

HCCPS Board of Trustees

Meeting Agenda

April 14th, 2021 6:30 PM

Join Zoom Meeting

<https://us02web.zoom.us/j/81426027291?pwd=ZkZJT1NuUEVvK3lTeUNELzNMaDVmdz09>

Meeting ID: 814 2602 7291 Passcode: hilltown

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: Matt Dube

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: (10 min)

6:45 Justice Equity Diversity Inclusion (JEDI): Joe/Jen (5 min)

6:50 Tiered Focus Monitoring Update: (Update) Kate (10 min)

7:00 Addressing Learning Issues: (Update) Lara (10 min)

7:10 Planning for Annual Meeting: (Update) GABS (5 min)

7:15 Board Succession Planning/New Members: (Update + Discussion) GABS (10 min)

- 7:25 Q3 Financial Update: (Update) Kate (10 min)**
- 7:35 FY21 Revised Budget: (Update) Kate (10 min)**
- 7:45 Director Role Review Committee: (Discussion + Decision) Review Committee (25 min)**
- 8:10 In-Person Update: (Update) Directors (10 min)**
- 8:20 Committee Reports -- Questions Only (5 min)**
- 8:25 New Business (5 min)**
- 8:30 Meeting Wrap-up/Evaluation/Newsletter Blurb/Minutes Finalization (5 min)**
- 8:35 Review Action Items in this meeting's minutes (5 min)**
- 8:40 Adjournment**

Hilltown Cooperative Charter Public School

Board of Trustees DRAFT Meeting Minutes – Wednesday, March 10, 2021, 6:30 pm

- Location:** By Zoom (pursuant to Governor Baker’s March 12, 2020 Executive Order Suspending Certain Provisions of the Open Meeting Law)
- Present:** Kate Saccento, Lara Ramsey, Deirdre Arthen, Matt Dube, Dawn Reesman, Rich Senecal, Noelle Barrist Stern, Kelly Woods, Paula Ingram, Sara Schieffelin, Jen Matos, Chris Korczak, Joe Wyman, Kathleen Szegda, Jill Richmond, Tala Elia
- Regrets:** None
- Facilitator:** Matt
- Notetaker:** Noelle
- Guests:** (As listed in the Zoom participant information) Carla Clark, Anne S., Jessica Allan, Rachel Lauder, Sara Lunt, Kerri Simonelli, Myssie & Jesse Casinghino, Gina Wyman, Cait, Emily and James Boddy, Marguerite Durant, Gabrielle Blaustein, Grace Tiso, Kathleen Hulton, Carol McMurrich, Cindy Mahoney, Helen, Kate Ewall, Meg Colenback, Nan Childs, Paula Yolles, Tamara Kupfer, Zoe Klatz
- List keeper:** N/A because of “raise hand” function on Zoom
- Timekeeper:** Chris
- Mission statement read by:** Sara

Topic	Discussion	Action (if necessary)
Announcements/ Appreciations/ Acknowledgements	Deirdre appreciated the staff sunshine committee for brightening everyone’s days with notes and gifts during this difficult year. Lara appreciated the members of the Health and Safety Team and the task force for all of their hard work.	
Any Thank You Notes Needed?	None	
BOT Visibility This Month?	There is a school meeting on Thursday evening to address the school reopening plans. It would be good for Board members to attend.	
Minutes	Noelle proposed the following changes to the February 10th meeting minutes: Under “Personal Time Use for Staff,” change the summary to read: “The Personnel Committee	Chris moved to approve the February 10, 2021 meeting minutes, as amended; Kathleen seconded;

	<p>approved a provision to use Personal Time on a regular basis to avoid teaching in person until April 1, 2021.”</p> <p>Under “In Person/Hybrid/Remote/Updates,” change the first section, about Tala’s presentation as follows:</p> <ol style="list-style-type: none"> 1. Take out the part in the parentheses with the percentages. 2. Include a sentence that says: “On slide 10 in the presentation, the student and staff rates reflect incidence rates not positivity rates.” 3. Change the sentence about the studies to read: “She summarized studies that were done in the United States and other countries that showed rates of in-school transmission was minimal and often lower than community rates when school mitigation measures were in place.” 4. Change the last line to read: “The data shows that the risk of being in school buildings is not higher than and, at times is lower than, community transmission.” <p>No changes were proposed to the March 3rd meeting minutes.</p>	<p>the Board approved the February 10, 2021 minutes, as amended, by consensus.</p> <p>Jill moved to approve the March 3, 2021 meeting minutes; Kelly seconded; the Board approved the March 3, 2021 minutes by consensus.</p>
Public Comment	None	
Justice Equity Diversity Inclusion (JEDI) (Jen)	<p>Jen said that JEDI is still working on scheduling for the Board’s JEDI training, because the provider is not available in the evenings.</p> <p>Joe talked about doing an equity audit. He said that JEDI will return to the Board with a formal proposal.</p>	JEDI will continue to work on scheduling and prepare a formal proposal for an equity audit.
Planning for Annual Meeting (GABS)	<p>Noelle reported that the annual meeting will be on May 19th at 6:30 p.m.</p> <p>There will be a presentation by the President and each committee chair and each should write a short annual report. They can email Deirdre for samples.</p> <p>The new slate of Board members will then be proposed.</p> <p>Usually, there is a topic for the annual meeting. GABS suggested: plans for next year in light of the pandemic; or JEDI initiatives across the school. Other</p>	GABS will send a poll to the Board members proposing three topics for the annual meeting.

