

## HCCPS Board of Trustees

### Meeting Agenda

**November 10th, 2021 6:30 PM**

HCCPS, 1 Industrial Pkwy, Easthampton, MA 01027

Also: 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: (5 min)**

**6:40 Board Goals: (Update) Matt (5 min)**

**6:45 Health + Safety Update: (Update) H+S Team (10 min)**

**6:55 GABS Announcements: (Update + Discussion) GABS (10 min)**

**7:05 Justice Equity Diversity Inclusion (JEDI): (Update + Discussion) JEDI Team (20 min)**

**7:25 Special Ed Update: (Update) Cait (10 min)**

- 7:35 Open Meeting Law Webinar Highlights: (Update) Rashida + Kate (10 min)**
- 7:45 MCAS Update: (Update) Lara (10 min)**
- 7:55 BoT Meetings-Hybrid or Remote?: (Discussion + Decision) Emily/Matt (10 min)**
- 8:05 Long Range Plan Update: (Update) LRP Team (10 min)**
- 8:15 Committee Reports -- Questions Only (5 min)**
- 8:20 New Business (5 min)**
- 8:25 Meeting Wrap-up/Newsletter Blurb/Minutes Finalization (5 min)**
- 8:30 Review Action Items in this meeting's minutes (5 min)**
- 8:35 Adjournment**

**Hilltown Cooperative Charter Public School**

Board of Trustees FINAL Meeting Minutes – Wednesday October 13th, 2021, 6:30 pm

**Location:** HCCPS and Zoom  
**Present:** Kate Saccento, Matt Dube, Sara Schieffelin, Kathleen Szegda, Kate Ewall, Kathleen Hulton, Daniel Klatz, Margurite Durante, Joe Wyman, Lara Ramsey, Tala Elia, Marguerite Durant, Emily Boddy, Rashida Krigger, Rich Senecal, Ch  
**Regrets:** Chris Korczak  
**Facilitator:** Matt  
**Notetaker:** Sara  
**Guests:** Cait Browne, Myssie Cassiginio, Pattie Mars Senecal, Stephanie Mattrey, Jodi Shaw  
**List keeper:** Tala  
**Timekeeper:** Dan  
**Mission statement read by:** Tala

Topic	Discussion	Action (if necessary)
<p><b>Announcements, appreciations, acknowledgements</b></p>	<p>As Co-Clerk, Emily gave some reminders about the process for submitting materials for the BOT meetings packets and approved proposals. She she also shared this information via email (content of email below):            Subject: Streamlining Board Packet process            What: Nicole and the clerks are hoping to improve the process of collecting and collating documents for the board packet each month.            Why: Currently, we are spending a lot of time checking to see what we've each received, ensuring each of us have access to google documents, and chasing up various documents. We want to improve the process so it is more straightforward for us, and to ensure the board packet is consistently done correctly and in a timely manner.            Reminders, and some new things, too:            Please send all items for the packet to:            Emily (eboddy@hilltowncharter.org) AND Nicole (ngrinaski@hilltowncharter.org)            note: Hilltown email addresses            Please ensure any google docs you send have enabled access for parties to open/view/edit            Please send your items in a separate email, and NOT as a reply to a reminder email</p>	

	<p>Please put in the subject line: BoT [committee name, or relevant descriptor word if not committee-related] [meeting month]</p> <p>examples: BoT GABS October; BoT Domain October</p> <p>Please send an email to me AND Nicole if your committee has nothing to submit for the packet, using the aforementioned details in the email's subject line. Please send any items that are NOT included in the board packet in a separate email to just Emily, for example, an approved policy for the board book.</p> <p>After the board meeting:</p> <p>Approved Proposals: If a proposal has been approved, please make any changes that were part of the approval, edit the footer to add: "Approved on: DATE", and send the approved version to Emily. This will take place after the BOT meeting, when proposals are approved.</p> <p>We are updating the database that holds all of the board decisions to be user-friendly, up-to-date and comprehensive. We need the official policy as soon as possible in order to maintain this.</p>	
<b>Any Thank You Notes Needed?</b>	<p>None.</p> <p>There was a question/discussion about who writes thank you notes.</p>	
<b>BOT Visibility This Month?</b>	<p>Emily and Sara spoke about BOT and committee membership at the Greens and Yellows Parents' Night. BOT members have been and are encouraged to come to coffee hours and talk about BOT and committee membership opportunities.</p>	
<b>Minutes</b>		<p>Tala moved to approve the Sept. meeting minutes as amended; Kathleen S. seconded; the Board approved the Sept. meeting minutes by consensus.</p>
<b>Public Comment</b>	<p>Jodi Shaw introduced herself. Her children are in the Prisms.</p>	
<b>Health + Safety Update: (Update) H+S Team</b>	<p>Update from H and S team. Pool testing is happening with negative results so far; rapid antigen testing for symptomatic individuals have all been negative. The</p>	

	H and S team will be sending out updates at the end of each month unless more frequent communication is needed. When positive cases are identified members of the school community will be notified per protocol. H and S team will continue to meet weekly.	
<b>GABS Announcements: (Update) GABS</b>	<p>Announcement that due to an increase in the number of BOT committees this year (LRP and JEDI) and with three BOT members on the H and S committee, the BOT could use a few new members to help with the increased workload.</p> <p>For recruiting purposes, GABS has put together a flier and announcement that will go out in the school newsletter regarding BOT and committee membership. BOT members are encouraged to hand out the flier to anyone they think might be interested in learning more or volunteering.</p> <p>There has been more interest in committees, with new parents joining a few committees recently.</p> <p>Announcement that Sara is now Chair of Personnel; Emily is now Chair of GABS; and Kathleen H is now Chair of JEDI.</p>	
<b>Financial Audit: (Update) Kate/Finance</b>	<p>Kate updated the team on audit. Findings have come back. Nothing unusual or unexpected. There is a new auditor this year who followed a similar format as the past auditor.</p> <p>Discussion about having the treasurer/finance chair authorized to accept on behalf of BOT for future audits due to time constraints around when audit findings come out and when they have to be accepted.</p>	Dan moved to accept the motion of having the Treasurer/Chair of Finance Committee authorised to accept audit finding on behalf of BOT as proposed; Kate E. seconded; the motion passed by consensus.
<b>Justice Equity Diversity Inclusion (JEDI): (Update + Discussion) JEDI Group</b>	<p>Goals:</p> <ol style="list-style-type: none"> <li>1) Conduct an equity audit/assessment in collaboration with the Administration and Equity Committee that wholistically looks across all domains and includes the culture of the community as a whole</li> <li>2) Support ongoing learning and examination of Board structures/culture through a JEDI lens by building ongoing JEDI learning/reflection activities into Board mtgs and hold one JEDI specific Board training</li> </ol> <p>Discussion about how to promote an inclusive space. Ideas of shared agreements:</p> <ul style="list-style-type: none"> <li>● Take space / make space</li> </ul>	JEDI will come up with assignments for the BOT to help us think about and engage with these ideas

	<ul style="list-style-type: none"> <li>● Speak from the “I”</li> <li>● Have compassion -- we will probably all mess up at some point!</li> <li>● Listen to understand</li> <li>● Be open-minded and understand different perspectives</li> <li>● Be patient, take your time in understanding</li> <li>● Be mindful of access and ability</li> <li>● Use accessible language (i.e. stating acronyms)</li> <li>● Lean into discomfort</li> <li>● Challenge the idea, belief, or behavior not the person</li> <li>● Be mindful of one another’s lived experiences</li> <li>● Ask clarifying questions, AND own your impact</li> </ul> <p>Discussion about how these agreements will be visible to BOT members.</p> <p>Discussion about the need for commitment from BOT members for on-going learning and thinking about how JEDI is applicable to our work, in a way that doesn’t feel too overwhelming.</p> <p>Shared some ideas about what that might look like, including the suggestion for JEDI to give BOT members prompts around how to engage with this in manageable ways.</p>	
<p><b>Committee Goals: (Update) BoT Committees</b></p>	<p>Committees presented goals:</p> <p><u>JEDI:</u></p> <ol style="list-style-type: none"> <li>1) Conduct an equity audit/assessment in collaboration with the Administration and Equity Committee that wholistically looks across all domains and includes the culture of the community as a whole</li> <li>2) Support ongoing learning and examination of Board structures/culture through a JEDI lens by building ongoing JEDI learning/reflection activities into Board mtgs and hold one JEDI specific Board training</li> </ol> <p><u>Finance:</u></p> <ol style="list-style-type: none"> <li>1) Balance budget</li> <li>2) Review for possible admission to USDA lunch program. Free/reduced lunch is currently paid</li> </ol>	

	<p>out of the budget</p> <p><u>Facilities:</u></p> <ol style="list-style-type: none"> <li>1) Look into building a permanent outdoor structure</li> <li>2) Look into facilities staff person/maintenance person</li> <li>3) Complete the survey of building accessibility issues</li> </ol> <p><u>GABS:</u></p> <ol style="list-style-type: none"> <li>1) Recruits BOT members and assist with recruiting committee members</li> <li>2) Provides orientation and training to new BOT members</li> <li>3) Ensures adherence to the HCCPS By-Laws; assess the need for and propose changes to the By-Laws</li> <li>4) Ensures that BOT members and committees are known to the school community and that their roles and responsibilities are clear</li> <li>5) GABS will use a JEDI lens</li> </ol> <p><u>Personnel:</u></p> <ol style="list-style-type: none"> <li>1) Review staff salary scale</li> <li>2) Use a JEDI lens</li> <li>3) Make decisions about reimbursing for Continuing Education benefits</li> </ol>	
<p><b>Long Range Plan Update: (Update) LRP Team</b></p>	<p>Dan gave an update on LRP. So far made up of 3 parents, 3 administrators, 2 teachers, 1 BOT member. It would be great to have 1 more BOT member and a community member.</p> <p>LRP committee would like input/guidance from BOT about if the committee should look at the mission statement. Do we want to include something more specific or direct about JEDI? Discussion/clarification around this. Comment about mission as visionary and aspirational. Comment about using the energy/time of the LRP committee to explore taking more direct steps to increase access (i.e. work on transportation issues, address issues of access re. half-days, lottery, etc.). Comment about doing more concrete steps first, then</p>	

	looking at the mission statement based on these steps. Comment about accessibility being not just enrolling but also can families participate/feel belonging to the school.	
<b>Director Evaluations: (Update) Matt</b>	<p>Dawn spearheaded evaluations. Matt thanked Dawn for all this work. Matt shared slides of <b>Performance Feedback for Directors, 2020-2021 School Year</b> (see slides in final BOT packet)</p> <p>Start, Stop, Continue Survey was used.</p> <p>Matt and Dawn met with Directors to review findings, and Matt and Kathleen S. are working with them on an on-going basis.</p> <p>There was a recommendation for coaching for directors since the President and Vice President are not present on a day to day basis to directly evaluate performance and provide feedback. A consultant has been identified and has met with Lara a few times. The next step is asking the finance committee if there is funding for this.</p> <p>Kate noted that working with Dan as a consultant last year was very helpful. Kate is also working with a consultant through the Charter School Association this year through a New Leaders program.</p> <p>Comment/question about when/how to look at director salaries and where that fits into this discussion.</p> <p>Comment that director's salaries are much lower than comparable schools.</p> <p>Discussion that teachers salaries and administrators salaries need to be determined through the same process, which has historically not been the case and has caused some mistrust of the process.</p> <p>Discussion about looking at different models of evaluations and how to give feedback.</p> <p>Comment that the evaluation process doesn't need to be complicated. Comment that yearly parent and teacher satisfaction surveys provide a lot of useful information in this realm, and could be used in the evaluation process.</p>	<p>Matt will research director salaries.</p> <p>Finance to determine if coaching expense fits into the budget. Kathleen or Matt will write something up to send to finance.</p>
<b>Committee Reports -- Questions Only</b>	none	
<b>New Business</b>	Review of MCAS scores	

<b>Meeting Wrap-Up/ Evaluation</b>	Next Meetings: Wednesday Nov. 10th, 2021 at 6:30 p.m. in-person and zoom Facilitator: Matt Snacks: XX Drinks: XX Newsletter blurb: Jo	
<b>Review Action Items</b>	Reviewed action items.	
<b>Adjournment</b>	Meeting adjourned at 8:07 p.m.	Dan motioned to adjourn; Kathleen S seconded; the meeting was adjourned.

**Tentative Agenda Topics for November 10th, 2021 Board Meeting:** Review of MCAS scores

## **HCCPS Board of Trustees Goals 2021-2022**

- Begin and progress on new Long Range Plan (LRP)
- Conduct Equity Audit
- Establish performance review protocol for Directors

# JEDI FOR BOT

November 10, 2021  
Dominant Culture

# Culture

- Culture: symbolic and expressive parts of social life (meanings, beliefs, ways of understanding, practices)
- It is often invisible; “just the way things are”
- Culture is very powerful (partly because it’s often unspoken, and unnamed)
- Cultural meanings can change, and do – we often work consciously to change cultural meanings
- But - we often reproduce cultural meanings, all the time, sometimes on purpose and often unthinkingly
- Culture is embedded in our institutions (schools, economy, media...)
- Shapes individuals and our behavior

# Dominant Culture

- Culture isn't just universal or completely shared or agreed upon by everyone
- Some groups in society have more power and influence over social institutions, and, also over culture
- Many of the meanings and ways of doing things are also established patterns of the past that were handed down to us by schools, the family, other institutions and individuals (so past inequalities can and do shape present cultural practices)
- In societies, and in smaller locales: often one set of cultural meanings and practices come to have more power and established
- Many of our accepted ideas and norms are those of a dominant culture

# Dominant Culture

- Dominant in the U.S. more generally: European, Protestant, White, Male, Middle Class, Heterosexual, English-speaking, Ableist (others?)
- Other aspects of dominant culture that are more specific to Western MA? To Hilltown?
- Because of our identities, histories and other factors, individuals have different relationships to and different abilities to “play by the rules” of dominant culture, and also face different consequences when they can’t or refuse to follow the rules
- When organizations are not explicit about examining and attending to culture, it is likely that dominant culture will reign supreme, have exclusionary effects

# Discussion

What are some specific aspects or examples of dominant culture?

Examples of ways that dominant culture comes out in the interactions, rituals, and the vibe of: Western MA? Hilltown? The Board?

# Open Meeting Law Webinar Presentation Handout

Slide 1.



**Open Meeting Law:**  
Balancing Government Transparency  
with Government Efficiency

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Slide 2.



**Who the AGO Serves & How**

Who: The Commonwealth	How: Four Major Ways this Work is Executed
Residents of the Commonwealth and their public interests	
State departments, officers, and commissions	
Groups of consumers	

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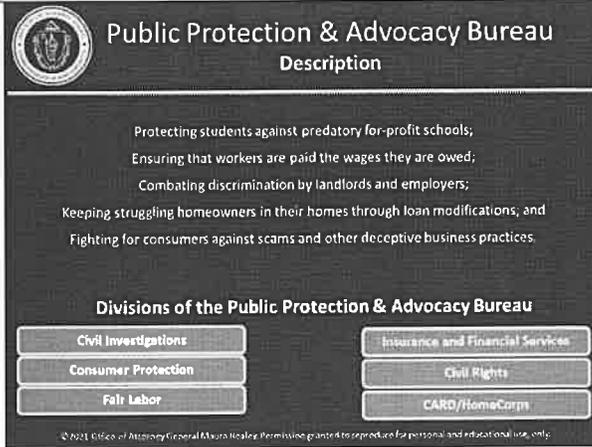
## The Attorney General's Office

The Attorney General represents:

- Residents of the Commonwealth and their public interest
- State departments, officers, and commissions
- Groups of consumers

# Open Meeting Law Webinar Presentation Handout

Slide 3.



