

HCCPS Board of Trustees

Meeting Agenda

January 11th, 2023 6:30 PM

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: Join Zoom Meeting

<https://us02web.zoom.us/j/83679293502?pwd=bjZya3FvVTFmd216WlkvZDVPLzhjZz09>

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: Kathleen Szegda

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 Friends of Hilltown Update: (Update) Missie (15 min)

6:55 GABS Update: (Update) Sara (10 min)

7:05 Equity Audit (Update + Discussion): Kate (40 min)

7:45 Long Range Plan: (Discussion + Decision) Dan (30 min)

8:15 Board Retreat: (Update) Kathleen (5 min)

8:20 Committee Reports -- Questions Only (5 min)

8:25 New Business (5 min)

8:30 Meeting Wrap-up/Snacks + Drinks/Newsletter Blurb/Minutes Finalization (5 min)

8:35 Review Action Items in this meeting's minutes (5 min)

Adjournment

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes – Wednesday, Dec. 12th, 2022, 6:30 pm

Location: HCCPS and Zoom

Present: In-person: Kate Saccento, Sara Schieffelin, Tala Elia, Rashida Krigger, Kathleen Szegda, Kate Ewell, Laura Davis, Matt Dube, Gina Wyman

By Zoom: Dan Klatz, Rich Senecal, Emily Boddy, Chris Korczak, Andrew Coate-Rosehill

Regrets: Kathleen Hulton

Guests: In-person: none

By Zoom: Kelly Vogel

Facilitator: Kathleen S.

Notetaker: Sara

List keeper: Gina

Timekeeper: Kate E.

Mission statement read by: Tala

Topic	Discussion	Action (if necessary)
Announcements, appreciations, acknowledgments	<p>Matt appreciated Rashida and the parent volunteers who organized the Winter Fair noting it is an important Hilltown community event.</p> <p>Rashida thanked the winter fair committee, comprised of parent volunteers Tiffany Ross, Melissa Flanders, Brandee Simone, Alanna Donnelly, Caroline Johnson, Kate Ewal, Tala Elia, Stephanie Mattrey, Stacy Giufre, and Heather Carduner.</p> <p>Kathleen S. thanked all the parents who volunteered at the fair.</p> <p>Gina thanked Nick for orchestrating musical performances at the fair.</p> <p>Kathleen S. thanked and acknowledged the teachers and administrators who are filling in due to staffing issues caused by sick colleagues and open positions.</p>	
Any Thank You Notes Needed?	Thank you notes for winter fair committee members.	Rashida will write thank you note to the winter fair committee members.
BOT Visibility This Month?	<p>Solstice on the 23rd at 10 am, with an extended coffee hour on that day.</p> <p>MLK celebration Jan. 13th at 2:10 pm</p> <p>Information sessions for prospective families, Jan. 17th and Feb. 1st, 6:30-7:30 pm</p> <p>Family Dance Jan. 20th</p>	

Minutes	none	Tala motioned to approve the Nov. meeting minutes; Matt seconded; the Board approved the Nov. meeting minutes by consensus.
Public Comment	none	
Lunch program: (Update) Kate	Kate S. continues to look into school lunch program options, noting she had recent contact with a new board member from Co-Op to discuss various options, some of which she had already looked into.	
Friends of Hilltown: (Update)	Myssie, President of FOH, could not attend the meeting as planned. Emily read a statement prepared by Myssie expressing her regrets and outlining her plan to attend the meeting next month to discuss the work of the committee.	
Strategy for Engaging Community: (Discussion) Tala	<p>Tala facilitated a discussion about how we can support community engagement at the school, noting the Winter Fair was a good start. What are the existing and historical structures? FOH has mostly focused on fundraising and the Community Team used to coordinate events. Does it make sense to merge these two groups? Tala has already reached out to a group of parents who used to be involved in the Community Team to gauge interest. There was a question about if there are any restrictions on what Friends can and can't do given that it is a non-profit fundraising entity. LRP has a goal dedicated to this topic, and the committee has discussed redefining what family engagement means with the current and evolving school community.</p> <p>Discussion about clarifying what is school-led and what is parent-led.</p> <p>Comment that we need to think beyond events—family</p>	BOT will continue to discuss strategies for engaging the community and will collaborate with FOH.