	<p>options are to do a concert or entertainment or do a combination of these things.</p> <p>Kelly asked if we could take the time to celebrate the teachers and staff.</p> <p>GABS will come up with three ideas and then send the Board a poll. Deirdre will also talk to the other Directors about what will be possible in May.</p>	
Board Succession Planning (Sara)	<p>Sara reiterated that Matt will stay on as President, Kathleen will serve as Vice President, and Rich will serve as Treasurer. She reported that we still need a Clerk for next year. She said she would be willing to serve as Clerk if someone else would serve as GABS Chair. The issue is that everyone else currently on GABS is leaving the committee.</p> <p>We have two teacher openings and have applications from Marguerite Durant and Gina Wyman. If Gina fills the position, Joe would have to step down from the Board. Jill has agreed that, in that instance, she would serve as the Facilities Chair.</p> <p>Sara reminded those attending the meeting that there are openings on the Board if they are interested.</p> <p>Matt asked if there is anything that needs to be done to make sure Board members who are renewing are reapproved.</p>	GABS will make sure that anyone whose term is up and is staying on is proposed for renewal at the annual meeting.
Budget Process Overview (Kate)	<p>Kate gave a presentation about the budget process. She explained that the tuition for FY21 is not final yet, because we are still waiting for the Q3 numbers.</p> <p>Student Opportunity Act money is being received, but there may be decreases in tuition. There are a number of other unknowns. For example, we don't know yet whether there will be Kids' Club income or student activity fees, which have been a source of income pre-COVID.</p>	
Director Role Review Committee (Review Committee)	<p>Kathleen said the purpose of the committee was to review the Directors' roles. The committee's goals were to address an expressed imbalance of duties among the Directors; ensure fiscal responsibility; and address workload as a whole long term.</p> <p>The committee determined that there is a workload</p>	The committee will further review the Proposal to Realign the Community & Family Engagement Role in light of the concerns expressed

	<p>imbalance of current Director responsibilities. The committee proposed that the .6 FTE Director of Community and Family Engagement role be changed to a full-time Coordinator of Community and Family Engagement and that the number of hours worked and duties be realigned. The committee also proposed that a further review of the school's leadership structure take place as part of the LRP efforts. If the proposal is approved, the next steps will be determined in Domain Council and the committee will continue to provide support.</p> <p>In response to a question from Kelly, Jill explained that the Domain Council will resolve the duties and compensation for the position. Chris explained that the issue of compensation will also need to go to the Finance Committee.</p> <p>Tala and Joe asked about the uncertainty of the position when hiring, since it will be further evaluated later on as part of the LRP.</p> <p>Lara said that this feels like an interim plan, in light of COVID and because it will be addressed as part of the LRP. She said that there has been discussion about having the person who fills the role take on an equity role.</p> <p>Deirdre expressed dissenting views. She said this is a major change and disruption in the governance plan of the school, which was addressed in the last LRP. She cautioned against changing a long-term structure right before the next LRP process starts. She said that the proposal is pragmatic and is helpful during a time of financial stress, but takes an emphasis off of community and family engagement in the school. She asked whether the new person would automatically be part of the LRP, attend Board meetings and Domain Council, etc. She said the proposed change would make the school less experimental as an institution and make it more like other schools, eliminating the permeable walls with the community. She also said that although there is a discussion about revisiting it as part of the LRP, once it is changed, it is difficult to change it back. She suggested that the position remain a Director position until the LRP is complete. Paula Yolles, Gina, Paula I., and Marguerite Durant expressed concerns of such a major change in the school governance structure without fully resolving the parameters of the position and addressing it with</p>	<p>and report back at the April meeting.</p>
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	<p>the staff.</p> <p>The committee explained that the parameters of the position were not fully developed, because the Board does not have authority over the job duties of a staff member who reports to Directors, as opposed to a Director who reports to the Board. Dawn said that the committee interviewed Dan Klatz and that if the position becomes a coordinator position, it does not mean that the person would not be on the Board or part of Domain Council. He also said there are very few Boards who supervise three individuals. Most supervise a superintendent and the superintendent supervises everyone else. Dawn said that the current structure puts a lot of work on the Board and the Board has not been successful supervising three Directors (not all evaluations are timely done).</p> <p>Joe, Noelle, and Jen expressed concerns about making such a big decision in changing the Director role at this time, rather than as part of the LRP process.</p> <p>Jill said that there has been discussion about making the position a full time position and that the Directors could flesh it out more. Lara asked if it would be helpful if it was called an interim plan. She also emphasized that it is difficult to bring someone in during a crisis and heading into an LRP.</p> <p>Jill, Dawn, and Lara all asked what the committee should be looking at when they go back. Joe said he would like to know what the coordinator job would entail and would like community input and time to think about this. Tala suggested that it would be helpful to know how the importance of community engagement will be maintained.</p> <p>Jill and Chris reiterated that, if the position is switched from a Director to a Coordinator position, the job duties become the purview of the Directors and not the Board. Joe responded that it is hard to approve the change to the Director role without knowing about the new role that is being created. Lara said that in light of everything that is happening now, it would be challenging to create a job description. Kate pointed out that it would be helpful to start working on it if they could. Chris asked what the timeline is. Kate responded that we can use whatever timeline we choose. However, if we wait until later, it could impact the applicant pool.</p>	
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Revised FFCRA Proposal (Kate)	Kate asked that the FFCRA plan adopted by the Board in January be replaced by the proposed revised plan. Hilltown is a tax-exempt organization, so the school cannot apply for a tax credit. This will not change anything the school is doing, but we should not say on a public document that we are giving tax credits.	Tala moved to approve the revised proposal; Noelle seconded; the Board approved the revised proposal by consensus.
In-Person/Hybrid/Remote (Directors)	Lara reported that, in response to the Commissioner's announcement (that K-5 should return on April 5th and 6th-8th on April 28th), every staff person has jumped in to start planning. She summarized the school's plans to date, which are detailed in the handout she provided. This will be more fully addressed at the meeting on Thursday.	
Committee Reports - Questions Only	None	
New Business	1. Q3 Financial Update	
Meeting Wrap-Up/Evaluation	Next Meeting: April 14, 2021 at 6:30 p.m. Facilitator: Matt Snacks: N/A Drinks: N/A Newsletter blurb: Joe	
Review Action Items	Reviewed action items.	
Adjournment	Meeting adjourned at 8:33 p.m.	Kelly moved to adjourn; Kathleen seconded; the meeting was adjourned.

Tentative Agenda Topics for April 14, 2021 Board Meeting:

JEDI

Q3 Financial Update

Director Role Review

Succession Planning
In-Person/Hybrid/Remote Update

Dear Members of the Hilltown Board of Trustees,

I am writing to share my thoughts as both parent and SEPAC chair regarding the role of Director v.s Coordinator of Family and Community Engagement.

Family Engagement is a hot topic currently in education circles. MA DESE has a Family Portal, <https://www.doe.mass.edu/families/> and an office for Family and Student Support <https://www.doe.mass.edu/sfs/>

The Federation of Children with Special Needs (FCSN) in conjunction with DESE now has an entire office dedicated to Family Engagement, the Massachusetts Family Engagement Center. I encourage you to check out their website if you have not done so already <https://masfec.org/>

There's also the National Association for Family, School and Community Engagement <https://nafsce.org/>

(It may very well be that Hilltown Board members are well aware of these organizations, so I don't mean to imply that they are not, I only wish to highlight available resources.)