**Public Protection & Advocacy Bureau**  
Description

Protecting students against predatory for-profit schools;  
Ensuring that workers are paid the wages they are owed;  
Combating discrimination by landlords and employers;  
Keeping struggling homeowners in their homes through loan modifications, and  
Fighting for consumers against scams and other deceptive business practices.

**Divisions of the Public Protection & Advocacy Bureau**

Civil Investigations	Insurance and Financial Services
Consumer Protection	Civil Rights
Fair Labor	CARD/HomeCorps

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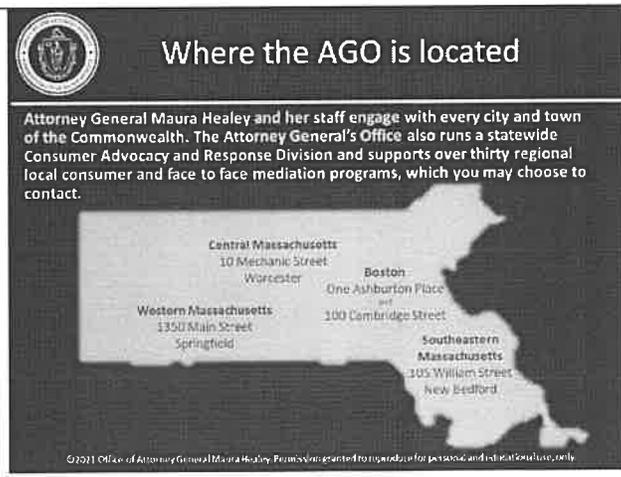
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## Public Protection & Advocacy Bureau

- Protecting students against predatory for-profit schools;
- Ensuring that workers are paid the wages they are owed;
- Combating discrimination by landlords and employers;
- Keeping struggling homeowners in their homes through loan modifications; and
- Fighting for consumers against scams and other deceptive business practices

Slide 4.



**Where the AGO is located**

Attorney General Maura Healey and her staff engage with every city and town of the Commonwealth. The Attorney General's Office also runs a statewide Consumer Advocacy and Response Division and supports over thirty regional local consumer and face to face mediation programs, which you may choose to contact.

Central Massachusetts 10 Mechanic Street Worcester	Boston One Ashburton Place 100 Cambridge Street
Western Massachusetts 1350 Main Street Springfield	Southeastern Massachusetts 105 William Street New Bedford

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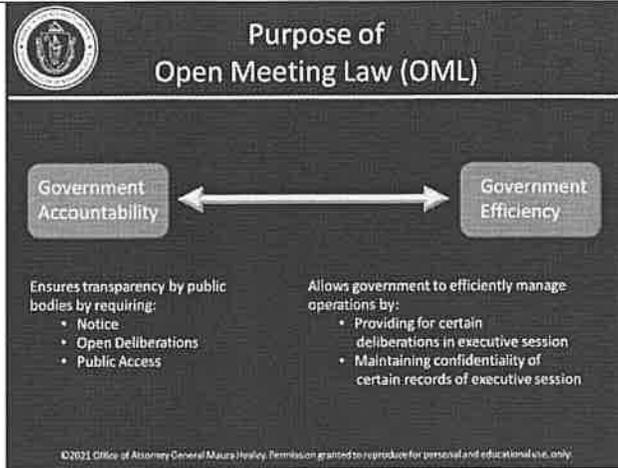
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# Open Meeting Law Webinar Presentation Handout

Slide 5.



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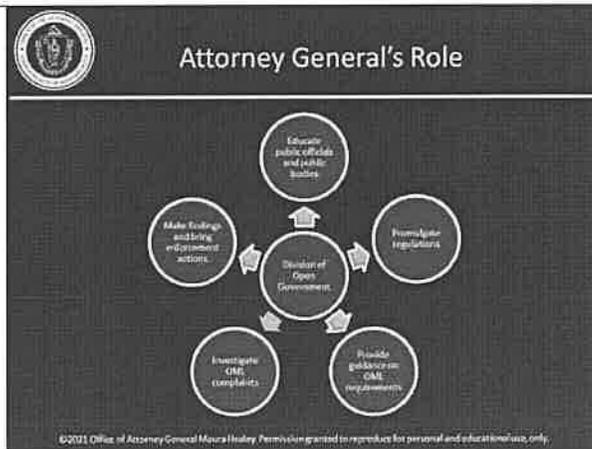
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## Purpose of Open Meeting Law

- Recognizes the necessary balance between government accountability and government efficiency.
- Ensures transparency by public bodies by requiring:
  - Notice
  - Open Deliberations
  - Public Access
- Allows government to efficiently and effectively manage its operations by:
  - Providing for certain deliberations to take place in executive session
  - Maintaining confidentiality of certain records of executive session

Slide 6.



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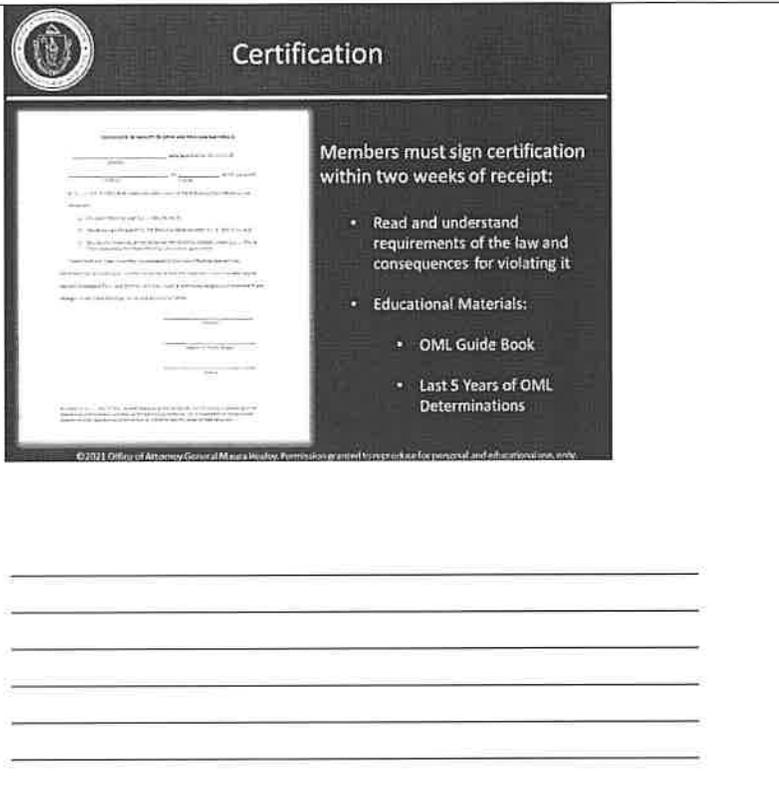
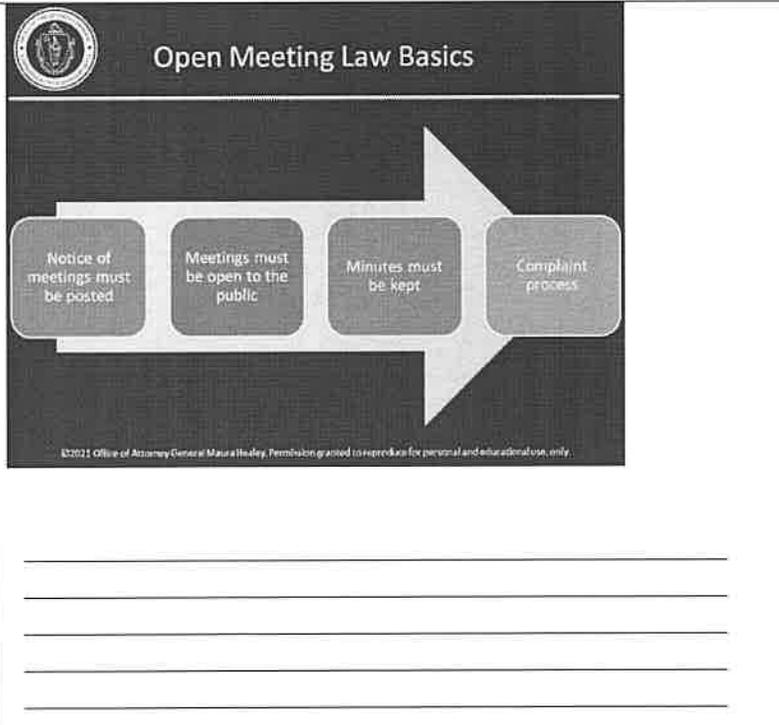
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## Attorney General's Role

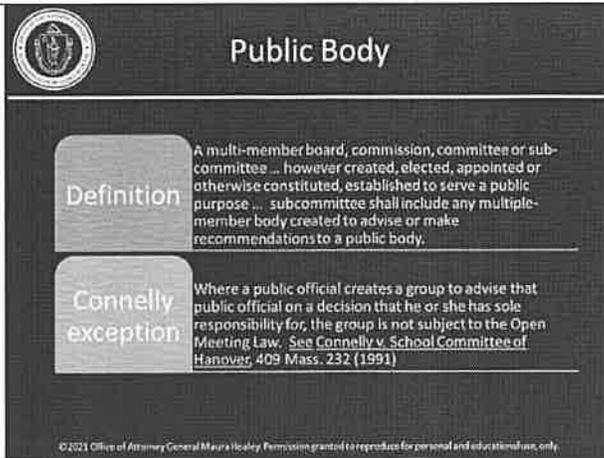
- Educate / train public officials and members of public bodies
- Promulgate regulations
- Provide guidance on OML requirements
  - Hotline / Email
  - Website
- Address OML complaints
- Make findings and bring enforcement actions

# Open Meeting Law Webinar Presentation Handout

<p>Slide 7.</p>	 <p><b>Certification</b></p> <p>Members must sign certification within two weeks of receipt:</p> <ul style="list-style-type: none"><li>• Read and understand requirements of the law and consequences for violating it</li><li>• Educational Materials:<ul style="list-style-type: none"><li>▪ OML Guide Book</li><li>▪ Last 5 Years of OML Determinations</li></ul></li></ul> <p>©2021 Office of Attorney General Maura Healy. Permission is granted to reproduce for personal and educational use, only.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>OML Certification</u></p> <ul style="list-style-type: none"><li>• OML materials must be distributed to all public body members upon taking oath of office or, if none is required, before entering performance of office</li></ul> <p><u>Local Public Bodies:</u> Municipal clerk</p> <p><u>Regional, District, County or State Bodies:</u> Appointing authority, executive director, or other administrator or designee<ul style="list-style-type: none"><li>• Members must sign certification within two weeks of receipt<ul style="list-style-type: none"><li>• Read and understand requirements of law and consequences for violating OML</li></ul></li></ul></p>
<p>Slide 8.</p>	 <p><b>Open Meeting Law Basics</b></p> <p>Notice of meetings must be posted</p> <p>Meetings must be open to the public</p> <p>Minutes must be kept</p> <p>Complaint process</p> <p>©2021 Office of Attorney General Maura Healy. Permission is granted to reproduce for personal and educational use, only.</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><u>Open Meeting Law Basics</u></p> <ol style="list-style-type: none"><li>1) Notice must be posted for all meetings</li><li>2) Meetings must be open to the public, unless the public body enters into executive session</li><li>3) Minutes must be kept for open and executive sessions</li><li>4) Complaint process</li></ol>

# Open Meeting Law Webinar Presentation Handout

Slide 9.



**Public Body**

**Definition**  
A multi-member board, commission, committee or subcommittee ... however created, elected, appointed or otherwise constituted, established to serve a public purpose ... subcommittee shall include any multiple-member body created to advise or make recommendations to a public body.

**Connelly exception**  
Where a public official creates a group to advise that public official on a decision that he or she has sole responsibility for, the group is not subject to the Open Meeting Law. See *Connelly v. School Committee of Hanover*, 409 Mass. 232 (1991).

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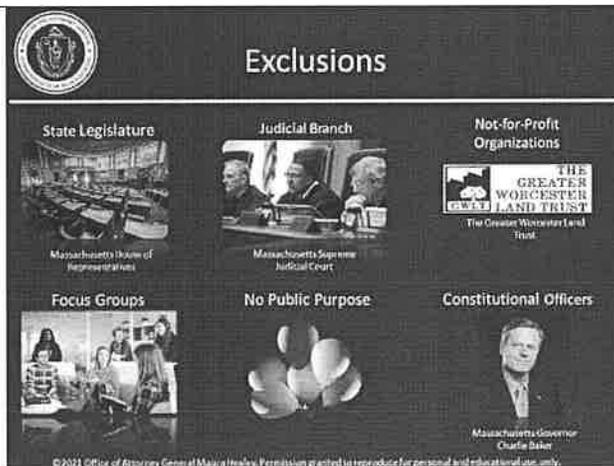
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Slide 10.



**Exclusions**

State Legislature  
Massachusetts House of Representatives

Judicial Branch  
Massachusetts Supreme Judicial Court

Not-for-Profit Organizations  
THE GREATER WORCESTER GREEN LAND TRUST  
The Greater Worcester Land Trust

Focus Groups

No Public Purpose

Constitutional Officers  
Massachusetts Governor Charlie Baker

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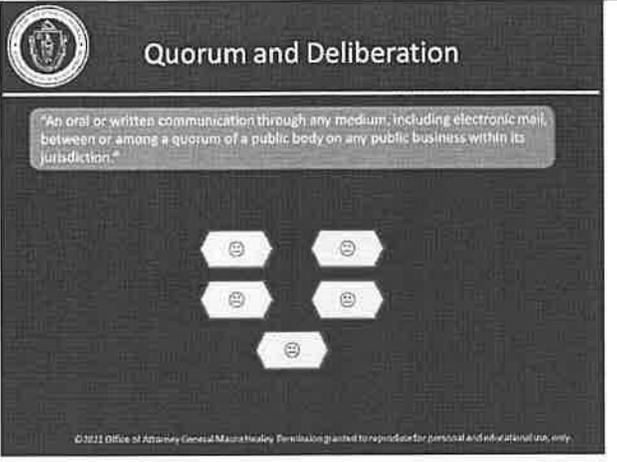
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## Excludes:

- Legislature and its committees
- Bodies of the Judicial branch
- Not-for-profit organizations
- Bodies created by a constitutional officer solely to advise that constitutional officer
- Bodies that do not serve a public purpose (such as a retirement party planning committee)
- Groups not established with the “jurisdiction” to make decisions or recommendations collectively (such as a focus group)

# Open Meeting Law Webinar Presentation Handout

<p>Slide 11.</p>	 <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Deliberation:</u></p> <p>“An Oral or written communication through any medium, including electronic mail, between or among a quorum of a public body on any public business within its jurisdiction.”</p>
<p>Slide 12.</p>	 <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><u>Not Deliberation:</u></p> <ul style="list-style-type: none"><li>• Agenda</li><li>• Scheduling</li><li>• Reports or Documents</li><li>• Subquorum but not subcommittee</li></ul> <p>Recess a Town Meeting for emergency</p>

# Open Meeting Law Webinar Presentation Handout

Slide 13.



