom. Workshops provided a framework for faculty to apply trauma-informed pedagogy and support students’ well-being without sacrificing academic rigor. Sponsored by the Sherrerd Center for Teaching and Learning. Presented at Smith College to Smith Faculty and Staff, Spring 2023 (3 sessions) and Fall 2022 (3 sessions)

“Executive Function In Students Amidst the Pandemic.” Teaching Arts Circles. Two discussions based on current research as well as personal interactions with students, and specific strategies for course and project design to help mitigate student anxiety and stress. Also provided an opportunity for faculty to share successful teaching strategies, and how to support students’ well-being without sacrificing academic

rigor. Sponsored by the Sherrerd Center for Teaching and Learning. Presented at Smith College to Smith Faculty and Staff. Two sessions: February and April 2022.

“Mitigating Test Anxiety through Mindful Assessments.” Teaching Arts Luncheon. Panel presentation and discussion on research and pedagogical tools for reduction of student anxiety. Interdisciplinary collaboration with: the Office of Disability Studies, The Spinelli Center for Quantitative Studies, The Wurtele Center, and the Schacht Center for Wellness. Sponsored by the Sherrerd Center for Teaching and Learning. Presented at Smith College to the Smith College community. 2018.

Workshops for Academic Success: Time Management & Study Strategies; Handling the Reading Load; Effective Note-taking; Focus and Distraction; Test Preparation and Test-taking; Thesis writing; Writing Anxiety; Maintaining Motivation. Sponsored by the Jacobson Center for Writing, Teaching and Learning. Presented at Smith College to the Smith student community. 2017-2021.

“Finding Success: How to Support Your Future You Right Now.” Collaboration the Schacht Center for Health and Wellness Center, Smith College. How to define success on one’s own terms. Presented to the Smith student community. 2019.

Co-requisite Course Design and Implementation. Presented to Holyoke Community College Humanities Department. 2018.

Presentation of Service Learning successes for ongoing collaboration with *Voices from Inside*. Annual Service-Learning Celebration Dinner. Presented to the Holyoke Community College community. 2018.

Benefits of Service Learning. Presented to the City College of San Francisco community. 2008.

Sitting at the “Uncertain” Table: “Reading” Race in the texts of Alice Dunbar Nelson. Race as a negotiable construct as evidenced in Dunbar-Nelson’s short stories. Presented to Master’s Thesis panel at Mills College. 2004.

“This Business of Show”: The Many Performances of Tom Waits. An examination of musician and pop culture icon Tom Waits as a challenge to the ideals of masculinity. Presented to the Mills College Graduate Community as part of the “Academic Forum” series. 2004.

“You Gettin’ Too Moufy”: Zora Neale Hurston’s Assertive Language in *Their Eyes Were Watching God*. Research of Hurston’s novel, and the challenges it provoked within the community of African-American male writers of the 1920’s. Presented to the Mills Community. 2003.

Ritual in *Death and the King’s Horseman*. An analysis of the effects of imperialism on ritual in Africa, and Wole Soyinka’s re-writing of cultural identity by centering his text around ritual. Presented to the Mills College Community. 2003.

SKILLS

Multiple Google platforms, Zoom, Workday, MS Word, MS Excel, Powerpoint, Squarespace, Drupal, Wordpress, OnceHub. LinkedIn. Proficient with multiple social media platforms.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Domain Administrators' Report May 2023

Music Festival

Congratulations to the Hilltown music teachers, Nick Deysher and Felicia Sloin, for leading a joyful music festival on April 28 at First Churches. All of the classes performed, as well as Chorus, Hilltown Harmonies, and Rock Band. The bake sale and donations generated \$224 towards the rental of the performance space. The event could not have taken place without the many parent volunteers who stepped forward to help.

Feature in Commissioner's Newsletter!

Hilltown was featured in the "Dissemination Corner" from the DESE Office of Charter Schools and School Redesign on March 31, as well as in the Commissioner's Update on April 18 under the heading "Sharing Promising Practices." The features outline how the arts play a critical role in curriculum and create a common language to unite the school community at Hilltown, and describe how teachers embed the arts into daily experiences and academic learning.

MCAS

Students in grades 3-8 are continuing to take Massachusetts Curriculum Assessment System (MCAS) tests this spring. ELA tests were administered in April. Math tests are ongoing in May, as well as Science/Technology/Engineering tests for students in grades 5 and 8.

Student school climate survey

The director of teaching and learning, with input from the director of administration and the Hilltown mental health team, is preparing a new survey instrument to assess school climate. This survey will be administered to students in grades 5-8 with parent consent, and asks students to provide input about student engagement in school, physical and emotional safety, and the instructional environment.