I see Family and Community Engagement at Hilltown as three-tiered:

1. Coordinating the welcoming of new families and supporting existing families in navigating Hilltown
2. Coordinating Hilltown traditions such as All School, Winter Fair, Graduation, etc
3. Coordinating Hilltown volunteering out in the wider community

A little background, my child entered Hilltown as a sixth grader-7 times is the charm for the lottery! Although I am a "retired" teacher and have two older children, it was still a while before I felt comfortable navigating the Hilltown culture. During the first few weeks of school, a classroom teacher makes connections with students while building community, and a Coordinator of Family and Community Engagement could do the same as a bridge to the school for parents and caregivers. Of course, there are group meetings for new families and lots of emails presently, but those can feel overwhelming. Some caregivers might be a little intimidated approaching someone at the Director level with newcomer questions, whereas a Coordinator might feel more approachable. For many at Hilltown, family involvement is intuitive and informal; however, if you are new to this school or from a background where teachers and families have more formal relationships, it can feel uncomfortable joining in. A Coordinator could connect individually with caregivers via telephone, Zoom, a cup of coffee at drop-off acting as an ombudsperson answering the "How do I" questions. As such, I see the role of Coordinator of Family and Community Engagement being more akin to a Family Liaison, a position many schools are now employing.

Hilltown has become more diverse over the years with the expansion of the school and the move to Easthampton, and I view the role of a Coordinator as a more dynamic one in keeping with these demographic changes. While I appreciate the long-standing tradition of three Directors, as Hilltown has expanded in terms of numbers and diversity, a Coordinator position would allow for more flexibility to meet those changes.

Additionally, when I arrived, I was confused about the distinction between the Director of Family and Community Engagement and Community Service Learning Coordinator. To my mind, these two roles could be combined.

Lastly, with regard to SEPAC, I have always felt supported as chair, but again somewhat confused as to who to contact when a question arises. One Director oversees Special Education along with Administrative tasks, one oversees Teaching and Learning, and one is responsible for Family Communication. A Coordinator could be a point person for SEPAC outreach, working closely with the Special Education Team Leader, both as a way to preserve confidentiality and to ensure that relevant information is communicated.

I am most grateful to the Hilltown Community for all it has offered our family and thank you for allowing me to share my thoughts.

-Cindy Mahoney

Daniel Klatz
55 Forbes Ave
Northampton MA 01060
dklatz@gmail.com

April 2, 2021

Dear Board Members:

I write in regards to the proposal for changes to the current position of Director of Community and Family Engagement. I had the chance to speak with the Committee drafting the proposal, and I commend the excellent work they did in tackling the issues, which are no doubt heightened in the current environment, but have existed for some time.

I want to note that in my experience, when a position is created, and then developed and implemented by a pioneering woman or man, it takes form based on their unique gifts and their vision. This is certainly true for this position. Deidre has brought her considerable talents to the school, and whoever fills this role will have big shoes to fill indeed. So when someone like Deirdre leaves, it is natural and appropriate for there to be some changes, and I believe steps can be taken to ensure that key elements of the job are preserved.

I am highly supportive of making the position full time. There has long been a need for more administrative time at the school. If you look at other Charter Schools in our area, you will see that the administration at Hilltown is significantly smaller than at other schools. For many years, this was a point of pride; we wanted to ensure that direct services to students received the highest priority. They still do, but the growth of the school has made the need for more time at the administrative level necessary.

One of the things that makes Hilltown unique is the contribution of multiple voices in major decision making. A model of shared decision making evolved in the first decade of the school, and I think the school would suffer if it was lost. As such, regardless of title (Director vs. Coordinator—we were all “Coordinators” not that long ago), I strongly recommend that the Family and Community Engagement position includes membership on the Domain Council and attendance at Board meetings. It is in these settings that the perspective of the individual who is responsible for community engagement is essential in making informed and complete decisions

Finally, I know some people may worry about how someone new to the position will “hold” the community, as that is a very important part of what the Family and Community position does. My response is that it is everyone’s job to hold the community—that which is precious requires everyone’s efforts to maintain and nourish its presence in the school. That means Board members, teachers, parents, students, and administrative staff. Anyone new to the school (or even just new to the position) will have to learn about the values and traditions from those who are there, and I hope and trust that everyone will make the success of the new person their priority. Hilltown is made from each individual, living and flourishing together in a community. It has always been the sum of its parts; that’s what makes it special.

Thank you for all you are doing for the community. That you chose to spend your time helping this special public school thrive is nothing short of incredible.

Sincerely,



Dan Klatz

March 22, 2021

Dear Matt, Dawn, and the entire board,

I am writing to you on behalf of the Friends of Hilltown to communicate that we strongly support the maintenance of the role of *Director of Community and Family Engagement*. While we deeply respect the amount of work that the board committee has put in thus far, we ask that you consider our viewpoint, which we believe to be shared by many others, before proceeding with any decisions. As you all know, the Friends of Hilltown is an organization dedicated to supporting the mission of Hilltown, and does so primarily through fundraising. As such, we are intensely committed to the strong community that Hilltown is, and recognize that at its most basic level, fundraising is all about community building. Therefore, we feel very invested in having our collective voices heard regarding this very important decision.

In many ways, it is the existence of the Director of Community and Family Engagement that sets Hilltown apart from its public school counterparts. It is the position that supports Hilltown's mission in the most direct way. While the other two directors are indeed joyful, friendly faces greeting families at the door, the Director of Community and Family engagement has a more specific responsibility of engaging families. Their role asks them to think outside of the box of benchmarks, standards, class sizes, budgets, and staff supervision, all of which are extremely important and are the priorities of the other two directors. The Director of CFE prioritizes the cultivation of the school culture that makes Hilltown unique.

We also believe that the system of checks and balances that three people create simply ensures greater accountability for everyone, and further ensures that community remains an absolute priority for decisions made at the director level at Hilltown. In an organization where there are always going to be competing priorities, having more voices to keep the trajectory aligned with our mission is of the utmost importance .

We do support the expansion of this role to a full time job, so that the individual who fulfills it can help to carry some of the weight now held by Kate and Lara. However, we suggest that the issue of whether this position remains a director position should not hinge on the proposed compensation. A person can be called a director, respected as a director, and have the decision making capacity of a director, all while being compensated for whatever skills and education they bring to the job. This job is incredibly important: it is communications, admissions, outreach, development, fundraising, volunteer management, volunteer appreciation, and community building. We support this position being filled to its highest possible potential.