## Social Media

- Communicator's intent in posting to a social media platform (Facebook, Twitter) is relevant; whether other members of the public body happen to see the communication is not determinative.
- Communication that is directed at members of the public, where no other member of the public body responds, and any viewing of posts by fellow members of the public body is incidental is generally not OML violation.
- Text messaging between a quorum of public body members, during or outside of a meeting, may constitute private deliberation.
- Public body member may subscribe to a listserv. However, where a quorum of the members of a public body subscribe to a listserv, the public body risks unlawful deliberation.
- Email discussion of a public body's operation, such as leadership of public body, is a matter of public business that should be reserved for an open meeting.
- Public body can share documents in online drop box, but limited to distribution of meeting agenda, scheduling information, and reports or documents to be discussed at meeting only if no opinion is expressed.

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Slide 14.



## Meeting

Definition: Deliberation by public body with respect to any matter within the body's jurisdiction

Excludes:



On-site Inspections



State Quasi-judicial Boards



Town Meetings (Tewksbury Town Meeting)



Events



Attendance at Meetings of other Public Bodies

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## Meeting

- Excludes:
- On-site inspection
- State Quasi-Judicial Boards
- Town Meetings (Tewksbury Town Meeting)
- Events
- Attendance at Meetings of other Public Bodies

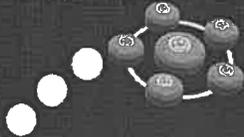
# Open Meeting Law Webinar Presentation Handout

Slide 15.

 **An Act Extending Certain COVID-19 Measures Adopted During the State of Emergency**

The Act, signed into law on June 16, 2021, suspended two key provisions of the Open Meeting Law.

- 1) Instead of providing physical access to a meeting location, public bodies may provide access through "adequate, alternative means."
- 2) All public body members may participate in the meeting remotely.



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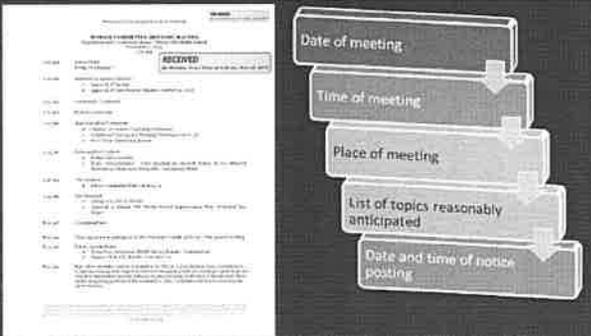
## An Act Extending Certain COVID-19 Measures Adopted During the State of Emergency

The Act, signed into law on June 16, 2021, suspended two key provisions of the Open Meeting Law.

- Instead of providing physical access to a meeting location, public bodies may provide access through "adequate, alternative means."
- All public body members may participate in the meeting remotely.

Slide 16.

 **Meeting Notices**



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## Meeting Notices

Except in an emergency, a public body must post notice of meeting at least 48 hours in advance, excluding Saturdays, Sundays, and legal holidays.

Notice must include:

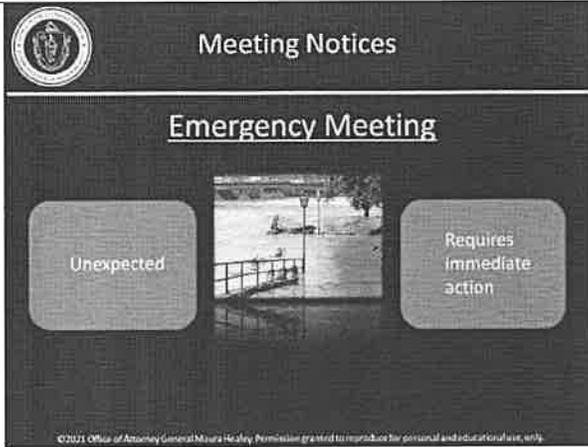
- Date of meeting
- Time of meeting
- Place of meeting
- List of topics chair reasonably anticipates will be discussed at meeting.
  - Topics should give enough specificity so that the public will understand what will be discussed.

- Date and time notice was posted

If the notice is revised, the revised notice must record the date and time the original notice was posted, as well as the date and time of the revision

# Open Meeting Law Webinar Presentation Handout

Slide 17.



Meeting Notices

## Emergency Meeting

Unexpected

Requires Immediate action

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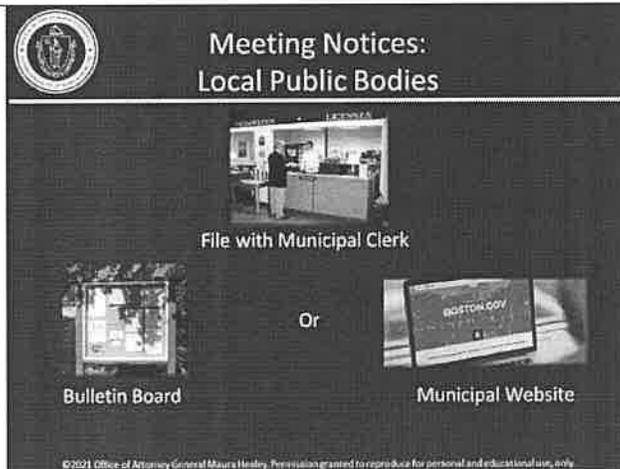
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## Meeting Notices

- “Emergency” is a sudden, generally unexpected occurrence or set of circumstances demanding immediate action
- In an emergency, a public body shall post notice as soon as reasonably possible prior to a meeting

Slide 18.



Meeting Notices:  
Local Public Bodies

File with Municipal Clerk

Or

Bulletin Board

Municipal Website

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## Meeting Notices: Local Public Bodies

- Local public bodies must file notice with the municipal clerk.
- Notice must be posted in a manner conspicuously visible to the public, including persons with disabilities, at all hours in or on the municipal building where the clerk’s office is located
- Alternately, a municipality may adopt its website as the official location for notice posting
- Adoption of the website is made by the CEO of the municipality, usually the board of selectmen for a town or the mayor for a city

Even if an alternative posting method has been adopted, meeting notices must still be available in or around the clerk’s office

# Open Meeting Law Webinar Presentation Handout

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**Meeting Notices: County, District and Regional Public Bodies**

Hampshire Council Of Government Board Of Councilors

Plymouth Board of County Commissioners

Amherst-Pelham Regional School Committee

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## Meeting Notices: County, District and Regional Public Bodies

- Regional or district public bodies must post notice in each city or town within the region or district in the manner prescribed for local public bodies, or post to a website
- For a regional school district, the secretary of the regional school district is the clerk of the school district and shall file the notice with the clerk of each city or town in the district, or post to a website
- County public bodies must post notice with the office of the county commissioner and a copy of the notice posted in a manner conspicuously visible to the public at all hours in a place or places designated by the county commissioners, or post to a website
- Notify Attorney General of website location, if using.

Slide 20.

**Meeting Notices: State Public Bodies**

Post to the public body's website or the website of its parent agency

Notify the Attorney General of the location of the website

Send a copy of the meeting notice to the Regulations Division of the Secretary of the Commonwealth's Office  
[regs@sec.state.ma.us](mailto:regs@sec.state.ma.us)

William Francis Galvin  
Secretary of the Commonwealth of Massachusetts

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## Meeting Notices: State Public Bodies

- Post to the public body's website or the website of its parent agency
- Notify the Attorney General of the location of the website where meeting notices will be posted
- Send a copy of each meeting notice to the Regulations Division of the Secretary of State's Office:  
[regs@sec.state.ma.us](mailto:regs@sec.state.ma.us)

# Open Meeting Law Webinar Presentation Handout

Slide 21.

Notice Posting:  
Common Concerns

What if a new topic arises after notice is posted?

What if the clerk can't post notice in time?

Cancelling a meeting?

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1). **What if a new topic arises after notice is posted?**

Public bodies are encouraged to update the notice when made aware of new topic within the 48 hour period before the meeting. Chairs should not post notices so far in advance that there is a high likelihood that new topics will arise.

2). **What if the clerk can't post notice in time?**

Chairs are encouraged to work with municipal clerks to enable sufficient time for posting. Notice must be posted on time.

3). **Cancelling a meeting?**

Meeting cancellations do not require 48 hours notice. Meetings that are continued, or cancelled and rescheduled, must comply with all notice requirements of the Open Meeting Law. Other laws may apply (such as notice for public hearings)

Slide 22.

Meeting Notices:  
Websites

Finding notices

- Notices should be easy to find on the website; listed either in a central page or at each public body's page
- Avoid posting in multiple locations unless linked to same document/page

Webpage outages

- 6 business hours to fix website, otherwise must cancel noticed meetings within 48 hours of outage

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## Websites

- Notices should be easy to find of a website, located on a central page for all notices, or with the specific public body's page
- Avoid posting in multiple locations on a website unless all notices are the same or cross-linked
- If a website becomes unavailable, the website must be restored within 6 business hours of discovery of the outage; otherwise a meetings occurring within 48 hours of the outage must be cancelled and re-noticed

# Open Meeting Law Webinar Presentation Handout

Slide 23.

**Accessibility**

Adequate, alternative access: Ability to clearly follow the proceedings of the public body while they are occurring

Reasonable efforts to accommodate crowds

Accessible to the disabled

Americans with Disabilities Act, federal Rehabilitation Act of 1973, state constitutional provisions

The Attorney General's Civil Rights Division can assist -  
Contact the Civil Rights Division at (617)-963-2917

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## Accessibility

- Reasonable efforts to accommodate crowds
- Meetings must be accessible to the disabled
- Americans with Disabilities Act, Federal Rehabilitation Act of 1973, state constitutional provisions
- Civil Rights Division of the Attorney General's Office can assist
- Contact the Civil Rights Division at (617) 963-2939
- Security policies – Inform public if they need ID to enter building

Slide 24.

**Remote Participation**

June 16, 2021, Act:

- No need to first “adopt” remote participation
- Any or all members of the public body may participate remotely
- No requirement that a quorum or the chair be physically present

All other requirements and procedures remain in effect

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## Remote Participation

June 16, 2021, Act:

- No need to first “adopt” remote participation
- Any or all members of the public body may participate remotely
- No requirement that a quorum or the chair be physically present

# Open Meeting Law Webinar Presentation Handout

Slide 25.

**Remote Participation**

Procedures for Remote Participation

Notify chair

Announcement

Roll call votes

Documents

Executive session declaration

Technology

Technical difficulties

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## Remote Participation

Procedures for remote participation

- Notify chair
- Announcement by chair
- Roll call votes
- Executive sessions
- Distribution of documents

Acceptable methods

- Telephone, internet, or satellite enabled audio or video conferencing
- Any other technology that enables the remote participant and all persons present at the meeting location to be clearly audible to one another
- Public body determines which method to use

Chair decides how to address technical difficulties

Slide 26.

**Public Participation**

Public may attend open session

Addressing the public body

Recording/Informing

Removal

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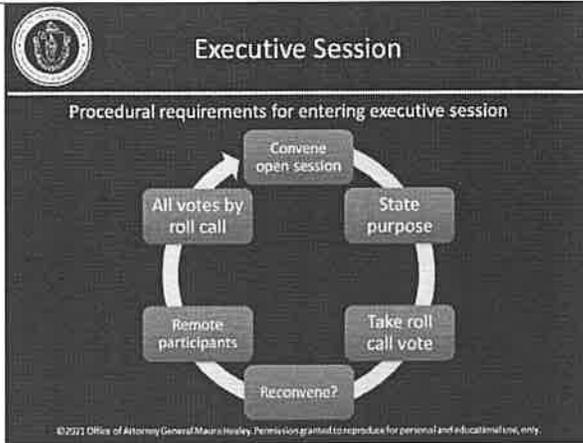
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## Public Participation

- Public may attend open session of meeting
- Public may not address public body without permission of chair or otherwise disrupt meeting
- Public may make audio or video recording of open session upon notification to chair and subject to reasonable requirements
- Chair must inform other attendees of recording at beginning of meeting
- If a person continues to disrupt a meeting after clear warning from the chair, the chair may order the person to leave the meeting. If the person does not leave, the chair may authorize a constable or other officer to remove that person.

# Open Meeting Law Webinar Presentation Handout

Slide 27.




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## Executive Session Procedures

- Convene open session prior to going into executive session
- State publicly the purpose(s) for the executive session
- Conduct roll call vote to enter executive session and obtain a majority of members
- Announce whether open session will reconvene after
- Statement by remote participant(s) that no unauthorized person is present / able to hear discussion at remote location
- Maintain minutes and documents
- Discuss only matters for which executive session is lawfully called
- Conduct roll call votes of all votes taken during executive session

Slide 28.

**Executive Session Purpose: 1**

"To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual."

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## Executive Session Purpose 1

"To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual."

If an executive session is held, such individual shall have the following rights:

- To be notified in writing at least 48 hours prior to the proposed executive session
- To request that the session be open
- To be present at such executive session during deliberations which involve that individual
- To have counsel or a representative present and attending for the purpose of advising the individual and not for the purpose of active participation in the executive session
- To speak on his or her own behalf
- To cause an independent record to be created by audio-recording or transcription, at the individual's expense

# Open Meeting Law Webinar Presentation Handout

Slide 29.

**Executive Session Purpose: 2**

"To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel."



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## Executive Session Purpose 2

"To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel."

- When discussing the contract of nonunion personnel, presumption that professional competence of the individual has already been discussed in open session
- When negotiating a non-union contract in executive session, if the public body reaches an agreement, it must still vote to execute the agreement in open session following executive session
- A public body should identify the specific nonunion personnel with whom it is negotiating before entering executive session, unless public disclosure of that information would compromise the purpose for secrecy

Slide 30.

**Executive Session Purpose: 3**

"To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares."



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## Executive Session Purpose 3

"To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares."

- Chair must declare that deliberating during an open session would have a detrimental effect (public body must be able to demonstrate a reasonable basis for this claim if challenged)
- Litigation must be pending or be imminently threatened
- May approve final terms and execute a collective bargaining agreement in executive session; Should disclose in open session following execution
- A public body should identify the specific collective bargaining unit or litigation matter before entering executive session, unless public disclosure of that information would compromise the purpose for secrecy

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Slide 31.

 **Executive Session Purpose: 4 & 5**

4. Security personnel or devices      5. Criminal misconduct

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## Executive Session Purposes 4 & 5

Purpose 4: Security personnel or devices

Purpose 5: Criminal misconduct

Slide 32.

 **Executive Session Purpose: 6**

*"To consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body."*



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## Executive Session Purpose 6

“To consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body.”

- Must be to consider purchase, sale, lease or value of real property
- Chair must declare that discussing during an open session would have a detrimental effect on negotiating position (public body must be able to demonstrate a reasonable basis for this claim if challenged)
- Generally, the public body should identify the specific piece of property it plans to discuss before entering executive session, unless disclosure of this information would compromise the purpose for secrecy

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Slide 33.

 **Executive Session Purpose: 7**

"To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements."