	<p>engagement needs to begin with a family’s connection to the school through their child. The point was made that the culture of the school needs to communicate that the mission of the school is to engage families—we need all stakeholders to understand this.</p> <p>Comments that we need to think creatively and expansively about how to engage families and that not all families have the same capacities for engagement. Suggestion for an informal google group that could communicate informal opportunities for engagement. Suggestion for involving the school in larger community events (i.e. Hot Chocolate Run, Monte’s March) to increase engagement in the large community.</p>	
<p>Justice Equity Diversity Inclusion (JEDI): (Update + Discussion) JEDI Team</p>	<p>Rashida facilitated a Jam board exercise and discussion regarding the concept of “urgency” as it relates to dominant culture.</p>	
<p>Personnel Longevity Compensation Proposal: (Discussion and Decision) Matt</p>	<p>Matt presented the personnel longevity compensation proposal (see the proposal in the meeting packet) for adding a step to the current policy. Matt noted this is already factored into the budget.</p> <p>Question- do other schools offer this benefit and if so, are we comparable? The answer is that some schools have this in their union contracts but not all and that Hilltown’s is more robust than the other schools that do have it.</p> <p>Question about if the longevity benefit is applied to consecutive years or total years worked? Clarification that the intention and practice have been for continuous years, though this is not explicitly stated in the policy. Committee will consider this question and clarify it in another proposal.</p>	<p>Kate E. made a motion to approve the proposal; Emily. seconded; the proposal was approved by consensus.</p> <p>Personnel will consider if the policy should be applied for consecutive or total years, and will bring back a recommendation to the BOT.</p>
<p>Board Retreat and Socials: (Update) Kathleen</p>	<p>Kathleen will send out a Doodle poll to determine the date for a board retreat.</p> <p>Kate E. volunteered to coordinate the next board social.</p>	<p>Kathleen S. will send out a Doodle poll for the retreat</p> <p>Kate E. will coordinate the next social</p>
<p>Committee Reports -- Questions Only</p>	<p>none</p>	

New Business	FOH will attend the meeting and offer a report; GABS will offer an update on committee work; LRP will present strategic goals for approval	
Meeting Wrap-Up/ Evaluation	Next Meetings: Wednesday, Jan. 11th, 2023 at 6:30 p.m. in-person and on Zoom Facilitator: Kathleen S Snacks: Tala Drinks: Matt Newsletter blurb: Matt	
Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 8:05 p.m.	Tala motioned to adjourn the meeting; Matt seconded; the meeting was adjourned.

Tentative Agenda Topic for the Jan. 11th Board Meeting: FOH will attend the meeting and offer a report; GABS will offer an update on committee work; LRP will present strategic goals for approval

Give an overview of our structure and how we are currently operating and at the end give you an idea of where we're heading.

Introduce self: Members:

Carol McMurrich
Dawn Graichen Moore
Melissa Flanders
Natalia Korczak
Phil Thurston
JP Stracco - treasurer/bookkeeper

FoH mission as currently written

Friends of Hilltown is a 501c(3) non-profit organization whose purpose is to raise money to sustain the programs and curriculum of the Hilltown Cooperative Charter Public School.

In talking about presenting today - FoH realized we talk about the before and the after, up to 2019 and after 2020. We are still finding our "new normal" so this info is more of a before and during since we are still operating in a survival mode of sorts.

Raising Funds-

How do we raise money: currently not much. We have monthly donations via direct withdrawal at Florence Bank and Paypal.