Lastly, it is our hope that this position be offered to an individual who has an outgoing, extroverted personality, who will warmly and genuinely get to know families and children, network them, engage and excite them, and truly build the community of the Hilltown family. Particularly with the constraints that COVID will put on the Hilltown traditions, it is going to be even more pressing that we hire someone who can think creatively about how to introduce individuals, fuel passion for the school, and invite involvement. If ever there was a position where personality makes an enormous difference, this is the one. We truly look forward to seeing how the leadership of our school expands, and we do hope that you will take our thoughts into consideration.

Yours truly,
Carol McMurrich
on behalf of the Friends of Hilltown

Jon Paul Stracco, Myssie Casinghino, Dawn Graitchen-Moore, Kim Sager-Cutt, Lei Fay and Helen Korczak

Katharine E. Ewall, M.D.

40 Henry Street, Northampton MA 01060

617-460-5283

keewall@yahoo.com

Specialty Combined Internal Medicine-Pediatrics

Board Eligibility

American Board of Internal Medicine Board Certified August, 2011

American Board of Pediatrics Board Certified October, 2011

American Board of Addiction Medicine Board Certified October, 2015

Employment

9/2016- present **Cooley Dickinson Hospital,** Northampton MA
Medicine-Pediatrics Hospitalist

Admit and direct care for hospitalized adults, children and newborns in a 140 bed community hospital while also serving as the pediatrician for deliveries. Coordinate patient care at multidisciplinary rounds, participate on hospital opioid task force and complex care coordination team.

7/2011- present **Baystate Medical Center,** Springfield MA
Moonlighter, Adult and Pediatric Medicine services
Moonlighter, Pediatric Emergency Room
Typically working 1-2 shifts per month, supervising residents and students in each setting.

8/2011- 8/2016 **Health Services for the Homeless,** Springfield, MA
Lead physician in a shelter-based community health center
Full time primary care physician overseeing the day to day care of patients in multiple adult singles shelters as well as several family shelters throughout the Pioneer Valley. Very complex patient population with high medical, mental health and addiction burden of disease. Responsibilities include scheduled and walk-in care as well as supervising on site care by NP's and RN's, responding to frequent medical emergencies in the shelter and care team planning with multiple outside agencies, including courts, DCF, housing placement programs and DMH and other mental health service providers.

Residency Baystate Medical Center, Springfield, MA

7/2007-8/2011 4 year combined residency program alternating between Internal Medicine and Pediatrics

*Adult Inpatient Experience- Baystate Medical Center is a 653-bed tertiary care hospital. It is the only level 1 Trauma center and tertiary care referral center in Western Massachusetts. Training includes 8 month inpatient experience and 4 months of ICU care experience.

*Pediatric Inpatient Experience- Baystate Children's Hospital is the only children's hospital in Western Massachusetts serving a large catchment area creating a culturally and socio-economically diverse patient population. Experience includes a total of 12 months of inpatient pediatric experience with 3 months NICU training and significant transport experience as well as ward and PICU experience.

*Combined Adult/Pediatric Outpatient Experience- Baystate Mason Square Health Center is home to the Medicine-Pediatrics outpatient clinic serving a primarily low-income patient population. Supervised by Med/Peds and Family physicians with both urgent care and continuity experience. Competent in a variety of common outpatient procedures.

Education

7/2003-6/2007 **Tufts University School of Medicine,** Boston, MA
Honors in Surgery, Medicine, Pediatrics and Family Medicine clerkship.
Leader of the Family Medicine Student Association

9/1997-6/2001 **University of Pennsylvania,** Philadelphia, PA
Bachelor of Arts in Biochemistry, graduated with honors

Languages Spanish- Proficient

KATHLEEN E. HULTON

University of Massachusetts Amherst
Department of Sociology
Thompson Hall
200 Hicks Way
Amherst, MA 01003

15 Main Street
Florence, MA 01062
413-262-7831
khulton@umass.edu

EDUCATION

- Ph.D. Sociology, University of Massachusetts Amherst (Defense June 2021)
Dissertation: The Cultivation of the Emotionally Competent Child: Educating Feeling in American Public Schools
Committee: Janice Irvine (chair)
Donald Tomaskovic-Devey
Sara Whitcomb
- M.A. Sociology, University of Massachusetts Amherst
- MPH Behavioral and Community Health Sciences, University of Pittsburgh
- A.B. Biology (*magna cum laude*), Bowdoin College

RESEARCH AND TEACHING INTERESTS

Sociology of Emotion	Culture
Sociology of Knowledge	Deviance
Sex and Gender	Sexuality

TEACHING EXPERIENCE

Lecturer, University of Massachusetts Amherst, Department of Sociology

- Sociology 103: Social Problems (2020, 2021)
- Sociology 105: Self, Society and Interpersonal Relations (2020, 2021)
- Sociology 110: Introduction to Sociology (2019, 2020, 2021)
- Sociology 242: Drugs and Society (2019, 2020)
- Sociology 313: Survey Design and Analysis (2019)
- Sociology 342: Deviance and Social Order (2020)

Teaching Associate, University of Massachusetts Amherst, Department of Sociology

- Sociology 103: Social Problems (2006)
- Sociology 106: Race, Gender, Class and Ethnicity (2005, 2018)
- Sociology 107: Contemporary American Society (2015)
- Sociology 110: Introduction to Sociology (2006, 2019)

Sociology 210: Difference and Deviance in American Society (2009)
 Sociology 242: Drugs and Society (2010, 2011)
 Sociology 283: Gender and Society (2017)
 Sociology 342: Deviance and Social Order (2007)
 Sociology 387: Sexuality and Society (2006, 2007)

Visiting Instructor, Greenfield Community College, Social Sciences Department

Sociology 101: Principles of Sociology (2017)
 Sociology 210: Drugs and Society (Online) (2018)

Lecturer, Elms College, Division of Social Sciences

Sociology 101: Introduction to Sociology (2017, 2018)
 Sociology 209: Social Deviance (2017)

Visiting Instructor, Smith College, Department of Sociology

Sociology 101: Introduction to Sociology (2010, 2011, 2019)
 Sociology 210: Difference and Deviance in American Society (2011)
 Sociology 219: Medical Sociology (2016)
 Sociology 229: Sex and Gender in American Society (2011)