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## Executive Session Purpose 7

- “To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements.”
- Must cite a statute that requires confidentiality or closed session
- The body should disclose information about matter to be discussed unless public disclosure would compromise the purpose for secrecy
  - While we generally defer to the judgment of public bodies on this issue, a body must be able to demonstrate a reasonable basis for this claim if challenged

Slide 34.

 **Executive Session Purpose: 8**

"To consider or interview applicants for employment or appointment by preliminary screening committee if the chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening."



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## Executive Session Purpose 8

- “To consider or interview applicants for employment or appointment by preliminary screening committee if the chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening.”
- Preliminary screening committee cannot include a quorum of the public body; may include people who are not members of the public body
  - May only interview/screen candidates during a preliminary screening in executive session; once there are finalists, all additional screening must be conducted in open session
  - Chair must declare that an open meeting will have a detrimental effect in obtaining qualified applicants

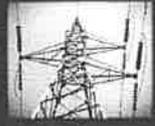
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 **Executive Session Purposes 9 & 10**

9. Confer with mediator on litigation or decision

10. Trade secrets in the course of activities conducted by a public body as an energy supplier

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## Executive Session Purposes 9 & 10

Purpose 9: To confer with a mediator on a litigation matter or other decision

Purpose 10: To protect trade secrets in the course of activities conducted by a public body as an energy supplier

Slide 36.

 **Meeting Minutes**



- Minutes must state the date, time, place of the meeting, and list of members present or absent
- Minutes must include:
  - A summary of discussion of each topic
  - Decisions made and actions taken, including a record of all votes - Secret ballots prohibited; roll call votes recorded accordingly
  - List of documents and other exhibits used by the body at the meeting, including by remote participants

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## Meeting Minutes

- Minutes must state the date, time, place of the meeting, and list of members present or absent
- Minutes must also include:
  - A summary of discussion of each topic – not merely that discussion took place
  - Decisions made and actions taken, including a record of all votes - Secret ballots are prohibited
  - List of documents and other exhibits used by the body at the meeting, including by remote participants
  - Name(s) of any member who participated remotely

# Open Meeting Law Webinar Presentation Handout

Slide 37.



## Meeting Minutes

Approving Minutes	Upon Request
<ul style="list-style-type: none"> <li>• Latest of 3 meetings or 30 days <b>BUT</b> whenever possible, approve at the next meeting</li> <li>• Documents and exhibits used by public body must be retained by the public body but <b>do not</b> need to be physically stored with the meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Open session minutes provided within 10 days of request                             <ul style="list-style-type: none"> <li>– Whether in draft or approved form</li> </ul> </li> <li>• For all other records – Consult Supervisor of Records in the Secretary of State's Office</li> </ul>

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### Meeting Minutes

- Meeting minutes shall be created and approved in a timely manner for both open and executive sessions
  - Within 3 meetings or 30 days, whichever is later
  - When possible, approve at the next meeting
- Documents and exhibits used by public body must be retained by the public body but **do not** need to be physically stored with the meeting minutes
- Minutes of open session must be made available within 10 days of a request, whether in draft or final form
- Executive session records must be disclosed once publication will no longer defeat the purpose for having entered into executive session, unless exempt from disclosure
- Consult records retention schedules

Slide 38.



## Executive Session Minutes

Minutes must be reviewed periodically by the chair or public body to determine if the purpose for executive session remains. The determination must be announced during the next meeting and be included in the minutes

Public body must respond within 10 days to request for executive session minutes	Provide minutes if no longer exempt from disclosure; or	Review at next meeting or within 30 days, whichever comes first.
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### Executive Session Meeting Minutes

- Minutes must be reviewed periodically by the chair or public body to determine if the purpose for executive session remains; that determination must be announced during the next meeting and be included in the minutes
- Public body must respond within 10 days to a request for executive session minutes
- Provide minutes if no longer exempt from disclosure; or
- Undertake review at its next meeting or within 30 days, whichever comes first

# Open Meeting Law Webinar Presentation Handout

Slide 39.

**Document Used at a Meeting**

Documents used by a public body during an open meeting are public records!

But, the following materials are exempt from public disclosure:

- Performance evaluations NOT created by members of the public body
- Application materials, other than resumes

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## Documents Used During an Open Meeting

Documents used by a public body during an open meeting are public records.

Exempt from disclosure:

- Materials used in a performance evaluation of an individual bearing on his/her professional competence that were not created by members of the body for purposes of evaluation
- Materials used in deliberations about employment or appointment of individuals, including applications and supporting materials but excluding resumes, which must be disclosed

Slide 40.

**Complaint Process Step 1: The Complainant**

**OML COMPLAINT FORM**

Division of Open Government  
100 State Street, 10th Floor  
Boston, MA 02109

**Complainant Information**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

**Description of the Alleged Violation**

Describe the alleged violation in detail, including the date, time, and location of the meeting, and the specific actions or statements that constitute the violation.

**Public Body Information**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

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## OML Complaint Process: Step 1

- Complaint shall be filed in writing with the public body within 30 days of the alleged violation, or if it could not reasonably have been known at the time, then within 30 days of the date the complainant reasonably should have discovered the alleged violation
- Complaint Form, found at the Division of Open Government website, completed and sent to chair of public body
- For local public bodies, copy also filed with municipal clerk

# Open Meeting Law Webinar Presentation Handout

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**Complaint Process**  
Step 2: The Public Body

Chair disseminates the complaint for response within 14 business days

May delegate responsibility for responding after public body review

Public body may request an extension of time to respond for good cause

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## OML Complaint Process: Step 2

Chair must disseminate the complaint to the members of the public body; the public body has 14 business days in which to meet to review the complaint and respond; must inform the complainant and the Division of Open Government of any remedial action taken

- May delegate responsibility for responding after public body review
- Public body may request from the Director of the Division an extension of time to respond for good cause

Slide 42.

**Complaint Process**  
Step 3: The Attorney General's Office

If the complainant is not satisfied with the resolution of the complaint by the public body, he/she may file the complaint with the Division 30 days after the complaint is filed with the public body

Complaints must be filed with the AGO within 90 days of the date of the original alleged violation or reasonable discovery of violation

- The AGO will not review allegations that were not raised in the initial complaint filed with the public body
- Complaints filed with the Attorney General's Office, and documents submitted with the complaint, are considered a public record

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## OML Complaint Process: Step 3

If the complainant is not satisfied with the resolution of the complaint by the public body, he/she may file the complaint with the Division of Open Government 30 days after the complaint is filed with the public body

- To be considered timely, complaints must be filed with the AGO within 90 days of the date of the original alleged violation
- The Attorney General's Office will not review allegations that were not raised in the initial complaint filed with the public body
- In most circumstances, complaints filed with the Attorney General's Office, and documents submitted with the complaint, are considered a public record

# Open Meeting Law Webinar Presentation Handout

Slide 43.



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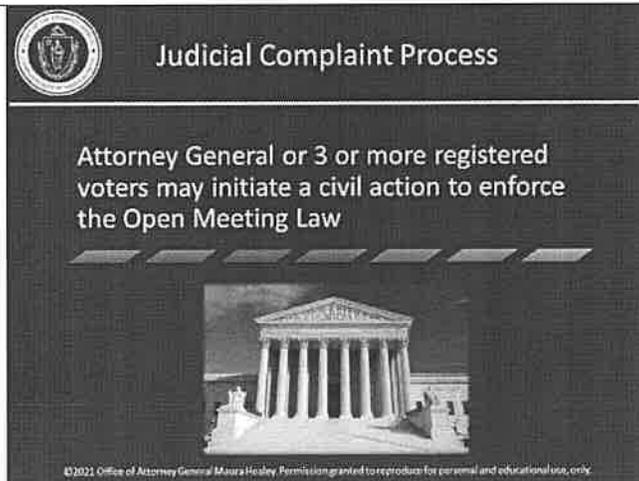
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## OML Complaint Process: AGO Review

- Acknowledgment
- Request for documents and interviews
- Has there been a violation?
- Was the violation intentional?
- Was the action taken by the public body adequate?
- Resolution
- Public body appeal

Slide 44.



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## Judicial Complaint Process

- Attorney General or 3 or more registered voters may initiate a civil action to enforce the Open Meeting Law

# Open Meeting Law Webinar Presentation Handout

Slide 45.

**Review**

- Public body member certification
- Notice must be posted for meetings
- Meetings must be open to the public, unless public body enters executive session
- Minutes must be kept for open and executive sessions
- Complaint process

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## Review

- 1) Notice must be posted for meetings
  - 48 hours in advance, except for emergency
  - Include date, time, place, and sufficiently detailed list of topics chair reasonably anticipates will be discussed
- 2) Meetings must be open to the public, unless public body enters executive session
  - Discussion must fit within one of 10 purposes for executive session
- 3) Minutes must be kept for open and executive sessions
  - Must include summary of discussion for each topic
  - Must contain a list of documents & exhibits used at the meeting
- 4) Public body member certification
- 5) Complaint process
  - Must be filed with public body first

Alternative complaint process in Superior Court

Slide 46.

**Resources**

Attorney General's Open Meeting Law Website  
<http://www.mass.gov/ago/openmeeting>

- Open Meeting Law: G.L. c. 30A, §§ 18-25
- Regulations: 940 CMR 29.00
- Guide
- FAQs
- Checklists
- Determination Letters

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## Resources

Attorney General's Open Meeting Law Website:

<http://www.mass.gov/the-open-meeting-law>

- Open Meeting Law: G.L. c. 30A, §§ 18-25
- Regulations: 940 CMR 29.00
- Guide
- Checklists
- FAQs
- Determination Letters

# Open Meeting Law Webinar Presentation Handout

Slide 47.



### Contact Information

Office of Attorney General  
Division of Open Government  
One Ashburton Place  
Boston, Massachusetts 02108  
openmeeting@state.ma.us  
(617) 963-2540

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### Division Contact Info

Office of Attorney General  
Division of Open Government  
One Ashburton Place  
Boston, Massachusetts 02108

OML Email:  
[openmeeting@mass.gov](mailto:openmeeting@mass.gov)

OML Hotline: (617) 963-2540

Slide 48.



### Contact Us

[www.mass.gov/ago](http://www.mass.gov/ago)  
617-727-2200



File a Complaint with the Attorney General's Consumer Hotline  
617-727-8400

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### Attorney General's Office Contact Info

Website: [www.mass.gov/ago](http://www.mass.gov/ago)

Main Phone: 617-727-2200

Consumer hotline: 617-727-8400

File a consumer complaint:  
[www.eform.state.ma.us](http://www.eform.state.ma.us)

# Open Meeting Law Webinar Presentation Handout

Slide 49.



## Resources

Have a Complaint or Question?

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### General Assistance

Consumer Hotline: (617) 727-8400  
<https://www.mass.gov/how-to/file-a-consumer-complaint>

### Specific Hotlines

HomeCorps (617) 573-5333  
Elder Hotline (888) 243-5337  
Fair Labor Division (617) 727-3465  
Civil Rights Division (617) 727-2200  
Medicaid Fraud Tipline (617) 963-2360  
Insurance Fraud Tipline (617) 537-5330  
Insurance & Health Care Consumer Helpline (888) 830-6277

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Slide 50.



## Thank You from the Attorney General

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Attorney General  
Maura Healey is the chief  
lawyer and law enforcement  
officer of the Commonwealth  
of Massachusetts.



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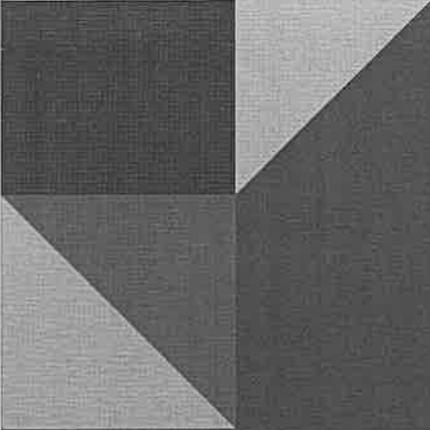
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Attorney General  
Maura Healey thanks  
you for attending  
today's presentation!



# MCAS 2021 Report to the Board

11/10/21

## How to Read the Scores

145 3rd-8th graders took the MCAS tests last spring.

Nine students did not participate.

In an ordinary year, this rate of participation would result in the school being classified as “Needs Help.”

Because of COVID, the state did not weigh participation rates and did not change any school’s standing. We remain, “not requiring assistance”.



# Interpreting Scores

When interpreting Hilltown's MCAS scores, the size of the group is important to keep in mind.

- $\Delta$  10 percentage points within a grade of 20 students = 2 students.
- $\Delta$  10 percentage points within a grade of 30 students = 3 students.
- $\Delta$  10 percentage points school-wide = about 15 students, spread over six grades.

Given our small size, digging into the data to look at individual students' testing experiences is an important complement to looking at the schoolwide data.



## **Changes to MCAS during COVID**

The state has been using the Next Generation MCAS tests since 2017, but omitted testing in 2020 due to the pandemic and acknowledged the irregularity of testing in 2021.

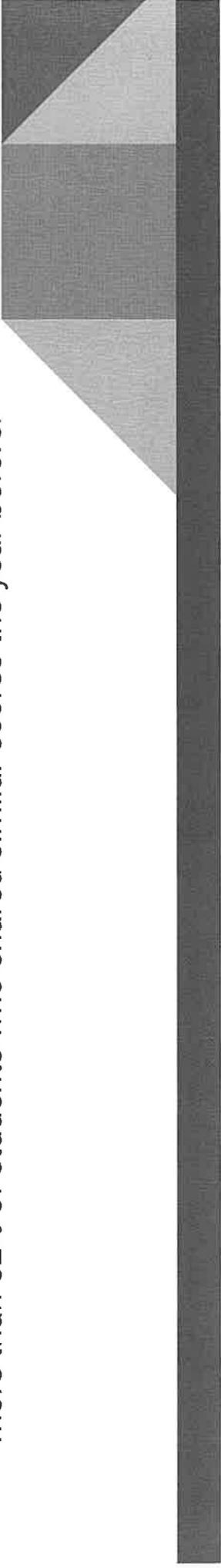
The 2021 MCAS was half as long as usual and students tested from home.

2021 MCAS data will not be used for accountability purposes, nor will the Commissioner be using it for making decisions.



# Scoring

- In the Next Generation MCAS tests, the range of possible scores in ELA and Math is 440-560.
- A score of 500 or better means the student met or exceeded expectations; a score of 499 or lower means the student partially met or did not meet expectations.
- Students are also given a number to indicate their Student Growth Percentile (SGP), which describes how much they improved their test scores compared to other students who scored similarly to them the year before.
- This is a normed score on a scale of 1-99. A student whose SGP is 52 improved their test score more than 52% of students who shared similar scores the year before.



## Scoring, continued

Student Growth Percentiles are not available for 4th graders because the test was not administered in 2020.

SGPs are never available for 3rd graders because it is the first year of taking the test.

The Science is not scored the same way as ELA and Math.

The Science test, taken by 5th and 8th graders, is a norm referenced test, meaning whether students are proficient or not is relative to how other students performed on the same test.