- Sell merchandise; Dean's Beans coffee- will start again monthly
- Participating in programs such as Amazon Smiles, Stop & Shop A+ School Rewards, in the past we have participated in Florence Bank Customers Choice Grant and Valley Gives Day.
- Host community events - Like coffee corner at the Winter Fair and typically (in the before) an annual silent auction party. Have a list of other community events that would have a "side of fundraising"
- Directly solicit contributions- we have softly asked for donations since 2020. It didn't feel right asking for donations when we are all struggling in many ways. And this year, we feel disconnected from the community in many ways and we haven't done an adequate job of re-introducing FoH - so it felt weird to ask for donations when we weren't clear on our future goals.

Distributing Funds-

- Coordination stocking the snacks for staff, we will purchase snacks if not enough are donated by caregivers.
- Provide coffee & tea at the morning coffee hours
- 3 grants available throughout the year
 - Arts Grant - \$3000 available (Max \$750 each grant)
 - support the incorporation of art and music into the emergent curriculum
 - Examples of previous Art Grants: visiting artists, artist in residence, building

drums, new instruments,

- Curriculum Support- \$4000 available (Max \$500 each grant)
 - support the emergent curriculum at the Hilltown Cooperative Charter Public School
 - Examples: yoga mats for PE, Books to support prisms humanities curriculum, unique field study opportunities, bagshare program supplies, visiting educators
- Amplifying Voices Grant -\$3000 available (max \$750 each)
 - incorporation of social justice, equity, diversity, and inclusion into existing or emergent curriculum
 - Examples: texts to be used with the Prisms in an interdisciplinary unit on the social construction of race.
- Fund specialized one time projects as they come up throughout the year.
 - Recently the wireless mics and system needed updating
 - We are in the planning stages of refreshing the lounge
- Program Support - this brings me back to the mission statement - when you hear all the way we distribute funds, sustaining doesn't come to mind. We haven't discussed the change but enriching seems more fitting. At one time FoH did indeed raise funds to sustain the programs at school. As was planned for, that's no longer the case. In April/May we start looking at our budget and whatever funds are not restricted (operating costs, grants, money for Art Spark in case there are no sponsors) get given to the school. We meet with Kate to see where in the budget the donated funds fit best.

This year program support went to the purchase of the kiln.

Future of FoH - reintroduction to community and rebuilding

We've been thinking about Fundraising and Community building - we will be meeting with Rashida to talk about community events and how interconnected her role and FoH are/could be/will be.



AMPLIFYING VOICES Grant Application Information

- FOH money will be available all year to support the incorporation of social justice, equity, diversity, and inclusion into existing or emergent curriculum at the Hilltown Cooperative Charter Public School
- The funding is expected to amplify the voices and ideas of social justice, inclusion and diversity
- One application per class each school year
- There is a \$750 limit on grant requests
- Teachers, clubs and in-school program coordinators with specific programs and needs are encouraged to apply
- The Director of Teaching and Learning needs to sign off on your application prior to FOH Board consideration
-

Proposals likely to be looked on favorably include:

- Projects not able to be funded through the general school budget
- Unique, one time opportunities
- Pilot projects new to the school

If your proposal falls outside of these parameters, please contact Friends of Hilltown. We welcome the opportunity to talk about your ideas and funding needs.

Fill out the application form, submit to the Director of Teaching and Learning for approval, and then email a copy to Friends@hilltowncharter.org or put it into the FOH folder in the main office. Letting the FOH Board President know that it is complete and ready for consideration is also helpful. You will be contacted as soon as a decision has been made.

Amplifying Voices Grant Application

Applicant Information

Name(s) _____

Email _____

Date of application _____

Purpose of this grant:

Brief Description of the proposed program or project:

--Objectives--

What is the goal? How will these goals be accomplished?

Briefly describe how this project or program incorporates, introduces or expands on social justice, equity, diversity and inclusion.

Is there any additional information you'd like us to have?