Process for teacher feedback from parents

The director of teaching and learning is soliciting input from parents and caregivers about their children's teachers. Feedback will be shared anonymously with teachers (or names shared with permission), and will help to inform teachers' practice.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Hiring Underway

7-8 Science Teacher

A hiring committee has invited candidates for initial interviews scheduled for the week of May 8. Finalists will do a teaching demonstration at Hilltown, and participate in staff and family interviews. There is one internal candidate who is participating in the hiring process.

Academic Support Coordinator

There was one internal candidate, and after an initial interview with the candidate, the Hiring Committee asked that individual to continue as a candidate while the search was opened to external candidates. Currently, the hiring committee is reviewing resumes of external candidates to determine if any will be asked for an initial interview in the week ahead. An update will be given at the May Board meeting.

Professional development topics this year

- Supporting Student Behavior (All - Teachers, Special Education and Related Services Team, and Teaching Assistants)
- Creating a Student Behavior Support Toolbox (All)
- Competing Pathways Model (Special Education and Related Services team)
- Restorative Practices, Restorative Justice & Discipline (All)
- Trauma-informed Strategies Part 1 & 2 (TAs and Specials Teachers)
- Using a Trauma-informed and Asset-based Lens with Students (All)
- Multi-tiered Systems of Behavior Support (MTSS) at Hilltown (All)
- Unpacking the Recent Equity Audit Findings (All)
- Working with Students with Autism (All)
- Applied Behavior Analysis 101 (All)
- Self-harm and Suicidality Disclosure Protocol Reviews (All)
- MCAS Proctor Training (All)
- Understanding and Addressing Microaggressions (TAs)
- Executive Function Skills and Strategies (All)



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- May 4th, 2023
1:30 p.m. HCCPS

Present: Tala Elia, Laura Davis, Kathleen Szegda. Kate Saccento

Regrets: Rashida Krigger

Topic	Discussion	Action
Meeting Agenda for BOT May	adding in Special Education Update	
Domain Updates	Community: Staff Luncheon went well; having internal take on aspects of Rashida's role; Winter Music Festival went very well Admin: Kate is handling a lot related to community domain and oversight of special education activities; updated tuition number projections for FY24 which increases estimates by \$100,000 Education: MCAS ELA done, math and science components underway; hiring process underway for Prisms science teacher; working on School Climate survey for 5-8th grade students; process of implementing parent teacher feedback form	
FY24 Budget	tuition estimates came in \$100,000 higher than previously projected; anticipating reduction of 1-2 FTE for TAs and including the newly approved salary scales and COL increases for staff	
Grievance/Complaint Policy	Will propose changing the complaint process to match the state complaint process that focuses on two specific laws and revising the current grievance policy to streamline it	KS will have school attorney review the draft of the revised policy
Review action items		Done
Next meeting time/date/location		Tues 5/30, 8:30 a.m. in person
Adjournment		Meeting adjourned at 2:30 p.m.



Facilities Committee Meeting Agenda – 2023-05-01 @ 3:15

Called to order

Kate Saccento, Kate Ewall, Ben Carlis, Alex Niemiec, Nan Childs, Chris Korczak, Dave, Rick and guest Doug from Premier Park and Play.

Discussion by Premier Park and play regarding new playground for 2024 summer

His company has done Nonotuck playground as well as the one off 91 (with the ice loop) and several other in Holyoke.

Most recently they did Springdale Park off the canal off 391.

They do installation, provide equipment etc.

He often does a design day with the kids, as well.

Reaffirmed that safety boundaries need to be bigger.

Dave delineated that swing area and current structure are separated by a wetland area we are not allowed to modify going from the shrub at the edge of the field to around the drain in the play area.

next month discuss options pro and con, what other options should we consider, how do we need to engage the full community? and at what step?



Finance Committee Meeting Minutes – April 5, 2023

Present: Carla Clark, Richard Senecal, Kate Saccento, Lisa Plaza, Kylan Mandile
Guests: None
Regrets: Andy Tilbe
Agenda: Approve March’s Minutes, FY23 Budget Revision, Lunch Program Update, Playground Update

Topic	Discussion	Action (if necessary)
March’s Minutes	-Approval of March’s minutes	Rich moved to approve March’s minutes, Lisa seconded. Approved by consensus
FY23 Budget Revision and Approval for BoT	-No major changes - small adjustments to several accounts -Will not affect teachers/students -Income should increase as one student was not accounted for -The budget should be balanced at the end of the year -Expenses can still be slightly decreased if needed at the end of the year	
FY24 Scenario Review and Cost Reduction Measures	-Review different scenarios and bring them to the BoT -Finance recommends scenario 3 or 4 on the attached document at this time (subject to change)	
Lunch Program Update	-Easthampton business administrator and vendor visited the school.	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	<ul style="list-style-type: none">-Would need additional and separate space for food program-Easthampton will calculate the cost but it does not seem feasible at this time	
Playground Update	<ul style="list-style-type: none">-Facilities Committee had a contractor on site-Need to have a discussion with the Conservation CommitteeFacilities Committee to get proposals from contractors	
Tentative Agenda Topics for Next Meeting	<ul style="list-style-type: none">Approve April's MinutesLunch program reviewPlayground capital expenditure review	
Next Meeting Date/Time/Location	5/3/23; Zoom, 8:30 AM	
Adjournment	Meeting adjourned at 9:10 AM	