## What do the scores tell us?

- Overall, Hilltown performed better than the state average.
- In 2021, our students had higher achievement in ELA compared to Math at every grade level.
- Growth percentiles were down compared to 2019 (across the Board)

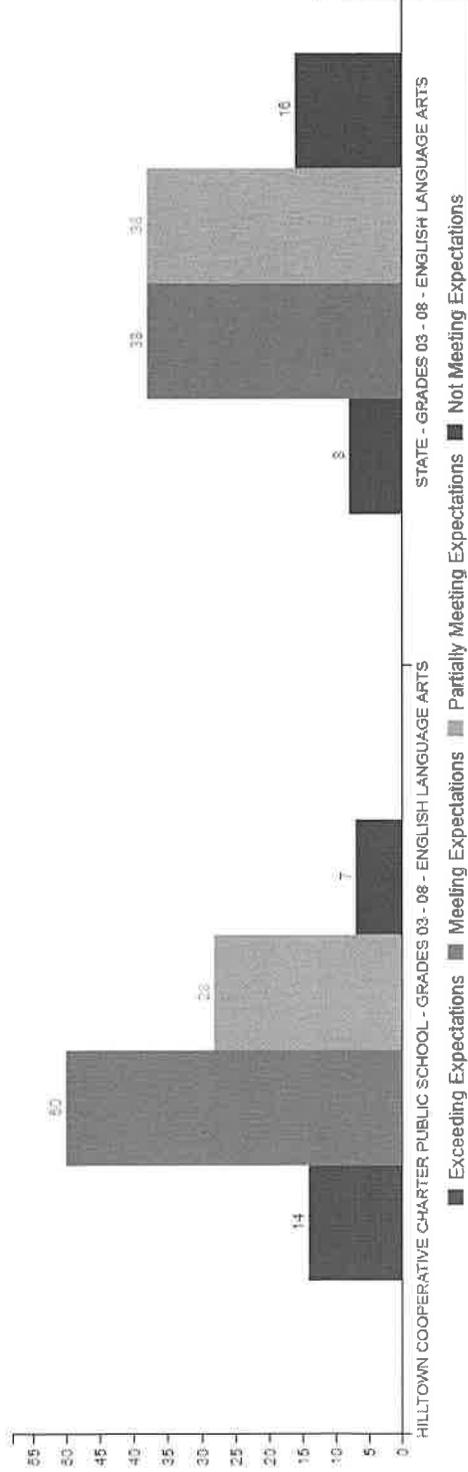


# ELA 3-8

## Next Generation MCAS Tests 2021 Percent of Students at Each Achievement Level for Hilltown Cooperative Charter Public School

Data Last Updated September 21, 2021.

[More about the data](#)

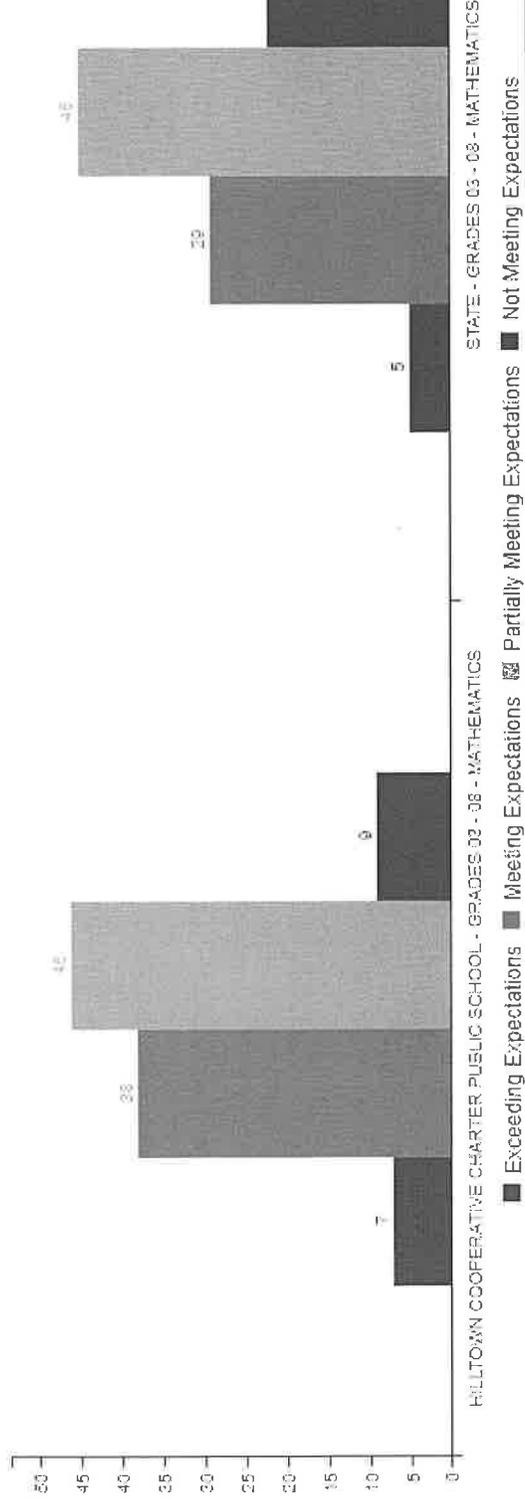


# Math 3-8

Next Generation MCAS Tests 2021  
Percent of Students at Each Achievement Level for Hilltown Cooperative Charter Public School

Data Last Updated September 21, 2021.

[More about the data](#)

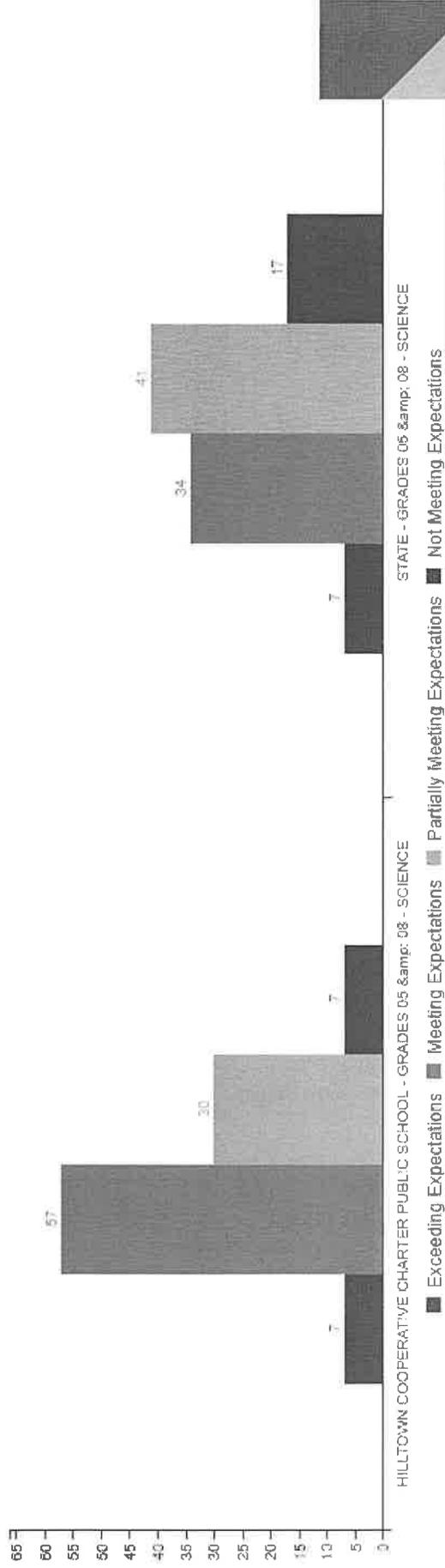


# Science, 5th & 8th grade

Next Generation MCAS Tests 2021  
 Percent of Students at Each Achievement Level for Hilltown Cooperative Charter Public School

Data Last Updated September 21, 2021.

[More about the data](#)



HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL - GRADES 05 & 08 - SCIENCE

STATE - GRADES 05 & 08 - SCIENCE

■ Exceeding Expectations ■ Meeting Expectations ■ Partially Meeting Expectations ■ Not Meeting Expectations

Grade	ELA HCCPS	ELA State	Math HCCPS	Math State	Science HCCPS	Science State
3	80	51	58	33		
4	70	49	32	33		
5	48	47	33	33	60	42
6	72	47	46	33		
7	65	43	44	35		
8	56	40	54	32	66	41
3-8	65	46	45	33		
5 & 8					63	42

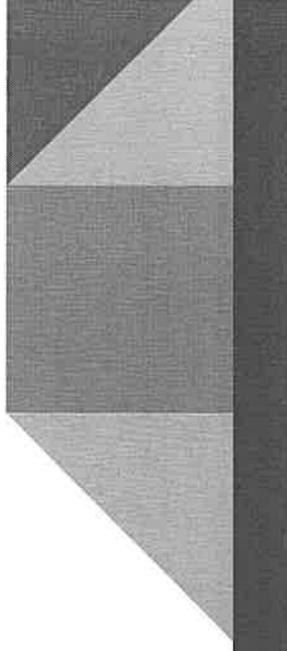
# Student achievement and growth by gender

## ELA

In 2021, the scaled score for boys = 505.5; the scaled score for females=510.1  
62% of males met/exceeded expectations  
68% of females met/exceeded expectations  
43.3 = SGP males  
48.1 = SGP females

## Math

In 2021, the scaled score for boys = 500.7; the scaled score for females=494.3  
52% of males met/exceeded expectations  
36% of females met/exceeded expectations  
39.4= SGP males  
37.1= SGP females



## Student Achievement by Gender, continued

Science (46 students, 22 male and 24 female)

Scaled score for boys = 513.9

Scaled score for females= 498.8

82% of males met/exceeded expectations (18 students)

State = 74%

46% of females met/exceeded expectations (11 students)

State = 76%



# Students with Disabilities

## ELA

### Growth

51.6 Students with Disabilities

52.3 All students

Achievement = 64th percentile

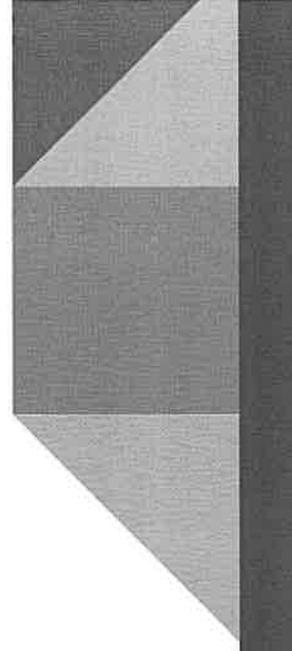
## Math

### Growth

47.5 Students with disabilities

48.7 All students

Achievement = 62 percentile



# Students with Economic Disadvantage

## ELA

- 486.3 scaled score for students with economic disadvantage
- 504.4 scaled score for all students
- 27% of students with economic disadvantage met expectations (none exceeded)
- SGP data not available (only 18 students)

## Math

- 491.8 scaled score for students with economic disadvantage
- 501.2 scaled score for all students
- 39% students with economic disadvantage met expectations (none exceeded)
- SGP 51.2 for students with economic disadvantage
- SGP 48.7 for all students



# Students of Color

28 students who identify as non-white took the 2021 MCAS:

African-American/Black:	2
Asian:	4
Latinx:	3
Multi-Race:	19

- We don't have enough non-white students registered in any one racial group to meaningfully evaluate our delivery of instruction to specific racial/ethnic groups of students compared to white groups of students.
- Among the students registered as multi-race, average performance was in the 69th percentile.
- We looked at the scores of individual students of color to ensure there is no opportunity gap or lack of needed support.



## Next Steps

Maintain these areas of focus from 2019 and 2020:

- Q) What can we do about gender gaps in achievement and growth, especially in math?
- Q) How do we understand our strong growth and achievement for students with learning disabilities?
- Q) What can we do about the gap between ELA scores for economically disadvantaged students and non-economically disadvantaged students?



## **Next Steps, continued**

Add these new areas of focus as of 2021:

- Q) How will the new math curriculum impact MCAS scores over time?
- Q) What data will we use to decide if we need to create a position for a math specialist?
- Q) What steps will we take to make sure girls' growth is on par with boys' growth in math?
- Q) What steps will we take to make sure economically disadvantaged students have explicit instruction in areas of deficit, especially in grades 6-8?





# HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

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## Domain Administrators' Report November 2021

1. Hilltown's 2020-2021 Annual report was approved by the Department of Elementary and Secondary Education. A copy of the report can be found in this month's Board packet and the school's website.
2. First Il Teatro of the year was on Nov 3rd and was well received.
3. JEDI: We continue to develop JEDI based PD, some as a joint effort with The Collaborative for Educational Services. In a recent consult, we planned an All Staff session for January 18th that will have small group options for staff to choose from. The administrative team and the counselor met with a parent who suggested we develop a pathway for hearing from parents of children of color about their experience of race and identity at Hilltown. We are pursuing this.
4. We began using FastBridge, a universal screening tool for math and reading skills, with the 6th grade class. Other grades will begin using the screening tool for either whole group or individual progress monitoring during the month of November.
5. Mini courses are underway for four Fridays in November. These are hands-on, mixed-age, educational projects that take place during Community Time. Examples include Forensics, Collage, Harry Potter, Yoga & Meditation, Building Things, Chess, and Musical Adventures.
6. During September and October, we had 67 instances of staff absences (cumulatively). This helps us evaluate our new program support position whose primary responsibility is Building Sub and our new teaching assistant position with the Purples.
7. Effective October 28th, Hilltown staff, students and other community members are no longer required to wear masks outdoors except during an outdoor All School. This means that students are not required to wear masks when engaging in specific activities where students are gathered together for a duration of time outdoors (tire swings, 4 square). Masks are also not required at outdoor pick-up or drop-off. This decision is a result of the declining numbers in the local community.
8. On October 25th, the Department of Elementary & Secondary Education and Department of Public Health published a recent update with 3 FAQs:



## HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

a. As holidays approach, can schools require a negative COVID-19 test prior to a student's return to school? No. Testing cannot be required for a student's return to school after holidays or vacations. Individuals are encouraged to follow the recommended travel guidelines set by the CDC.

b. If a student is a close contact quarantining at home, should they receive a daily visual (i.e., over Zoom or Google Classroom) check in? Yes. Schools are strongly encouraged to do a daily visual check in with students who are quarantining at home, if they are not eligible for the Test and Stay program or choose not to participate in the Test and Stay Program.

c. Should schools include asymptomatic, fully vaccinated individuals in the Test and Stay Program? No. Schools may not test asymptomatic, fully vaccinated individuals as part of the Test and Stay Program. As a reminder, the following categories are exempt from testing and quarantine protocols, as outlined in the Protocols for Responding to COVID-19.

- Asymptomatic, fully vaccinated individuals

- Classroom close contacts: An individual who is exposed to a COVID-19 positive individual in the classroom while both individuals were masked, so long as the individuals were spaced at least 3 feet apart.

- Bus close contacts: An individual who is exposed to COVID-19 positive individual on the bus, while individuals are masked and windows are open

- Close contacts who have had COVID-19 within the past 90 days: An individual who has been previously diagnosed with COVID-19 and then becomes a close contact of someone with COVID-19 if

- i. The exposure occurred within 90 days of the onset of their illness AND

- ii. the exposed individual is recovered and remains asymptomatic

9. The Massachusetts Education Commissioner has extended the indoor mask requirement in schools through at least January 15, 2022.



## HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

10. During the week of December 12, 2021, the Department of Elementary and Secondary Education's Office of Public School Monitoring (PSM) will conduct a Tiered Focused Monitoring Review of Hilltown Collaborative Charter School. The Office of Public School Monitoring visits each district and charter school every three years to monitor compliance with federal and state special education and civil rights regulations. Areas of review related to special education include student assessments, determination of eligibility, the Individualized Education Program (IEP) Team process, and IEP development and implementation. Areas of review related to civil rights include bullying, student discipline, physical restraint, and equal access to school programs for all students.

Within approximately 60 business days after the onsite visit, the review chairperson will provide the charter school with a report with information about areas in which the charter school meets or exceeds regulatory requirements and areas in which the charter school requires assistance to correct or improve practices. The public will be able to access the report at:

<http://www.doe.mass.edu/psm/tfm/reports/>



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Domain Council Meeting Minutes- October 20th, 2021

4 pm Zoom link:

<https://us02web.zoom.us/j/85608328077?pwd=MkxZc25zWXRWbXAuUXdSK0ZUc0lhZz09>

**Present:** Matt Dube, Kate Saccento, Lara Ramsey, Kathleen Szegda, Rashida Krigger, Dan Klatz, Rachel Lauder

**Regrets:** None

Topic	Discussion	Action
Board Meeting Agenda for October	Adjusting and finalizing topics for the meeting including MCAS Summary, Health & Safety, JEDI, LRP Update, Special Ed visit to BoT	Matt to submit agenda to Emily/Nicole for the board packet
Domain Updates	Prepping for Tiered Focused Monitoring Review from DESE - focusing on Special Ed and Civil Rights Negative test results continue schoolwide Flu clinic for staff conducted Reviewing school lunch program, action steps if necessary to follow MCAS updates reviewed and compared to previous years	Directors will send Domain Report for October BoT packet
Future Domain Council Meetings	Wednesday, November 17th, 2021 at 4 p.m.	Added to calendar
Review action items		Done
Tentative agenda topics for next meeting	Director Updates, Agenda	
Next meeting time/date/location		Wednesday November 17th, 4:00 p.m. <a href="https://us02web.zoom.us/j/85608328077?pwd=MkxZc25zWXRWbXAuUXdSK0ZUc0lhZz09">https://us02web.zoom.us/j/85608328077?pwd=MkxZc25zWXRWbXAuUXdSK0ZUc0lhZz09</a> Passcode: pFxN7Y
Adjournment		Meeting adjourned at 5:00 p.m.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Facilities Committee Meeting Agenda – November 2nd, 2021, 6:30pm

Zoom link is on the Hilltown calendar on the school's website: <https://www.hilltowncharter.org/>  
<https://us02web.zoom.us/j/85376488422?pwd=dzVraEdlNWp3UEVzQkkvZ3RxbHU4UT09>

Topic	Discussion	Action (if necessary)
Outdoor Spaces		
<b>Review Goals for the year</b> <ol style="list-style-type: none"><li>1. Look into building a permanent outdoor structure</li><li>2. Look into a facilities staff person (a maintenance person)</li><li>3. Complete the survey of building accessibility issues</li></ol>	<p>Kate called Hometown structures. Asked about largest outdoor pavilion they could do. Maybe 30x60. Need to have someone come look at our site to see if/where we could put a structure. They can do the whole project from beginning to end (design, permits, construction). We are not going to pursue a temporary space for this winter. Teachers are not interested in using that kind of space and are hoping that getting younger kids vaccinated will allow a more normal winter.</p> <p>Nan sees the importance of a maintenance person. Making sure furniture gets taken care of and not left outside. Also daily update tasks. Next steps is figuring out baseline budget. Another option is to stop contracting for the cleaners and have a full-time custodian.</p> <p>Laurie will reach out to a friend that runs a maintenance business.</p>	



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

	Joe will find the survey of building accessibility that Jill shared last year. If he can't find it he will reach out to Jill	
<b>Gaga Pit - Any update of next steps?</b>	Have not seen a proposal in writing or anything sent to Alex. Kate will call insurance company.	
<b>Neighboring property</b>	Property isn't selling, but the price isn't going down. It probably isn't worth pursuing.	
<b>Survey of facility needs: When should we complete this?</b>	See above	
<b>Climate Resilience Findings</b>	We need to be thinking about water issues at the state as well as other issues that will be worsened by climate change. With the coop and new Cumberland Farms the school is dealing with more issues from water run off.	
<b>Adjournment</b>		



**HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL**

**Finance Committee Meeting Minutes –October 6, 2021, Zoom, 8:30 AM**

**Present:** Carla Clark, Richard Senecal, Kate Saccento, Maureen Mahar, Andy Tilbe, Lisa Plaza  
**Guests:** Bernice Lord, Auditor  
**Regrets:** None  
**Agenda:** Approve September Minutes, Review Budget, Esser III Review, Audit Review

<b>Topic</b>	<b>Discussion</b>	<b>Action (if necessary)</b>
<b>September Minutes</b>	Approval of September’s minutes	<b>Carla moved to approve September’s minutes, Rich seconded. Approved by consensus</b>
<b>FY22 Budget Update &amp; Review</b>	No significant changes	<b>No action needed</b>
<b>Audit Draft Review</b>	Loss is due to depreciation (not a financial transaction) COVID related grants were separated No significant recommendations. Continue to conduct business as we are. Audit to be submitted to the BOT	<b>No action needed</b>
<b>Esser III Grant Review</b>	Grant submitted on 10/4/21-\$177,017 total to be used over the next two years Administration conducted feedback survey including all stakeholders to determine how the funds should be used: Summer school for the next two summers Increased spending for special education	



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

	Equity Institute (3rd party) to conduct an equity audit focusing on policies Professional development After school subsidies Technology Outdoor Improvements/Maintenance	
<b>Tentative Agenda Topics for Next Meeting</b>	Approve October's minutes 1st Quarter financial review FY22 Budget update USDA lunch program review	
<b>Next Meeting Date/Time/Location</b>	11/3/21; Via Zoom, 8:30 AM	
<b>Adjournment</b>	Meeting adjourned at 9:15 AM	

**FY 22 HCCPS Budget - Working Draft**

	FY 22 Approved by BOT 6/9/2021	FY 22 working 10/31/2021
<b>INCOME</b>		
1 State Per Pupil Tuition	3,196,269	3,196,269
2 Grants- Mass DOE SPED 240	39,559	<b>41,167</b>
3 Grants- Mass DOE Title IVa	10,000	10,000
4 Grants- Mass DOE 140, Title II,A	4,357	<b>3,654</b>
5 Grants- Mass DOE Title I 305	21,595	<b>19,392</b>
6 Grants - ESSER (50% Tech, 50% PPE) <b>ESSER II for FY22</b>	85,841	85,841
6a Grants - CvRF/ <b>ESSER III for FY 23/FY24</b>	0	0
6b Grants - Remote Learning Technology	0	0
6c Grants - COVID Prevention	0	0
7 Grants- MASS DOE 262	660	<b>673</b>
7a Grants- Summer Learning/ <b>SOA FY22</b>	17,210	<b>16,749</b>
7b Grants - Mass DOE SPED 274 (IDEA)	6,408	6,408
8 FOH Rolling Arts/Class Grants	0	0
9 Field Trip Fund	6,540	6,540
10 <b>Fundraising - FOH Designated Funds</b>	4,500	4,500
11 Kids Club Income	85,000	85,000
12 Student Activity Fees- sports, music	15,000	15,000
13 Medicaid/SPED Income	7,500	<b>18,000</b>
14 Misc Income	2,000	2,000
15 Interest income	3,000	3,000
16 School Lunch receipts	15,000	15,000
17 Special Field Trip Fundraising	5,000	5,000
18 Winter Fair	3,000	3,000
<b>Total Income</b>	3,528,439	3,537,193
<b>EXPENSES</b>		
<b>Personnel</b>		
19 Educational Professionals (Teachers, OT, Counselor)	1,505,691	<b>1,479,744</b>
20 Educational Paraprofessionals (TA's, Interns, Substitutes)	341,384	<b>337,449</b>
21 Director's Salaries	200,891	200,891
22 Administrative Staff (Asst, Bookkeeper, SPED Coord, Tech, Nurse, Cmty/Fam)	347,159	<b>342,159</b>
23 Kids Club Coordinator/Staff	49,775	<b>55,140</b>
23a Summer Programs (Response to COVID learning loss)	25,000	<b>12,000</b>
24 Stipends- student activities (dance, mini, drama)	7,000	7,000
25 Stipends-program	10,000	10,000
26 Bonuses FTE	0	0
26a Longevity Pay	9,550	<b>9,800</b>
<b>Payroll subtotal</b>	2,496,450	2,454,183
27 Medicare- everyone-.0145	36,199	35,586
28 FICA- non MTRS-.062	39,489	39,268
29 SUTA-.001- everyone	2,496	2,454
30 UHIC-.0034 everyone/capped @ 1st 14,000	2,285	2,285
31 PFML Tax	10,000	10,000
32 Health Insurance	293,000	<b>306,000</b>
33 HRA	53,500	53,500
34 Health Diversion Benefit	23,000	23,000
35 Workers Compensation	16,000	16,000
36 College Credit Reimbursement	6,000	6,000

<b>Total Personnel Costs</b>	2,978,419	2,948,275
<b>Consultants and Outside Services</b>		
37 Administrative Consultant	0	0
38 Administrative Data Management System/Services	8,000	<b>14,000</b>
39 Auditor	8,000	8,000
40 Child Care Services	0	0
41 Curriculum Consultants	4,080	4,080
42 FOH Designated Artist in Residence	0	0
43 FSA/HRA Administrative Cost	2,500	2,500
44 Legal Fees	10,000	10,000
45 Payroll Service	3,500	3,500
46 Prisms Electives	3,000	3,000
47 Professional Development	12,000	<b>17,000</b>
48 SPED Advisor	1,000	1,000
49 SPED Contractors - PT, psychologist	60,000	60,000
50 Summer SPED services	5,100	5,100
51 <b>subtotal</b>	<u>117,180</u>	<u>128,180</u>
<b>Occupancy</b>		
52 Cleaning Services	50,000	50,000
53 Copier Rental	5,300	5,300
54 Copier Service Contract	500	500
55 Electric	26,000	26,000
56 Elevator Maint	3,350	<b>10,000</b>
57 Fire/Sprinkler Alarm Services	2,040	2,040
58 Heat	7,500	7,500
59 HVAC Maint	10,000	10,000
60 Insurance	30,000	<b>31,184</b>
61 Interest Expense USDA	90,099	90,099
62 Internet	3,000	<b>4,500</b>
63 Landscaping	10,000	10,000
64 Minor Repair/Maintenance	15,000	15,000
65 Plowing	8,000	8,000
66 Telephone	1,500	1,500
67 Trash Removal	6,000	6,000
68 Water Sewer Fees	3,000	3,000
<b>subtotal</b>	<u>271,289</u>	<u>280,623</u>
<b>Supplies</b>		
69 Educational Supplies	27,000	27,000
69a <b>Remote Learning Programs (Grant funded)</b>	0	0
70 Food	750	750
71 Household Supplies	4,000	4,000
71a Health & Safety Supplies (NEW LINE)	1,000	1,000
72 Office Supplies	3,000	3,000
73 Playground supplies	900	900
74 Postage	1,000	1,000
75 Printing	650	650
76 Testing/Evaluation Supplies	8,500	8,500
<b>sub total</b>	<u>46,800</u>	<u>46,800</u>
<b>Equipment</b>		
77 <b>Chromebook Replacement</b>	5,000	5,000
78 <b>Furnishings - FOH Funded</b>	4,500	4,500

79 Minor Equipment<\$500 ,	2,040	2,040
80 SPED Equipment	1,500	1,500
81 Tech Repair/Replacement	12,000	12,000
82 Vehicle Expenses	1,020	1,020
<b>subtotal</b>	<u>26,060</u>	<u>26,060</u>
<b>Grant Funded Expenses</b>		
83 FOH Rolling Arts/ Class Grants	0	0
<b>subtotal</b>	<u>0</u>	<u>0</u>
<b>Miscellaneous</b>		
96 Advertising	1,800	1,800
97 BOT Discretionary Fund	500	500
98 Community Domain Expenses	2,800	2,800
98a Sunshine/Staff Appreciation NEW LINE	1,000	1,000
99 Community Service Projects	500	500
100 Director's Discretionary Fund	2,500	2,500
101 Field Trips	6,540	6,540
102 Fundraising Expenses	800	800
103 Graduation Expenses	1,020	1,020
104 Kids Club Program Expenses	3,500	3,500
105 MCPSA Dues (.2% of state tuition dollars)	6,393	6,393
106 Miscellaneous	1,020	<b>5,000</b>
107 School lunch expense	20,000	20,000
108 Special 6-8th grade Trip Expenses	12,308	12,308
109 SPED Contingency	15,000	15,000
110 Medical Contingency (Grant funded COVID Expenses)	0	0
111 Student Activity Expenses ( dances, sports, sleepover)	12,500	12,500
112 Travel	510	510
<b>subtotal</b>	<u>88,691</u>	<u>92,671</u>
<b>113 Total operating expenses</b>	3,528,439	3,522,609
<b>114 Over/Under</b>	0	<b>14,584</b>
<b>115 Non-cash liability-depreciation</b>	107,375	107,375
<b>116 Principal payment from Fund Balance</b>	56,445	56,445

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
**July through September 2021**

	Jul - Sep 21	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
<b>State Sources</b>				
Per-Pupil Revenue	799,122	3,196,269	-2,397,147	25%
<b>Total State Sources</b>	799,122	3,196,269	-2,397,147	25%
<b>Federal Grants-DESE Administer</b>				
<b>ESSER 113</b>				
ESSER II 115	8,584	85,841	-77,257	10%
SOA 117	16,749	17,210	-461	97%
SPED 262 Early Childhood		660	-660	
SPED 240		39,559	-39,559	
SPED 274		6,408	-6,408	
Teacher Quality 140		4,357	-4,357	
Title I 305		21,595	-21,595	
Title IV		10,000	-10,000	
<b>Total Federal Grants-DESE Administer</b>	25,333	185,630	-160,297	14%
<b>Fundraising Income</b>				
Field Trip Fund	2,202	6,540	-4,338	34%
FOH Designated Funds	4,500	4,500		100%
Winter Fair		3,000	-3,000	
<b>Total Fundraising Income</b>	6,702	14,040	-7,338	48%
<b>Other sources</b>				
Earnings on Investments	553	3,000	-2,447	18%
School Lunch Receipts	3,096	15,000	-11,904	21%
Special Trip Receipts				
Prisms Special Trip Receipts	40			
Special Trip Receipts - Other		5,000	-5,000	
<b>Total Special Trip Receipts</b>	40	5,000	-4,960	1%
SPED Medicaid reimbursement	1,849	7,500	-5,651	25%
<b>Total Other sources</b>	5,538	30,500	-24,962	18%
<b>Kid's Club Income</b>	13,341	85,000	-71,659	16%
<b>Student Activity Fees</b>	2,705	15,000	-12,295	18%
<b>Miscellaneous Income</b>	1,481	2,000	-519	74%
<b>Total Income</b>	854,222	3,528,439	-2,674,217	24%
<b>Gross Profit</b>	854,222	3,528,439	-2,674,217	24%
<b>Expense</b>				
<b>Personnel Costs</b>				
<b>Personnel</b>				
Professional Educational Staff	167,335	1,505,691	-1,338,356	11%
Paraprofessional Educ. Staff	29,898	341,384	-311,486	9%
Administrative Staff	87,818	347,159	-259,341	25%
Directors	54,086	200,891	-146,805	27%
Kids' Club Staff	5,514	49,775	-44,261	11%
Stipends - Student Activities	419	7,000	-6,581	6%
Stipends - Program	6,700	10,000	-3,300	67%
Summer Programs(COVID Response)	10,280	25,000	-14,720	41%
Year End Bonuses				
Longevity Pay		9,550	-9,550	
<b>Total Personnel</b>	362,050	2,496,450	-2,134,400	15%