--Timetable--

Projected state date _____

Anticipated completion _____

Number of students who will participate or benefit _____

Total hours to be spent on the project (anticipated) _____

--Funding--

Description

Dollar Amount

\$ _____
\$ _____
\$ _____
\$ _____

Total Request \$ _____

Designated Project Coordinator: _____

Date of Request: _____

--Signatures--

Teacher or Project Coordinators _____

Director of Teaching and Learning _____

FOH Approval: _____
Date _____ Check# _____

Curriculum Support Grant Application Information

- FOH money will be available all year to support the emergent curriculum at the Hilltown Cooperative Charter Public School
- You may apply one time per year for a Curriculum Support Grant
- There is a \$500 limit on grant requests
- Teachers, clubs and in-school program coordinators with specific programs and needs are encouraged to apply
- The Director of Teaching and Learning needs to sign off on your application prior to FOH Board consideration

Proposals likely to be looked on favorably include:

- Projects not able to be funded through the general school budget
- Unique, one time opportunities
- Pilot projects new to the school

Proposals should not fund:

- mini-courses
- building or construction projects
- classroom supplies (exceptions may be made for literature)

If your proposal falls outside of these parameters, please contact Friends of Hilltown. We welcome the opportunity to talk about your ideas and funding needs

Fill out the application form, submit to the Director of Teaching and Learning for approval, and then email a copy to Friends@hilltowncharter.org or put it into the FOH folder in the main office. Letting the FOH Board President know that it is complete and ready for consideration is also helpful. You will be contacted as soon as a decision has been made.

Curriculum Support Grant Application

Applicant Information

Name(s) _____

Email _____

Purpose of this grant

Brief Description of the proposed program or project

Objectives

What is the goal? How will these goals be accomplished?

Unique features of this program or project

Additional information

Timetable

Projected start date _____

Anticipated completion _____

Number of students who will participate or benefit _____

Total hours to be spent on the project (anticipated) _____

Details of Grant Request

Description	Dollar Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
	Total Request \$ _____

Designated Project Coordinator: _____

Date of Request: _____

Required Signatures

Teacher or Project Coordinators _____

Director of Teaching and Learning _____

FOH Approval: _____	Date _____	Check# _____
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Rolling Arts Grant Application Information

- FOH money will be available all year to support the incorporation of art and music into the emergent curriculum at the Hilltown Cooperative Charter Public School
- You may apply one time per year for a Rolling Arts Grant
- There is a \$750 limit on grant requests
- Teachers, clubs and in-school program coordinators with specific programs and needs are encouraged to apply
- The Director of Teaching and Learning needs to sign off on your application prior to FOH Board consideration

Proposals likely to be looked on favorably include:

- Projects not able to be funded through the general school budget
- Unique, one time opportunities
- Pilot projects new to the school

Proposals should not fund:

- mini-courses
- building or construction projects
- classroom supplies (exceptions may be made for literature)

Fill out the application form, submit to the Director of Teaching and Learning for approval, and then email a copy to Friends@hilltowncharter.org or put it into the FOH folder in the main office. Letting the FOH Board President know that it is complete and ready for consideration is also helpful. You will be contacted as soon as a decision has been made.

Rolling Arts Grant Application

Applicant Information

Name(s) _____

Email _____

Purpose of this grant

Brief Description of the proposed program or project

Objectives

What is the goal? How will these goals be accomplished?

Unique features of this program or project

Additional information

Timetable

Project start _____

Anticipated completion _____

Number of students who will participate or benefit _____

Total hours to be spent on the project (anticipated) _____

Details of Grant Request

Description	Dollar Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total Request \$ _____	

Designated Project Coordinator: _____

Date of Request: _____

Required Signatures

Teacher or Project Coordinators _____

Director of Teaching and Learning _____

FOH Approval: _____ Date _____ Check# _____

GABS up-date for 1/11/2023 BOT meeting

Members of GABS:

Sara Schieffelin, Emily Boddy, Kate Ewell, Rashida Krigger and Kelly Vogel

- GABS incorporates JEDI perspectives into our discussions on an on-going basis
- In September we offered a BOT orientation for new members—Gina, Andrew, Laura
- In collaboration with JEDI, GABS updated the BOT interest form and BOT application process, which was presented to the BOT for approval, and is now posted to the school's website
- Up-dated the language on BOT section of the school's website for accuracy and clarity
- GABS has been brainstorming ways to recruit for community members, including through identifying agencies/organizations to partner with, and we welcome thoughts, ideas, input and outreach from the rest of the Board
- We are planning to draft a recruitment letter for prospective community members
- We are continuing to the organize the files in the BOT drive
- Engaged in on-going recruitment and succession planning efforts, and a blurb inviting folks to apply will be in the up-coming newsletter
- We have begun planning the annual meeting (proposed dates are the 17th and 24th) and we are asking BOT members if there's anything we should highlight during the meeting
- We have plans to review the by-laws and up-date if necessary

Overview of Equity Audit Focus Group Analysis

Analysis conducted by Paul C. Gorski - Fall 2022
Equity Literacy Institute - EquityLiteracy.org

Outline

1. What's going well according to focus group participants
2. What needs attention according to focus group participants
3. Recommendations from Equity Literacy Institute

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5 focus groups (total) with:

- students of color
- LGBTQIA+ students
- caregivers of students of color
- caregivers of low income families
- staff, most of whom were on equity team

What's going well

- Active and apparent work to support justice, equity, diversity, and inclusion (JEDI)
- Inclusive and welcoming LGBTQIA+ culture

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Visually, it is clear Hilltown honors diversity and inclusion (e.g., posters, books on display, physical space)

Vocal, active group of staff pushing for equity and justice to be more deeply implemented (i.e., JEDI Committee and Equity Team)

LGBTQIA+ students deem the school extraordinarily safe and welcoming for them (but also note this probably isn't the case for students of color)

Noted support for name changes, gender inclusive bathroom

Notable number of LGBTQIA+ teachers and TAs help students feel safe at the school

What needs attention

What needs attention

Unclear and inconsistent JEDI concepts:

- Lack of a clear, shared understanding of justice, equity, diversity, and inclusion
- JEDI commitment applied inconsistently

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Too much of a soft understanding of JEDI concepts and terms

Despite clear optics that equity is important, it does not appear that the equity and justice commitment is applied consistently in meaningful ways in curricula or in policies and practices, and as a result, commitment feels shallow and illusory to some students, families, and staff

What needs attention

Commitment to antiracism, and explicit discussion of race:

- Many teachers do not have the tools to handle issues related to racism in their classrooms
- PD and conversations tend to stray from race and class and go back to gender identity and sexual orientation
- LGBTQIA+ students enthusiastically talked about their experiences, while students of color seemed scared to talk about race

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Need to challenge the school's "white liberal self-congratulatory" core
Students of color pointed out the intense focus on gender and sexual orientation and wondered why there was so little focus on racism

What needs attention

Interpersonal racism:

- Staff members of color have been discriminated against, mocked, and singled out around matters of race and ethnicity (e.g., native language mocked, or comments made about hair)

What needs attention

Professional development:

- Equity-related PD has centered interpersonal relationships and personal bias, and has yet to address race and class oppression at the institutional level

Curriculum:

- Uneven student experience with curriculum, described by many as white-centric or Eurocentric
- LGBTQIA+ students feel invisible in much of the curriculum (e.g., genetics is taught in a heteronormative way, LGBTQIA+ histories and fights for liberation glossed over)

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This creates the illusion of equitable and just practice without giving people the knowledge and skills to provide it

Often this is a sign that institution is more worried about the feelings of white staff than the experiences of students of color

What needs attention

Policies and practices that negatively affect low income families:

- School events, some of which appear to be planned by families, are often scheduled in ways that favor economically privileged families
- Several policies, practices, and aspects of institutional culture have a harsher impact on lower-income families (e.g., half-day Wednesdays in lower grades, peer pressure to volunteer, school lunch program)