GABS Committee Meeting Minutes – Tuesday May 2nd at 8:20 am

Meeting Location: HCCPS and Zoom

Present: Sara Schieffelin; Emily Boddy; Kelly Vogel; Kate Ewall ; Stacy Giufry
Guests: Kate Saccento
Regrets: Rashida Krigger
Notetaker: Sara

Topic	Discussion	Action (if necessary)
Check-in	Vacations	
JEDI	Interwoven into other discussions	
By-laws-review and discussion	The proposal that was approved at the last BOT meeting regarding changing language in by-lays of “Parents” to more inclusive language of “Parents and legal guardians” needs to be changed in another section that was not included in the initial proposal so needs to be up-dated and re-presented to BOT.	Sara will put as agenda item for next BOT meeting re. proposal Emily will up-draft of proposal to present to BOT
Annual meeting planning- discussion	Annual meeting (Annual Meeting of the Cooperative and Spring Gathering) is: May 24th, 6:30pm Reviewed and finalized agenda To Do:	Action items noted in discussion section



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	<ul style="list-style-type: none"> ● Blurb needs to go in the newsletter. (Emily to send to Kate/Carla for inclusion in newsletter) ● Follow up with Nick, Felicia re music –does there need to be a sound engineer?– and Nicole, and Cindy about art (Kate S.) ● BOT chairs, FOH and President need to be asked/reminded to write committee reports to be shared (Sara) ● Post agenda and last year’s minutes (Sara) ● Ask BOT members for help with set up room and clean-up (Sara) ● Food for meeting- Budget \$100 (Emily will buy and bring food) ; BOT members will be asked to bring something easy, finger food- pass round sign-up sheet at next BOT meeting (Emily) ● Child-care- send out request to staff- (Kate S) ● Statement from Rashida- Sara ● Activity– (Sara to ask Kathleen H. if she will collaborate with Kelly and Stacy to facilitate) ● Prepare land acknowledgement- (Kelly) 	
<p>Recruitment and succession planning-discussion</p>	<p><u>Members Leaving</u> Parents: Chris and Sara</p> <p>Community: Dan</p> <p><u>New Members</u></p> <p><u>Parents:</u> Lily N. (need resume), Ben C., and Kelly V. (will send resume) and Stacey G.</p>	<p>Resumes of incoming BOT members need to be included in next BOT meeting packet (Emily)</p> <p>Slate of candidates need to be proposed at next BOT meeting (Sara to get on agenda)</p>



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

	<p><u>Community:</u> Lisa Smith Hamelton–has applied</p> <p><u>Succession planning:</u> We need to consider who will take over as treasure.</p> <p><u>Committee Interest:</u> Patrick has been encouraged to join a committee since we have 5 parents already</p> <p><u>Staff:</u> We still have space for 1 more staff</p>	<p>Kate will continue to advertise BOT staff position at staff meetings</p>
Next Meeting Date/Time/Location	Tuesday June 6th, 8:20 am at Hilltown and Zoom	
Adjournment	9:42 am	

Agenda items for next month: debrief of Annual Meeting; prep for June BOT meeting- official vote on slate and new terms; recruitment and succession planning; JEDI; by-laws review if needed



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Personnel Committee Meeting Minutes- April 11, 2023
5:30 pm Zoom + In Person

Present: Matt Dube, Laura Davis, Nicole Singer, Nicole Marcotte, Carla Clark, Dan Klatz,
Andrew Coate

Regrets: None

Topic	Discussion	Action
Approve Minutes	Minutes approved	Minutes will be approved next Personnel meeting
Longevity Compensation	We finalized discussion and agreed that we should approve the proposal with language that service must be consecutive. Approved in committee by consensus.	Proposal submitted to packet for consideration April 12th by BOT
Teacher/TA Salary Scales	While concern about larger budgetary issues persists, and presenting a proposal with increases might not be adopted by Finance and BOT, consensus is that we should make our recommendation via proposal to demonstrate our commitment to staff, with the understanding that it may be rejected or tabled by BOT. Both Teacher and TA proposals are approved by consensus.	Proposals submitted for packet and consideration at April BOT meeting.
Policy Review	We began to discuss personnel-related policies and language in the handbook. Nicole S. kindly created a document with potential issues to discuss, including confidentiality, personal leave, and staff calendar. The goal is to create notes and recommendations for admins to include/edit in the handbook. Any new policies will be considered and presented to BOT.	We will continue discussions during the May Personnel Meeting..
Review action items	Reviewed.	



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Next meeting time/date/location	May 3 at 3:15 via Zoom.	
Adjournment	6:30PM	