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
 July through September 2021

	Jul - Sep 21	Budget	\$ Over Budget	% of Budget
<b>Payroll Taxes</b>				
FICA	5,381	39,489	-34,108	14%
Medicare	4,842	36,199	-31,357	13%
PFML Tax	1,285	10,000	-8,715	13%
SUTA	345	2,496	-2,151	14%
UHIC	242	2,285	-2,043	11%
<b>Total Payroll Taxes</b>	12,095	90,469	-78,374	13%
<b>Fringe Benefits</b>				
College Credit Reimbursement	1,000	6,000	-5,000	17%
HRA Benefit	10,860	53,500	-42,640	20%
Health Diversion		23,000	-23,000	
Health insurance	79,466	293,000	-213,534	27%
Worker's Compensation Insurance	6,012	16,000	-9,988	38%
<b>Total Fringe Benefits</b>	97,339	391,500	-294,161	25%
<b>Total Personnel Costs</b>	471,483	2,978,419	-2,506,936	16%
<b>Consultant &amp; Other Svcs-Fixed</b>				
Admin Services/Data Managemnt	11,068	8,000	3,068	138%
Annual Audit	3,930	8,000	-4,070	49%
FSA/HRA Service	379	2,500	-2,121	15%
Payroll Service	796	3,500	-2,704	23%
Prisms Electives		3,000	-3,000	
SPED Advisor		1,000	-1,000	
SPED Contractors	645	60,000	-59,355	1%
SPED Summer Services	3,820	5,100	-1,280	75%
<b>Total Consultant &amp; Other Svcs-Fixed</b>	20,639	91,100	-70,461	23%
<b>Consultant &amp; Other Svcs</b>				
Curriculum Consultants		4,080	-4,080	
Legal Fees	479	10,000	-9,522	5%
Staff Development	11,516	12,000	-484	96%
<b>Total Consultant &amp; Other Svcs</b>	11,994	26,080	-14,086	46%
<b>Occupancy</b>				
Cleaning Services	13,115	50,000	-36,885	26%
Copier Rental	1,753	5,300	-3,547	33%
Copier Service Contract		500	-500	
Electricity	4,706	26,000	-21,294	18%
Elevator Maintenance	5,510	3,350	2,160	164%
Fire/Sprinkler Alarm services	265	2,040	-1,775	13%
Heat	342	7,500	-7,158	5%
HVAC Maintenance	6,194	10,000	-3,806	62%
Insurance-Liability/Propty/Auto	31,184	30,000	1,184	104%
Interest Expense - USDA Loan	22,670	90,099	-67,429	25%
Internet	645	3,000	-2,355	21%
Landscaping	1,280	10,000	-8,720	13%
Minor Repair/Maintenance	779	15,000	-14,221	5%
Plowing/Snow Removal		8,000	-8,000	
Telephone	259	1,500	-1,241	17%
Trash Removal/Recycling	1,027	6,000	-4,973	17%
Water/Sewer	150	3,000	-2,850	5%
<b>Total Occupancy</b>	89,878	271,289	-181,411	33%
<b>Supplies</b>				
Educational Supplies/Textbooks				
*Atelier supplies	1,206	2,400	-1,194	50%
*Blues Ed Supps	625	600	25	104%

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
 July through September 2021

	Jul - Sep 21	Budget	\$ Over Budget	% of Budget
*Indigos Ed Supplies	289	600	-311	48%
*Greens Ed Supps	459	630	-171	73%
*Yellows Ed Supps	293	600	-307	49%
*Oranges Ed Supps	258	660	-402	39%
*Reds Ed Supps	217	660	-443	33%
*Purples Ed Supps				
Purples - STEM	32	465	-433	7%
Purples - ELA/HUM		465	-465	
<b>Total *Purples Ed Supps</b>	<b>32</b>	<b>930</b>	<b>-898</b>	<b>3%</b>
*Prisms Ed Supps				
*Prisms Humanities	54	465	-411	12%
*Prisms Science		465	-465	
*Prisms ELA	30	465	-435	6%
*Prisms Math	99	465	-366	21%
<b>Total *Prisms Ed Supps</b>	<b>183</b>	<b>1,860</b>	<b>-1,677</b>	<b>10%</b>
*Minicourses		465	-465	
*Music/movement supplies				
*Music Supplies - K-5		375	-375	
*Music Supplies - 6-8		285	-285	
<b>Total *Music/movement supplies</b>		<b>660</b>	<b>-660</b>	
*Physical Education Supplies	98	875	-777	11%
*SPED Ed Supps	535	2,750	-2,215	19%
*Reading Specialist Supplies	129	300	-171	43%
*Other Ed Supplies/Textbooks**	17,091	13,010	4,081	131%
<b>Total Educational Supplies/Textbooks</b>	<b>21,416</b>	<b>27,000</b>	<b>-5,584</b>	<b>79%</b>
Food and Supplies	137	750	-613	18%
Health & Safety Supplies	814	1,000	-186	81%
Household Supplies	560	4,000	-3,440	14%
Office Supplies	970	3,000	-2,030	32%
Playground Supplies		900	-900	
Postage	132	1,000	-868	13%
Printing and Reproduction		650	-650	
Testing & Evaluation Supplies	2,148	8,500	-6,352	25%
<b>Total Supplies</b>	<b>26,177</b>	<b>46,800</b>	<b>-20,623</b>	<b>56%</b>
Equipment				
Chromebook Replacement	4,972	5,000	-28	99%
Furnishings/Rugs		4,500	-4,500	
Minor Equipment	1,854	2,040	-187	91%
SPED Equipment	779	1,500	-721	52%
Tech Repair/Replacement	3,512	12,000	-8,488	29%
Vehicle Expenses	60	1,020	-960	6%
<b>Total Equipment</b>	<b>11,177</b>	<b>26,060</b>	<b>-14,883</b>	<b>43%</b>
Grant-funded expenses				
Friends of HCCS Grant Expense				
FOH Amplifying Voices Grant	629			
<b>Total Friends of HCCS Grant Expense</b>	<b>629</b>			
<b>Total Grant-funded expenses</b>	<b>629</b>			
Other expenses				
Advertising	775	1,800	-1,025	43%
BOT Discretionary Fund	133	500	-367	27%
Community Domain Expense	672	2,800	-2,128	24%
Community Service Projects		500	-500	
Graduation Expenses	14	1,020	-1,006	1%

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11/02/21

Accrual Basis

**Hilltown Cooperative Charter School**  
**Report - Revenues & Expenditures vs. Budget**  
**July through September 2021**

	Jul - Sep 21	Budget	\$ Over Budget	% of Budget
<b>Field trips</b>				
Indigos Field Trips		600	-600	
Blues Field Trips		600	-600	
Greens Field Trips	23	630	-607	4%
Yellows Field Trips	23	600	-577	4%
Oranges Field Trips		660	-660	
Reds Field Trips		660	-660	
Purples Field Trips		930	-930	
Prisms Field Trips		1,860	-1,860	
<b>Total Field trips</b>	46	6,540	-6,494	1%
<b>Fundraising Expenses</b>		800	-800	
Kid's Club Food/Supplies	431	3,500	-3,069	12%
MCSA Dues	6,393	6,393		100%
Miscellaneous Expenses	805	1,020	-215	79%
<b>School Lunch Expense</b>	2,987	20,000	-17,013	15%
<b>SPED Contingency</b>		15,000	-15,000	
<b>Special Trip Expenses</b>				
Prisms Special Trip Expense	3,600			
Purples Special Trip Expenses	1,800			
Special Trip Expenses - Other		12,308	-12,308	
<b>Total Special Trip Expenses</b>	5,400	12,308	-6,908	44%
<b>Sunshine/Staff Appreciations</b>	50	1,000	-950	5%
<b>Student Activity Expenses</b>	380	12,500	-12,120	3%
<b>Travel</b>		510	-510	
<b>Total Other expenses</b>	18,086	86,191	-68,105	21%
<b>Directors' Discretionary Fund</b>		2,500	-2,500	
<b>Total Expense</b>	650,063	3,528,439	-2,878,376	18%
<b>Net Ordinary Income</b>	204,158		204,158	100%
<b>Other Income/Expense</b>				
Other Expense				
Depreciation Expenses	26,844	107,375	-80,531	25%
<b>Total Other Expense</b>	26,844	107,375	-80,531	25%
<b>Net Other Income</b>	-26,844	-107,375	80,531	25%
<b>Net Income</b>	177,315	-107,375	284,690	-165%

**Hilltown Cooperative Charter School**  
**Balance Sheet**  
As of September 30, 2021

	<u>Sep 30, 21</u>	<u>Jun 30, 21</u>	<u>Sep 30, 20</u>
<b>ASSETS</b>			
<b>Current Assets</b>			
<b>Checking/Savings</b>			
<b>Easthampton Savings</b>			
ESB-General Reserve x0819	208,541	208,331	207,447
ESB Checking - XXXXX4269	307,300	410,705	378,598
ESB-Capital Reserve x1886	<u>315,367</u>	<u>315,088</u>	<u>313,476</u>
<b>Total Easthampton Savings</b>	<u>831,207</u>	<u>934,124</u>	<u>899,522</u>
<b>Total Checking/Savings</b>	831,207	934,124	899,522
<b>Other Current Assets</b>			
Paycheck corrections	-1,597	0	0
Suspense	1,597	0	-646
<b>Due from employees</b>			
COBRA	<u>1,128</u>	<u>167</u>	<u>1,016</u>
<b>Total Due from employees</b>	<u>1,128</u>	<u>167</u>	<u>1,016</u>
Prepaid Expenses	3,992	43,427	0
Security Deposit	<u>7,125</u>	<u>4,925</u>	<u>4,655</u>
<b>Total Other Current Assets</b>	<u>12,244</u>	<u>48,519</u>	<u>5,024</u>
<b>Total Current Assets</b>	843,452	982,643	904,546
<b>Fixed Assets</b>			
<b>Property 1-3 Industrial Pkwy</b>			
Building	3,317,751	3,317,751	3,317,751
Land	<u>472,975</u>	<u>472,975</u>	<u>472,975</u>
<b>Total Property 1-3 Industrial Pkwy</b>	<u>3,790,726</u>	<u>3,790,726</u>	<u>3,790,726</u>
Accum. Depreciation - Building	-398,476	-379,139	-321,127
Property Improvements	151,440	151,440	151,440
Accum. Dep - Property Imprvmnts	-81,196	-75,090	-56,773
<b>Property and Equipment</b>			
2011 Toyota Sienna Minivan	14,012	14,012	14,012
Accum Depreciation - Vehicles	-10,509	-9,808	-7,707
Classroom Equip./Furnishings	34,508	34,508	34,508
Accumulated Depreciation - F&E	<u>-23,011</u>	<u>-22,311</u>	<u>-20,210</u>
<b>Total Property and Equipment</b>	<u>15,000</u>	<u>16,401</u>	<u>20,603</u>
<b>Total Fixed Assets</b>	<u>3,477,495</u>	<u>3,504,338</u>	<u>3,584,870</u>
<b>TOTAL ASSETS</b>	<u><b>4,320,946</b></u>	<u><b>4,486,982</b></u>	<u><b>4,489,415</b></u>
<b>LIABILITIES &amp; EQUITY</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
<b>Accounts Payable</b>			
Accounts Payable	<u>38,433</u>	<u>30,404</u>	<u>75,545</u>
<b>Total Accounts Payable</b>	<u>38,433</u>	<u>30,404</u>	<u>75,545</u>
<b>Credit Cards</b>			
American Express	0	701	431
Capital One	<u>838</u>	<u>5,401</u>	<u>4,311</u>
<b>Total Credit Cards</b>	<u>838</u>	<u>6,102</u>	<u>4,743</u>

11/02/21

**Hilltown Cooperative Charter School**  
**Balance Sheet**  
As of September 30, 2021

	<u>Sep 30, 21</u>	<u>Jun 30, 21</u>	<u>Sep 30, 20</u>
<b>Other Current Liabilities</b>			
<b>Accrued Expenses</b>	0	8,745	0
<b>Accrued Payroll</b>	0	316,873	0
<b>Deferred Revenue - Grants</b>	1,628	1,628	1,700
<b>Payroll Liabilities</b>			
<b>Dental Plan Payable</b>	-433	42	-514
<b>Employee Health</b>	-3,539	2,985	-6,896
<b>Employee Life</b>	226	181	181
<b>Federal Withholding</b>	0	0	-5,487
<b>FICA Company</b>	0	0	-1,276
<b>FICA Withheld</b>	0	0	-1,426
<b>Long Term Disability</b>	0	0	-57
<b>MA Retirement</b>	0	0	0
<b>MA Withholding</b>	0	0	-3,575
<b>Medicare Company</b>	0	0	-1,159
<b>Medicare Withheld</b>	0	0	-1,159
<b>Sect 125 - FSA</b>	-3,416	-3,627	-3,919
<b>SUTA</b>	0	0	-85
<b>Payroll Liabilities - Other</b>	211	0	-637
<b>Total Payroll Liabilities</b>	<u>-6,950</u>	<u>-419</u>	<u>-26,008</u>
<b>Total Other Current Liabilities</b>	<u>-5,322</u>	<u>326,827</u>	<u>-24,308</u>
<b>Total Current Liabilities</b>	33,949	363,333	55,980
<b>Long Term Liabilities</b>			
<b>Note Payable - USDA</b>	3,288,112	3,302,078	3,343,406
<b>Total Long Term Liabilities</b>	<u>3,288,112</u>	<u>3,302,078</u>	<u>3,343,406</u>
<b>Total Liabilities</b>	3,322,061	3,665,411	3,399,386
<b>Equity</b>			
<b>General Reserve Account</b>	208,331	0	206,512
<b>Res'd for Capital Expenditures</b>	315,088	0	312,884
<b>Contingency Fund</b>	50,000	50,000	50,000
<b>Investments in Fixed Assets</b>	202,260	202,260	254,719
<b>Undesignated Fund Balance</b>	45,891	575,339	3,484
<b>Net Income</b>	177,315	-6,028	262,431
<b>Total Equity</b>	<u>998,885</u>	<u>821,571</u>	<u>1,090,029</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>4,320,946</u></u>	<u><u>4,486,982</u></u>	<u><u>4,489,415</u></u>



**GABS Committee Meeting Minutes – Weds Nov 3, 2021, 2 p.m.**

**Meeting Location: By Zoom**

**Present:** Sara Schieffelin; Rashida Krigger; Sarah Bittenwiser; Emily Boddy; Kate Ewall  
**Guests:** None  
**Regrets:** None  
**Notetaker:** Emily