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school lunch - parents brought up specifically lack of nutrition; it also has been brought up about not being part of national school lunch program while it is currently free for all students

Recommendations

Recommendations

Prioritize antiracism and economic justice:

- Prioritize antiracism and economic justice in all aspects of the school until there is some balance among oppression areas
- Root out racism to create a conducive environment for racially diverse community members. Despite desire to increase number of staff of color, the environment does not seem conducive
- Review practices with a special focus on how they might impact the lowest-income families. Develop strategy for planning events that prioritizes needs of those with least access

Recommendations

Increase staff and student diversity:

- Prioritize access for the people who historically have had the least amount of access
- Diversifying the staff and student body is not the antiracism work. If commit to antiracism work and culture, chances are, it will help you diversify the staff and student body

Recommendations

Define and develop shared understanding of JEDI concepts:

- Engage in visioning and planning to develop a clear, transformative shared understanding of equity and justice
- Clarify in official documents how social justice is part of, not a distraction from, academic rigor

Recommendations

Professional development:

- Leadership training on implementing deep, transformative equity and justice institutionally, and on holding people accountable to that
- Engage in ongoing professional development focused on race and class that highlights how racism and economic injustice operate at an institutional level (not just interpersonal) and how to take action
- Teacher training on how to engage students in conversations about racism, economic injustice, and other areas of oppression, and how to handle issues as they come up

Recommendations

Professional development:

- Provide professional development specific to the experiences of multiracial students
- Teacher training on antiracist and equitable curriculum development

Questions and Discussion



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Long Range Planning Committee Proposal to the Board of Trustees

Date: January 6, 2023

Priority level: High

Approximate time needed for discussion: 30 Minutes

Proposal to be presented by: Dan Klatz

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

Text of proposal:

We are asking the full Board of Trustees to approve the attached strategic goals.

Last year the Board of Trustees began a process for creating a Long Range Strategic Plan. A Board committee was created that included Board members, Teachers, Administrators, and Caregivers. The primary work last year was to solicit members of the community for ideas, concerns, and questions. Surveys were sent to all staff members and to caregivers. A focus group was held with the full Board of Trustees.

The LRP Committee then held several meetings to discuss and select strategic goals for the next five years. Once created, sessions were held with staff and caregivers to obtain feedback. The committee reviewed feedback and made revisions. The following is an overview of each goal.

Goal 1 focuses on the impact of the disruptions caused by the COVID 19 pandemic. Early in the process, it was clear that a considerable amount of the feedback we received centered around the many impacts caused by this difficult period of time. Those impacts could be seen in the social/emotional challenges observed in children; the impact on school culture caused by disruption and limitations to the type of community experiences that are central to HCCPS; and the challenges to decision making processes that the pandemic created.

Goal 2 focuses on Justice, Equity, Inclusion and Diversity (JEDI). While the issues this goal addresses have always been present, the past 2 years brought them into a heightened level of focus and concern. Primary to this goal is the process of obtaining institutional clarity around exactly what is meant by JEDI at Hilltown, and then systematically looking at the curriculum, schoolwide structures and policies, and Board level structures and policies through a JEDI lens.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Goal 3 focuses on schoolwide systems to address the needs of all students in this post-pandemic period.

Action Step A involves a comprehensive look at our vision for an excellent program at HCCPS and the way we address student needs from an academic perspective. Among the many impacts noted from the past several years, changes to staffing led to our conclusion that a new fresh look at how we define an excellent arts-integrated program was necessary.

Action Step B involves an examination of the current configuration of mixed grade classrooms. While questions about the configuration have been present since it was first implemented almost 20 years ago, we noted a higher level of relevant questions and concerns from staff and caregivers and came to the conclusion that a comprehensive review was necessary moving forward.

Action Step C involves the structure of the current school day and week. Again, while these questions have always been present, we believe that at this time, there is a greater need to evaluate the present structure and if necessary, make changes in the coming 5 years.

Goals to be achieved by proposal:

By adopting these goals, the Board and the community will have a clear road map of major priorities for the coming years.