Visiting Lecturer, Mount Holyoke College, Department of Gender Studies

Gender Studies 101: Introduction to Gender Studies (2013)

Teaching Assistant, University of Massachusetts Amherst and University of Pittsburgh

Sociology 103: Social Problems (2002)
 Sociology 106: Race, Gender, Class and Ethnicity (2005)
 Sociology 107: Contemporary American Society (2004, 2005, 2014)
 Sociology 110: Introduction to Sociology (2015)
 Sociology 212: Elementary Statistics (2010)
 Sociology 241: Criminology (2017)
 Sociology 342: Deviance and Social Order (2003)
 Sex, Science and Politics (Senior Capstone Experience) (2012)
 Social and Behavioral Aspects of Public Health Practice (2002)
 Ethnographic and Other Qualitative Methods (2000, 2001)

RESEARCH EXPERIENCE

2010, 2007 Research Assistant, Professor Janice Irvine, Sociology Department, University of Massachusetts Amherst. Collection of media and historical data for several sociology of emotion and sexuality research projects.

- 2002 Qualitative Data Analyst, School of Social Work, University of Pittsburgh. Coding and analysis of qualitative interview data for National Institute of Mental Health funded project "Social Network Influences on African American Adolescents' Use of Mental Health Services."
- 2000-2002 Research Assistant, Graduate School of Public Health and School of Social Work, University of Pittsburgh. Participated in all aspects of National Institute of Mental Health funded project "Organizational Influences on HIV Prevention Among SMI."

PUBLICATIONS

- 2003 Encandela, John A, Wynne S. Korr, Kathleen E. Hulton et al. Mental Health Case Management as a Locus for HIV Prevention: Results from Case Manager Focus Groups. *Journal of Behavioral Health Services & Research* 30(4), 418-432.

PRESENTATIONS

- 2012 Hulton, Kathleen. Making Modern Love: The Creation of Marital Intimacy in the Early 20th Century United States. Presented at the American Sociological Association Annual Meeting. Denver, CO.
- 2012 Hulton, Kathleen. Ties of Affection: Professional Constructions of Marital Love in the 1920s and 1930s. Presentation at *Networks, Connections, and Exchange: Historical Perspectives*, University of Massachusetts Graduate History Association Conference. Amherst, MA.

GRANTS AND AWARDS

- 2021 Finalist, Distinguished Teaching Award, University of Massachusetts Amherst
- 2014 Summer Dissertation Fellowship, Sociology Department, University of Massachusetts Amherst (\$4,000)
- 2006 Andy Anderson Award for Teaching, Sociology Department, University of Massachusetts Amherst
- 2006 Department Service Award, Sociology Department, University of Massachusetts
- 2003 Delta Omega Best Masters Essay, Behavioral and Community Health Services, University of Pittsburgh Graduate School of Public Health *Microbicides: Thinking About Future HIV Prevention Tools for Women*
- 2002 Outstanding Student Award, Behavioral and Community Health Sciences, University of Pittsburgh Graduate School of Public Health
- 1999-2000 Public Health Service Maternal and Child Health Traineeship

1997 High Honors conferred in Biology, Bowdoin College

1994-1996 James Bowdoin Scholar, Bowdoin College

PROFESSIONAL ACTIVITIES

2004-present Member, American Sociological Association

2002-present Member, Sociology Graduate Student Association, University of
Massachusetts Amherst

2012-present Occasional Reviewer, *Gender & Society*

2012 Graduate Representative, Mentoring Task Force, Department of
Sociology, University of Massachusetts Amherst

2008 Organizer, Graduate Student Recruitment Event, Department of
Sociology, University of Massachusetts Amherst

2006 Graduate Representative, Faculty Recruitment Committee, Department
of Sociology, University of Massachusetts Amherst

2005-2006 Co-chair, Sociology Graduate Student Association, Department of
Sociology, University of Massachusetts

2000-2002 Founding Member, Association of Women and Public Health,
University of Pittsburgh

2000-2002 Member, Organization of Women Graduate Students, University of
Pittsburgh

2001-2002 Co-organizer, *Transcending Boundaries: From Empowerment to
Activism*, Graduate Student Conference, University of Pittsburgh

2000-2002 Member, American Public Health Association, HIV/AIDS Section

COMPUTER SKILLS

Quantitative analysis software: STATA, SPSS

Qualitative analysis software: Ethnograph, Atlas.ti, Nvivo

MARGUERITE DURANT

23 Sunset Avenue, Hatfield MA 01038

durant.marguerite@gmail.com

973-943-3788

PROFESSIONAL EXPERIENCE

MUSIC TEACHER, HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL;
EASTHAMPTON, MA – 2013-PRESENT

- Develop and implement curricula for K-5 music and movement classes, 2-5 chorus, 6-8 chorus
- Collaborate with grade-level colleagues and other specialists to create arts-integrated projects and cross-curricular connections
- Coordinate content for and lead weekly All-School meetings and special events

MUSIC TEACHER, GREENFIELD PUBLIC SCHOOLS; GREENFIELD, MA – 2011-2013

- Taught K-4 general music in two elementary schools
- Led songs and sharing at all-school meetings

MUSIC TEACHER, NORTH BOULEVARD ELEMENTARY SCHOOL – 2003-2010

- Taught K-5 general music, 5th grade chorus, adaptive music for special needs pre-K and students with autism
- Produced yearly individual grade level music performances and chorus concerts

RELATED EXPERIENCE

SINGER, ILLUMINATI VOCAL ARTS ENSEMBLE; AMHERST, MA – 2014-PRESENT

Choral singer and soloist with semi-professional choral group

DANCE CALLER, SELF-EMPLOYED – 2008-PRESENT

Program and facilitate dances with live music for all ages in Anglo-American and international folk dance traditions

EDUCATION

HARTT SCHOOL, UNIVERSITY OF HARTFORD – MASTER OF MUSIC IN MUSIC
EDUCATION, 2015

WESTMINSTER CHOIR COLLEGE, RIDER UNIVERSITY – BACHELOR OF MUSIC IN
MUSIC EDUCATION, 2003

SKILLS AND INTERESTS

- Founding member of Hatfield Equity Alliance, a locally-organized anti-racism group
- Performer in local community theatre and opera productions
- Interested in art history, conversational French, knitting, dendrology, hiking and camping



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Proposal to Realign the Community & Family Engagement Role

Date: *Updated April 8, 2021* (March 5, 2021)

Priority level: High

Approximate time needed for discussion: 25 minutes

Proposal to be presented by: Kathleen Szegda/Jill Richmond

Proposal developed by Kathleen Szegda, Dawn Reesman, Jill Richmond, Chris Korczak

Contributors: Directors, Dan Klatz, Matt Dube, and Hilltown Community members (Parents/Guardians/Teachers/Staff - through listening sessions and emails received)

Background:

Due to an expressed imbalance in workload and responsibilities at the Director level, it was identified that a complete review and analysis of the three Director roles & responsibilities needed to be included in the next Long Range Planning process to take place in the 2020-2021 school year. Due to the COVID-19 pandemic, the board decided to delay the Long Range Planning (LRP) process as it is not good practice to develop long-term strategic plans while in a crisis.