Potential problems/dissenting views:

Many valid priorities are not included in this plan. We chose what we believed to be the most pressing issues at this particular time. This means that for the next period of time, some issues which are important to many community members will not be fully addressed. One example would be environmental stewardship. While selecting selecting the attached goals doesn't mean other issues can't be addressed on some fashion, they will not have the same focus and allocation of time and resources as the adopted goals.



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Long Range Planning Committee Strategic Goals

Goal 1: Cultivate a Vibrant Culture and Community

Purpose: Build on our community foundations and our learnings from this period of disruption to positively transform the social-emotional experience 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 Hilltown 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 Hilltown.

- 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-emotional experiences, the understanding that we need developmentally appropriate, systematic, coherent and sustainable ways to support SEL across all grade levels, and that teachers need their own SEL supports as well as curriculum and training for teaching SEL across 9 grade levels in multi-age settings.

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

Long Range Planning Committee DRAFT Strategic Goals

Action Steps:

A) Social/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 social-emotional 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 Administration and 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 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

Accountability: Director of Administration, Community and Family Engagement Coordinator

Progress Monitoring: The Director of Administration and 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

C) Communication and Decision-making

1. Map our 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, Community and Family Engagement Coordinator

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

Long Range Planning Committee DRAFT Strategic Goals

Goal 2: Weave Justice, Equity, Diversity, and Inclusion into the fabric of HCCPS

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

Rationale/Context:

- Hilltown 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/jobs are responsible for JEDI in the school, how they work together, and who does what
- Hilltown is a public school, but does not reflect the population of area public schools
- Word of mouth about Hilltown 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 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 Community Compact

Accountability: Director of Teaching and Learning

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

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

1. Respond to Equity Audit administrative related recommendations
2. Job Descriptions - make sure there are JEDI responsibilities
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 EL students

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 annually. Complete by 2025-26

Long Range Planning Committee DRAFT Strategic Goals

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

1. Respond to Equity Audit Board-related recommendations
2. Board Member responsibilities should clearly include JEDI work
3. Actively work to increase diversity on the Board, 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) - clearly define what JEDI ideally looks like/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 2024-25

D) Achieve parity with our sending districts

1. Increase admissions access to Hilltown for all students in Hampshire and Franklin county
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

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

Long Range Planning Committee DRAFT Strategic Goals

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

Purpose: Better meet the developmental, academic and social/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 Hilltown is committed to balancing essential skills instruction with authentic, project-based learning
- There are unique demands of the our varied assessment systems There are unique technology needs of different age groups
- Structures should address the unique social-emotional, developmental and academic needs of all students.
- Hilltown 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. Where are we excelling towards this vision and where do we need work (e.g., student outcomes, curriculum and instruction)?
3. Identify top priority areas for focused work, including structures and academics. How do our structures (i.e., grade levels, course offerings, groupings, etc.) advance our priorities? How are they creating 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 2024-25

Long Range Planning Committee DRAFT Strategic Goals

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. 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 care we provide on our community including the impacts of 1/2 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 5 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



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

Domain Administrators' Report January 2023

1. Hiring Update:

- a. **Erin Myers** is acting as the Prisms special education teacher while Emily Lees is on parental leave. Erin has worked as a special educator in western MA and internationally, and is the director of The Unwritten Community School Collective, which seeks to provide accessible educational services to diverse children and their families. Erin worked collaboratively with Emily December 19-22, and then took the reins after winter break.

- b. **Peter Garbus** is now acting as the academic support coordinator while Cait Browne is out on medical leave. Peter comes to Hilltown with deep charter school administrative experience as the former head of school at Four Rivers in Greenfield, and the founder and executive director of the North Central Charter Essential School (now the Sizer School) in Fitchburg. This past week, Peter has been orienting himself to the work in collaboration with Kate, Laura, and the student support team.

Please help us to welcome Erin and Peter to our community!