In January 2021, the Director of Family and Community Engagement tendered her resignation with a plan to retire from the leadership role at the end of the 2020-2021 school year. This action, and the continued stress from an imbalance in workload and responsibilities at the Director level, brought forth the need for an evaluation of the Director roles, in advance of the LRP efforts, to determine what position needs to be filled for the 2021-2022 school year. A subcommittee of the board of trustees was assembled. The Vice President of the board is leading the committee with three members of the board that volunteered to participate in the subcommittee.

The subcommittee determined that a deep dive analysis of the current leadership structure of HCCPS could result in significant change at a time when additional change in the school could be disruptive and counterproductive when there is already a lot of change and disruption in place due to the pandemic. We narrowed our focus to a review of the three roles with the intention of making adjustments to



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current roles and responsibilities to alleviate current workload imbalance and to further align the duties to the appropriate level that the work needs to be done.

Based on a review of current Director job descriptions and interviews with the Directors (current and former), the committee has determined that there is in fact a workload imbalance at the Director level. Further analysis of the data collected resulted in the following goals to be achieved by the proposal:

- Alleviate some workload imbalance of current Director roles and responsibilities.
- Ensure fiscal responsibility by realigning work responsibilities to the level in which the work needs to be completed and by increasing the number of hours for the identified work to be completed without significantly impacting the budget.
- Short-term role/responsibility changes to meet the current workload needs with minimal disruption and later reevaluation to meet the long-term strategic goals of the school and to address additional workload imbalance for the leadership of the school.

Text of proposal:

We propose that the .6 FTE (full-time employee) Director of Community and Family Engagement role be a full-time Coordinator of Community and Family Engagement to increase the number of hours worked and to realign the duties to the appropriate level.

We propose that further review and analysis of the leadership structure should take place as a part of the LRP efforts, which means all roles (to include the Coordinator of Family & Community Engagement role) will be evaluated at that time. (The LRP will map out our long-term goals of where we want to go as a school and then it is necessary and appropriate to determine the leadership structure needed to support achieving those strategic goals.)

If this proposal is approved, the Directors' next steps in outlining the duties of the role, completing compensation analysis, etc. will be determined in Domain



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Council. The board subcommittee will offer support as requested (i.e., review of data collected, additional outreach/research requests, etc.).

Potential problems/dissenting views:

- Hilltown is a cooperative public charter school. Community (within the school, outside the school, and connecting them both) is critical to the mission of the school
- It may be perceived that we don't value the community and family engagement work at the same level as teaching and learning and the administration of running the school.
- Historically we have had three leaders running the school and it has worked.

Based on feedback from the listening sessions and email communications we received from members of the Hilltown Community, we are amending this proposal with the following additional recommendations:

- Since this is such a critical position to the mission of our school, this position will represent the overall interests of families in governance through participation on the Domain Council, HCCPS Board of Trustees (non-voting), Governance and Board Sustainability (GABS) and appropriate committees.
- The current job description/duties will be added to and brought back to the next board meeting for approval by the board.
- If this proposal fails, a new board committee should be formed to determine the Director of Family and Community Engagement's roles and responsibilities going forward.



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DIRECTOR OF COMMUNITY AND FAMILY ENGAGEMENT

Job/Role Description

Job Description: The Director of Community and Family Engagement ensures that there continues to be an active, informed and engaged community supporting each student's learning experience and strengthens the cooperative membership's full participation in HCCPS. This is a leadership position that reports directly to the Board of Trustees. Responsibilities for the position include, but are not limited to the following:

1. Families and the Cooperative

- Act as coordinator of the cooperative:
 - Plan meetings of the coop.
 - Educate coop members about its functioning, particularly member participation.
 - Coordinate, with staff, the implementation of the Community Compact and ensure that it is used throughout the school in meaningful ways.
 - Support documentation of volunteer hours.
- Ensure ongoing systematic communication with families.
- Ensure HCCPS compliance with state CORI regulations regarding volunteers.
- Facilitate or delegate coordination of social and informational events which foster community spirit.
- Ensure the smooth transition of new families into the school in cooperation with the Director of Administration.

2. Educational Program

- Oversee database of family and community resources and facilitate its use by HCCPS staff and Friends of Hilltown.
- Serve as a resource to teachers to help meet classroom needs through volunteers.
- Coordinate Class Parents.
- Work with Director of Teaching and Learning to facilitate ongoing cooperative input to the educational program of the school.
- Coordinate appropriate enrichment programs for HCCPS students.



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- Serve as a resource for the school in creating and maintaining school traditions.

3. Administration

- Work collaboratively with the Director of Teaching and Learning and Director of Administration to oversee daily educational operations.
- Counsel students and provide disciplinary intervention as back up to the Director of Teaching and Learning.
- Represent the overall interests of families in governance through participation on Domain Council, HCCPS Board of Trustees (non-voting), Governance and Board Sustainability (GABS) and appropriate committees.
- Solicit and welcome suggestions and concerns from coop members.
- Assist and support Community Team.
- Provide backup for staff as needed.

Admissions

- Responsible for interpersonal aspects of admissions including outreach, open house, tours, prospective parent interviews, in collaboration with the Director of Administration

4. Community Outreach

- Coordinate media contacts.
- In cooperation with other Domain Directors disseminate information about the HCCPS model and philosophy.
- Coordinate service learning and community service projects and identify funding to support these programs.
- Develop relationships with local agencies and educational institutions to bring community volunteers into the school.



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Participates In:

- Board of Trustees, non-voting
- Domain Council
- Governance and Board Sustainability Committee
- Community Team

Tasks/Responsibilities and Emergency Backup The following is a list of tasks and responsibilities for the Director of Community and Family Engagement. For those tasks identified as time-sensitive, an emergency backup has been identified.

Task/Responsibility Emergency Backup 8th grade graduation planning All School/II Teatro Alumni Relations Annual Meeting GABS Annual Report: contributor BOT Goal Implementation: Community Domain Calendar, school overall: contributor Charter Renewal: contributor Childcare for school events DA Class parents: recruitment and oversight Co-op meetings Community Team: oversight and support Concerns/Complaints: Community Domain Critical Issues Team: member Family Dance Family information packets for start of year: contributor Friends of Hilltown: liaison and support Grants: assorted/special Link families Music Festival Newsletter Orientation for all new staff: community focus Orientation for new families Policy development and implementation: Community Domain Public relations, media: contributor School dances (6-8) School events: coordinator (Community day, MLK day) School photos Science Fair Service learning Sleepover at school Social media (Facebook) Solstice Celebration Spirit Week Staffing: Service organizations (americorps/SCA) Student Leadership development: contributor Surveys for parents about school satisfaction Volunteers: recruitment, coordination, tracking Website content: contributor



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Dir. Of Community/Family Engagement Job Description/Tasks, July 2017 p. 3
Winter
Fair

DA – Director of Administration DTL – Director of
Teaching and Learning DCFE – Director of Community
and Family Engagement SSC – Student Services
Coordinator BK – Bookkeeper TC – Technology
Coordinator GABS – Governance and Board
Sustainability Committee

Revised
6/2017

Dir. Of Community/Family Engagement Job Description/Tasks, July 2017 p. 4



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Domain Directors' Report

April 2021

- 1. Pooled Testing** On March 29th, a [press release](#) regarding the Pooled Testing Initiative in Massachusetts schools was released. Pooled testing data indicate that school mitigation strategies (e.g., wearing masks, cleaning hands, physical distancing, and staying home if you are sick) are showing strong effectiveness at reducing positivity rates in schools. In addition, a recent Rockefeller Foundation [report](#) and [research](#) done by Mathematica and Rand explains that weekly testing of all students, teachers, and staff can reduce in-school infections by an estimated 50%. The report also found that implementing pooled testing dramatically increased the percentage of parents and staff that felt mostly or very comfortable returning to school. In addition, with initial state funding set to expire on April 18, the Baker-Polito Administration also announced today that it will cover the costs of the COVID-19 pooled surveillance testing through the end of the school year.
- 2. Grades K-6 were back in full as of April 5.** Of the 158 K-6 students, four kindergartners are all remote, one fourth grader, one fifth grader, and one sixth grader. These students have individualized schedules that include times to meet with teachers (classroom, specialists, and special education teachers) and time to meet with TAs for curriculum support. **Grade 7 and 8 will be back in full on Monday, April 26.**
- 3. Grades K-5 are considering adopting Illustrative Math as of next fall.** This is the curriculum that our 6-8 grade students use. The 6-8 program has the highest possible ratings among all math programs on Ed Reports; the categories evaluated include Alignment with standards (focus, coherence, rigor, and mathematical practices) and Usability. Easthampton is moving to this curriculum next year.
- 4. We submitted two grants through the Student Opportunity Act.** One grant is to fund early literacy (including summer work and academic recovery) and one grant is to fund professional development and practices dedicated to diversifying our workforce.
- 5. Progress reports for the second trimester are complete.** They will be sent out the week of April 13th. Ordinarily, teachers write narratives for each student as part of the Trimester II report. Due to the challenge of moving back into the classroom and on commenting on remote teaching/learning, teachers had the option to write narratives now or in the third trimester (when the narrative might be most useful).
- 6. New MCAS dates have been announced for 6-8 grade.** The window is May 17-June 11.



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Domain Council Meeting Minutes- March 26, 2021

8:00am Zoom link:

<https://us02web.zoom.us/j/86426378361?pwd=WDdjMk1pMHJaWUNpOXJDUFhYMUIJUT09>

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

Regrets: None

Topic	Discussion	Action
April BoT Meeting Agenda	All agenda items reviewed and added to the April agenda.	Matt will send the agenda to Noelle and Nicole for the April BoT packet.
Director Roles	Sub-committee continues to meet and will be holding community listening sessions.	Sub-committee will present a revised proposal to BoT in April.
FY21 Budget	Finance working on revised/updated budget based on new data.	Kate will update BoT on revised FY21 Budget at April's BoT meeting.
Review action items		Done
Next meeting time/date/location		Friday, April 16, 9:00 a.m. https://us02web.zoom.us/j/85608328077?pwd=MkxZc25zWXRWbXAwUXdSK0ZUc0lhZz09 Passcode: pFxN7Y
Adjournment		Meeting adjourned at 9 a.m.



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Finance Committee Meeting Minutes –March 10, 2021, Zoom, 8:30 AM

Present: Carla Clark, Richard Senecal, Chris Korczak,
Kate Saccento, Maureen Mahar
Guests: None
Regrets: Andy Tilbe, Lisa Plaza
Agenda: Approve February Minutes; Review Financials

Topic	Discussion	Action (if necessary)
February Minutes	Approval of February minutes.	Carla moved to approve February minutes, Rich seconded. Approved by consensus
Budget Process Review	Reviewed the budget process and timeline Discussed MA Charter School Association Guiding Principles for budgets FY22 projections from DESE Budget not finalized until June Components of charter tuition are foundation rate, above foundation rate, facilities, and transportation Reviewed considerations for FY22 expenses	No action needed
\$0 Balance Budget Policy Review	Discussed that this is not a Hilltown policy, but a practice that was used Hilltown will eliminate this practice	No action needed
Tentative Agenda Topics for Next Meeting	Approve March's minutes Review updated Financials if available	



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Next Meeting Date/Time/Location	4/7/21; Via Zoom, 8:30 AM	
Adjournment	Meeting adjourned at 9:15 AM	



GABS Committee Meeting Minutes – March 31, 2021, 5:00 p.m.