2. **Admissions Season Update** - We are spreading the word about our upcoming information sessions and lottery! Advertisements will run in the *Daily Hampshire Gazette* newspaper online and print editions for 12 days from January 10 through January 31, as well as announcements in the *Daily Hampshire Gazette* events calendar.

Postcards about the information sessions and lottery are being distributed at the following locations in Hampshire and Franklin counties:

- a. REACH Early Intervention Program
- b. Whole Children
- c. Headstart and Community Action
- d. Franklin-Hampshire Community Action Program
- e. Welcome Home Refugee Resettlement Program
- f. WIC and SNAP sites, Goodwill and Salvation Army stores in the area
- g. Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry
- h. Religious organizations that provide services and groups in languages other than English



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

There will be a Zoom informational meeting on January 17th at 6:30 pm (details are on the school's website). Also, there will be an in-person informational session on February 1st at 6:30 pm for caregivers interested in applying for their child. Pre-registration is not required for either of these meetings. Applications are due by February 8th at 5 pm. The lottery will be held on February 9th.

Re-enrollment forms were sent to current families on Friday, Jan 7, 2023 .

3. Community Events

- a. The Winter Solstice Celebration took place on Friday, December 23rd, and was well attended. Nick Deyscher was able to quickly onboard Felicia Sloin, the new 6-8 music teacher, and she fully participated in the music 2 weeks after she started working. The program went to plan, and the Mummer's Play was a great success.
- b. The Martin Luther King Jr. Day Celebration will be held on Friday, January 13th, and Rashida Krigger will be presenting a program designed to educate and engage students on the topic of anti-racist work and the institutional nature of racism in America.
- c. The Family Dance will be taking place on Friday, December 20th, and will feature Latin dance.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- Dec 22nd, 2022
8:30 a.m. HCCPS

Present: Tala Elia, Laura Davis, Rashida Krigger, Kathleen Szegda. Kathleen Hulton
Regrets: Kate Saccento

Topic	Discussion	Action
Meeting Agenda for BOT October	FOH update, Long Range Plan, GABS update, Equity Audit	
Domain Updates	Community & Family Engagement - solstice happening tomorrow Teaching & Learning - hired two long term subs for special education; MCAS planning occurring; starting teacher collaborative leadership team for curriculum instruction; planning equity focus for 1/27 PD day	
Equity Audit	Will share themes at next Board mtg.	
Dissemination Work Mt Holyoke	will discuss next mtg	
Review action items		Done
Next meeting time/date/location	We will discuss grievance policy	Thur 1/19, 8:30 a.m. in person
Adjournment		Meeting adjourned at 9:30 a.m.



HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

Long Range Planning Committee Meeting Minutes – Wednesday, January 4, 2023

Location: Remote via Zoom

<https://us02web.zoom.us/j/84814524532?pwd=b1lZTHhUd1hYmlBR3RGaFE3TjhBQT09>

Meeting ID: 848 1452 4532

Passcode: 2F2YZ6

Present: Dan Klatz, Kate Saccento, Laura Davis, Lily Newman, Kathleen Hulton, Gina Wyman, Rebecca Belcher-Timme, Polly Normand,

Absent: Natalia Korczak

Topic	Discussion	Action (if necessary)
Approval of Minutes from November	https://docs.google.com/document/d/1jYsR0o5WWLL-lfnzpOmNcMJTp5uSgsWaEDWThXzRSXs/edit?usp=sharing	approved
Discussion and analysis of Caregiver feedback.	The group reviewed the feedback from 3 in-person sessions as well as written feedback. Most feedback concerned particular operational details of goals in the plan, and those questions will ultimately be addressed when the actual goals are implemented. There were few questions about the actual goals themselves.	
Finalize goals to submit for BOT approval.	Discussion of the importance of clear, jargon free communication for any final report that highlights a concise rationale. Affirm what HCCPS still believes.	The language in Goal 3 was slightly modified. The mixed aged classroom action step was modified to have broader language.
Adjournment	7:32 PM	