Meeting Location: By Zoom

Present: Members- Deirdre Arthern; Sara Schieffelin; Noelle Barrist Stern; Paula Ingram
 Guests- Sarah Bittenwiser, Marguerite Durant; Emily Boddy

Regrets: none

Roles: facilitator- Noelle Barrist Stern; note taker- Sara Schieffelin

Topic	Discussion	Action (if necessary)
JEDI/Recruitment of new Board members	Kathleen Hulton, Marguerite and Emily Boddy are all set Jill and Kelly will be community members Gina is considering not taking staff position Four community members recommended by Jen declined and/or didn't respond to Noelle Sarah B spoke to Michael Ford who is interested in joining but not until he's moved Meredith and Chadd said no Kate E. and Andy T. never responded Christcyra, Indigos intern from last year? Vicky T? Tom Hoodikson? Bonnie Mendendez? Nothing back from the alum group- could we target certain alums? Clara Gardner, Norma?	*Noelle will f/u with Gina and Joe regarding their thoughts *Sarah and Sara will follow up with Michael once he's moved *Sara to reach out to Christcyra (resume building) *Sarah B to reach out to Vicky T *Sara to reach out to Tom; Noelle to reach out to Bonnie *Sara to follow up with SSW



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	Sara e-mailed Smith School for Social Work- no response	
Succession planning	<p>Members who need to be (re)proposed at annual meeting: Matt, Kathleen S, Tala, Jill, Marguerite, Gina, Emily, and Kathleen H</p> <p>Positions for next year are settled:</p> <p>Pres- Matt</p> <p>VP- Kathleen</p> <p>Clerk- Sara</p> <p>Facilities- Jo or Jill</p> <p>Personnel- Kelly or Dawn</p> <p>Finance- Rick</p> <p>GABS- Sara/Emily co-chairs</p> <p>JEDI- Jen (need to discuss status of/plan for committee moving forward as this was a one year pilot)</p>	<p>*Noelle will email DC to get Succession planning on agenda, and confirm that discussion JEDI committee status is on agenda for next BOT meeting</p>
Annual meeting	<p>Deidre presented results of survey</p> <p>Brainstormed what annual meeting should look like (see annual meeting planning document for details)</p>	<p>*Deidre will give committee chairs outline for presentations</p>



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	<p>Business first</p> <p>We need resumes for all new members, including three who joined mid-year, Matt needs to be re-proposed</p> <p>Art/music at annual meeting? Joy and Laurel will make a slideshow of art</p> <p>Gratitude for teachers to be highlighted at annual meeting</p> <p>Ask families to perform? We only need a few, short, up-beat songs</p>	<p>*Outlines will be due on May 1st</p> <p>*Noelle will ask DC to put Annual Meeting on agenda for April 14th meeting</p> <p>*Deidre will talk to Emilie and Helen about presenting</p> <p>*Deidre will talk to Aram, Margarite, Laurel, and Joy about art and music</p> <p>*Deidre will put an announcement in Newsletter letting people know the plan, and asking people to send their gratitude blurb ahead of time if they want into a Google Doc.</p> <p>*Deidre will ask in Newsletter if parents/families want to perform</p> <p>*Sara will reach out to Kelly V., Anada, and Jared about performing</p> <p>*Deidre will plug plan into annual meeting template</p>
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Up-dating GABS talking points document	Up-dated GABS talking points documents	
Review Action Items	Action items reviewed.	
Next Meeting Date/Time/Location	April 28, 2021, 5pm via Zoom	Deirdre to put on calendar
Adjournment	Meeting adjourned at 6:29 p.m.	



Personnel Committee Meeting Minutes
Wed., March 31 at 7:30am

Zoom link:

<https://us02web.zoom.us/j/88069674816?pwd=Szg0UlgxV1FKUVNXVFJHaXhtRzBIQT09>

Passcode: coffeetime

Present: Nicole Grinaski, Emily Lees, Jen Matos, Kelly Woods, Lara Ramsey, Tala Elia
Regrets: Jen Matos, Carla Clark

Topic	Time	Discussion	Action
Meeting Roles	2 mins	Facilitator: Notetaker: Kelly Timekeeper:	
Progress Report		Hilltown is a leader in Charter Schools providing progress release time to draft narrative progress reports. However, the process is the same for everyone and some teachers (for example special education teachers) may need more time. Considering adding time for some roles to provide more support for staff. This is not an urgent matter. To be clear this is not a "benefit", but it is a unique pro-teacher practice.	Lara will work out a more finely-tuned plan that reflects different teaching and reporting responsibilities. We will add this to cover sheet on good things about working at Hilltown.
Annual Goal Checkin; Next Steps for Spring		Kelly shared a LinkedIn Learning training re identifying bias in the application process: https://www.linkedin.com/learning-login/share?account=35668980&forceAccount=false&redirect=https%3A%2F%2Fwww.linkedin.com%2Flearning%2Funcovering-unconscious-bias-in-recruiting-and-interviewing%3Ftrk%3Dshare_ent_url%26shareId%3DZBBuGDXwSXktOZAp2e0vFA%253D%253D Longer list of related content: https://www.linkedin.com/learning/search?keywords=unconscious%20bias%20in%20recruiting&u=	



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	<p><u>35668980</u></p> <p>Residents of Massachusetts may be able to access this content through their library access - Boston Public Library has offered e-access in the past to those that have an e-library card.</p> <p>Kate and Lara just submitted a grant - A Student Opportunity Act. Two elements - one was diversifying the workforce - if received will support funding for additional training, recruitment advertising. Would start July 1.</p> <p>NEMNET advertising pilot update: plan was to try 6 times. Have just posted the 2 current roles. To be posted 1 year K-1 role.</p> <p>Discussion re how Hiring Committees get formed - newsletter invitation. Two parents have volunteered. Teachers that will be working closest to the role... with a focus on staff members that have not yet participated. Discussion re how to invite a broader family involvement.</p> <p>Hiring Committee make up: "A member of the Board of Trustees whose role includes overseeing processes and ensuring compliance with hiring policy. A teacher member chosen by the Director of Teaching and Learning. A parent representative chosen by the Director of Teaching and Learning. For classroom positions, the parent will not have children entering grades in the open position."</p> <p><i>Reminders:</i></p> <ul style="list-style-type: none">● Cares Act expiring March 31.● April 1 Personnel time will revert to typical process.● When students return full-time the work from home option will cease.	
New business	Time to begin the annual report summary.	Kelly to draft annual report summary.



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Review action items	2 mins	Lara will work out a more finely-tuned plan that reflects different teaching and reporting responsibilities. Will add this to cover sheet on good things about working at Hilltown. Kelly to draft annual report summary.	
Tentative agenda topics for next meeting	3 mins	Review initial draft of the Annual Report Summary	
Next meeting time/date/location		Wed., Apr 28 7:30am Zoom link found on school calendar	
Adjournment		8:00am	