Topic	Discussion	Action (if necessary)
<b>Check-in</b>	Favorite Hygge practice as we move into the cold season.	
<b>Meeting minutes review and approval</b>	Reviewed and approved last month's minutes	
<b>Announcements</b>	None	
<b>JEDI</b>	Recruitment issues met with JEDI lens	
<b>Recruitment</b>	<p>Issue with the GABS blurb that was put in newsletter - came up at Domain Council (via Dan via parent concern). No specific skills required demeans/degrades the work of the board.</p> <p>We felt we were challenging the perception that particular skills are required (eg HR connections, lawyer, etc.) - experience in the one way we've codified it is not the only value.</p>	<p>Succession:</p> <ul style="list-style-type: none"> <li>- Kathleen taking over as president in July 2022 - intentions beyond? - Good VP to</li> </ul>



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	<p>JEDI lens: hope to recruit a broader scope of skills, beyond the perception of what qualifies someone for the board</p> <p>Teacher feedback - board felt exclusive, only certain parents recruited/invited to be on the board. This was a response to that - diverse, open, welcoming board, diverse perspectives, experiences skills. Language in statement was intentional.</p> <p>Our work as GABS vett, prepare potential applicants about what we need, what they need (time, commitment, willing to engage with consensus model, etc.) - due diligence etc. But to what extent are we vetting, imposing our perspective on fitness? Emily will ask Noelle.</p> <p>Discussing succession planning: Need more people in order to onboard people properly, then people are in leadership roles once fully oriented.</p> <ul style="list-style-type: none"> <li>- Benefits to mid year onboarding: having sufficient members in the case of resignations; new committees that have formed, current members stretched thin; succession</li> <li>- Downsides: short terms; more logistical issues from admin perspective; think about make up of board versus trying to load board regardless of potential compatibility; board cohesiveness as a result of larger cohorts joining at once</li> </ul> <p>Board committees a good place to precede onboarding - anyone interested should go on</p>	<p>work with? - Kate Ewall</p> <ul style="list-style-type: none"> <li>- Matt done with President, but what are intentions, exit chat - Kate Ewall</li> <li>- Rich intentions, term is up. Staying on? - Emily Boddy</li> <li>- VP next year?</li> <li>- Is there an ideal amount of time a role is taken on? Emily Boddy</li> <li>-</li> <li>-</li> </ul> <p>Recruitment - Sarah B will follow up with Lee-Ming</p> <p>Emily to contact Noelle about GABS role in - recommending, vetting, etc. board members, committee members</p> <p>Emily - points to bring to the board meeting re onboarding timing</p>
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	<p>committees ahead of board. Works for them to vett their own interest, and to see if it's a mutually good fit.</p> <p>Exit interviews - should we be having conversations with board members when they leave, if they don't continue to a second term or resign early?</p>	
<b>Review Action Items</b>	Action items reviewed.	
<b>Next Meeting Date/Time/Location</b>	Need input from other members - Nov 17 2pm ideal or 5:30p; Nov 22 open - timing TBA	
<b>Adjournment</b>	4pm	

Agenda items for next month: recruitment, JEDI, review/edit interest forms/questions - committee and board forms



HILLTOWN COOPERATIVE  
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JEDI Committee Meeting Minutes- October 25, 2021  
12:00 p.m.

**Present:** Kathleen Hulton, Kathleen Szegda, Meg Taylor, Rashida Krigger, Cinzia Pica-Smith, Helen Korczak, Kate Saccento

**Regrets:** Joe Wyman

Topic	Discussion	Action
Introductions	Kathleen H. introduced herself as the new chair of JEDI	
Free Lunch Program/Discussion	Kate shared an overview of the Federal lunch program, the history of Hilltown's nonparticipation in it, as well as barriers and advantages to future participation. Kate shared that Easthampton Public Schools have in the past refused to be a sponsor for Hilltown's participation. Kate shared the structural changes that would need to happen in order for Hilltown to be a site in the program (warmers, industrial sink, other renovations, hiring of staff).  The committee had a discussion about the ways that lunch is a JEDI issue.	Kate will continue to look into possible ways to reduce barriers to Hilltown's participation; Kate will talk with Mary about other ways to increase quality and equity in school lunches
Update and Discussion on Board Education	Kathleen S. updated the group on the Board's willingness to integrate JEDI training and discussion into future Board meetings. We discussed possible formats and ideas for this integration.	Kathleen S. and Kathleen H. will prepare a short introductory educational item for the next Board meeting.
Discussion of White Supremacy Culture reading	We discussed a reading on white supremacy by Tema Okun from dismantlingracism.org and identified elements for future discussion/integration into Board education and training.	
Next meeting time/date/location	11/29 at noon	Rashida will have zoom links added to the Hilltown calendar for future meetings



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		the last Monday of each month.
Adjournment	The meeting was adjourned at 1:10 p.m.	



HILLTOWN COOPERATIVE  
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Long Range Planning Committee Meeting Minutes – Monday, November 1

Location/Link: In person at 1 Industrial Parkway, Easthampton	
By Zoom; <a href="https://us02web.zoom.us/j/84914868960?pwd=WUppZmNZb3Boem9Uc1FvWjJwR3VQOT09">https://us02web.zoom.us/j/84914868960?pwd=WUppZmNZb3Boem9Uc1FvWjJwR3VQOT09</a>	
Online Meeting ID: 849 1486 8960	Online Meeting Password: plan

**Present:** Lily Newman (Zoom), Helen Korczak, Polly Normand, Rashida Krigger, Kathleen Hulton, Kate Saccento, Gina Wyman, Rebecca Belcher-Timme, Dan Klatz, Lara Ramsey

**Regrets:**

Topic	Discussion	Action (if necessary)
Approval of October Minutes	Offered time to review October minutes	Unanimously approved
Committee membership update	Helen Korczak has joined this committee, and Kathleen Hulton will stay on this committee even though she is also the new chair of the Board subcommittee, 'JEDI'. Dan Klatz will be the chair of this committee (Kathleen will not be a co-chair given JEDI responsibilities).	N/A
Data review	We look at data to find out, in broad demographic categories, who is at Hilltown? We compared our percentage of students with special education plans to the same data point at Easthampton and Northampton public schools. We hover between 16-20% while Northampton and Easthampton hover around 20%. (In a sample size as small as Hilltown's one student makes a larger different to	Dan will share document with committee  Kate will look further into the bus data to further our consideration



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

	<p>the percentage, which is probably why our range is wider than our local district public schools).</p> <p>When we compared Hilltown students who fall into the state's category of economically disadvantaged, the gap between our enrollment and that of Easthampton and Northampton is wider. In 2021, Hilltown recorded 17% economic disadvantage while Easthampton recorded 27%,</p> <p>We have 24 students who ride the bus. If our (approximately) 90 students from Easthampton were mirroring EPS, we would have 32 economically disadvantaged students --how many are riding the bus?</p> <p>When we compare the percentage of students who are white at Hilltown and the percentage of students who are white at EPS, the numbers are similar.</p> <p>Compared to Northampton, we have many fewer students who identify as Hispanic. Compared to Northampton and Easthampton, we have more students that identify as mixed-race.</p> <p>We don't currently have any ELL students at Hilltown. Easthampton and Northampton have about 3% and 4%, respectively.</p>	<p>of transportation-related goals in the LRP.</p>
<p>Discussion of project plan/timeline template</p>	<p>Sample approach to LRP Project/Timeline</p> <p>Should we develop our focal points before setting a timeline? Or does the process unearth emergent focal points?</p> <p>We could start with broad categories and use interviews and surveys to unearth...</p> <p>Major issues in educational program</p> <p>Major issues in administrative structure</p>	



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CHARTER PUBLIC SCHOOL

	<p>Major issues with facility</p> <p>Major issues related to enrollment/student body</p> <p>Major issues related to access and equity</p>	
<p>Development of survey questions</p>	<p>Link to Survey <a href="https://docs.google.com/document/d/152EMJG7e1eJrH3hW986shTHzF3GG2Y1tAgKjS_6mYqw/edit">https://docs.google.com/document/d/152EMJG7e1eJrH3hW986shTHzF3GG2Y1tAgKjS_6mYqw/edit</a></p> <p>We discuss Lily's draft of a high-level initial survey (see link above) and discuss the format and the questions. Is there a place for a question about values? That might be hard to put into writing and work better in focus groups/discussions.</p> <p>Should we use a drop down rating scale or a sliding scale for each subcategory?</p> <p>Clarification- the LRP committee recommends structural changes that support specific goals.</p> <p>How can we progress with this document? Can we work on it now, or on private copies of this document? Must be sure not to violate Open Meeting Law.</p> <p>Should we ask if people want to participate in a follow-up focus group? No, because we want this survey to be anonymous (except for identifying role in the community).</p> <p>Should we introduce changing the mission as part of this LRP? Dan brought it to the Board last month. After discussion, it seems like changing the mission statement should not be an objective but a result of the plan the LRP comes up with <i>if</i> the mission needs to be strengthened to support the new school goals.</p>	<p>Rashida, Lara, Polly and Helen will work on the survey questions before Dec. meeting</p>



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	<p>In January, let's use the Open House to survey potential community members.</p> <p>Can we reach out to recent graduates? We don't have an alumni database. Should we get one?</p> <p>Let's commit to a student focus group.</p>	
Next steps	Develop questions, work on different tiers (students, parents, staff, etc).	<p>Finalize questions in December</p> <p>Use Survey Monkey to send out survey after Dec. meeting.</p>
<b>Review Action Items</b>	Reviewed action items.	
<b>Tentative Agenda Topics for Next Meeting</b>	<p>Finalize questions in December</p> <p>Use Survey Monkey to send out survey after Dec. meeting.</p> <p>Talk about student engagement and other focus groups at next meeting</p> <p>Is there a place to talk about advocacy (parent student, staff) and the role for a neutral person. Are there enough access points? This may fall under Administrative Structure.</p>	
<b>Next Meeting Date/Time/Location</b>	Wednesday, December 1, 2021	
<b>Adjournment</b>	Meeting adjourned at 8:00 p.m.	



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

Personnel Committee Meeting Minutes  
Wed., Oct 27th at 7:30am

Zoom link: <https://us02web.zoom.us/j/88069674816?pwd=Szq0UlgxV1FKUVNXVFJHaXhtRzBIQT09>  
Passcode: coffeetime

**Present:** Nicole Grinaski, Lara Ramsey, Carla Clark, Sara Schieffelin, Tala Elia, Emily Lees

**Regrets:**

Topic	Time	Discussion	Action
Meeting Roles		Facilitator: Sara Notetaker: Sara Timekeeper: N/A	
JEDI (Hiring workshop to consider)		There's a 3-hour on-line workshop about how to diversity staff and recruit and retain staff of color. \$300 per person and they recommend sending a team--could multiple people watch from the same computer? Available dates are Nov. 2th, 17th, Dec. 8th. Discussion about if this is a priority. Funding would come from PD. Discussion about who should go--team agreed that Lara should go then discussion about sending someone from JEDI, staff equity team, and/or BOT	Lara will check with Kate and Carla about budget for this, and if there is funding will reach out to JEDI, staff equity team and BOT regarding who else should go.
Reviewing staff salary scale (Discuss how our timing aligns with Northampton and Hadley salary updates)		Northampton, Hadley and Hatfield are all in bargaining years, so no future data from them. Future data from Hampshire Regional only. Made the decision to not do three year projections b/c we don't have data, but just set salaries for FY 23 for 1 year. Parity study will take place next year once the data is available. Carla has reached out to some other schools that have not responded. She will continue to reach out to get the data (they legally have to give it). Discussion about if we should do comparison for 1 year? Discussion about rationale for setting the salary scale at 100-110%. Discussion about other benefits that Hilltown offers (good health insurance, paras in every	Carla will continue to reach out to schools that haven't responded.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

		classroom). Goal is 100% of the median salary, and this could change based on the economy. If we set a goal of 100% then we could have a simple formula.	
Review employee benefit sheet we hand out		tabled for next month	
Review action items		reviewed	
Tentative agenda topics for next meeting		continue discussion about salary scale review employee benefit sheet	
Next meeting time/date/location		Wed., Nov. 17, 7:30am via Zoom Zoom link found on school calendar	Nicole will fix link in calendar
Adjournment		8:15 am	

**HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL**

**ANNUAL REPORT**

**2020-2021**

1 Industrial Parkway  
Easthampton, MA 01027  
413-529-7178 phone  
413-527-1530 fax

[www.hilltowncharter.org](http://www.hilltowncharter.org)  
Kate Saccento, Director of Administration  
[ksaccento@hilltowncharter.org](mailto:ksaccento@hilltowncharter.org)

July 29, 2021

<b>Name of School: Hilltown Cooperative Charter Public School</b>			
Type of Charter	Commonwealth	Location of School (Municipality)	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem, Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Years the Charter was Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment as of 7/29/2021	218
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year (as stated in the charter) *	180	Students on Waitlist for 21-22 as of 7/26/2021	200
Number of Instructional Days during the 2020-2021 School Year	170* 10 days used for COVID health and safety training for staff per Commissioner's approval		
School Hours (ex: 8:30-3pm M-F)	in-person schedule: 8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 every Wed	Age of School as of 2020-2021 School Year	26 years

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

### **Mission Statement**

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

## Letter from the President of the Board of Trustees



Greetings from the Hilltown Board of Trustees,

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

A few items of note:

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

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

Respectfully submitted,

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

1 Industrial Parkway  
Easthampton, MA 01027

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

website: [www.hilltowncharter.org](http://www.hilltowncharter.org)  
e-mail: [info@hilltowncharter.org](mailto:info@hilltowncharter.org)

**Mission and Key Design Elements**

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

When surveyed annually, parents affirm their belief that the strong connection exists. There are regular opportunities for volunteering both in the classroom and for school-wide events, large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students and staff throughout the school.

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

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

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

3. Students at Hilltown develop strong foundational skills:

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

4. Hilltown uses a consensus based governance structure:

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

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

All students have regular opportunities to perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to express their concerns or questions. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

**Amendments to the Charter**

Date Submitted	Amendment Requested	Pending or Approved?
10/22/2020	Accountability Plan	Approved

## Access and Equity: Discipline Data

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

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	220	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	42	0	0	0	0
Students with Disabilities	45	0	0	0	0
High Needs	70	0	0	0	0
Female	111	0	0	0	0
Male	108	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	5	0	0	0	0
African American/Black	2	0	0	0	0
Hispanic/Latino	11	0	0	0	0
Multi-race, Non-Hispanic/Latino	26	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	176	0	0	0	0

### Hilltown's approach to student discipline

Hilltown teaches skills such as self-regulation and conflict resolution for all grades. We use the Zones of Regulation curriculum, the Social Explorers program in the younger grades, and mindfulness practices in grades K-8. Students are allowed to take breaks and seek a supportive adult (teacher, teaching assistant, nurse, adjustment counselor, or administrator) in order to de-escalate. We have not had a reason to suspend a student this year.

We keep track of students who are referred to a Director for behavioral reasons in order to monitor for evidence of bias and self-investigate our cultural practices. We use a "thinking sheet" with younger students to process and solve problems. We use a set of restorative questions to process, solve and repair with older students. We lean toward logical consequences whenever possible (for example, if a student destroyed property, the student would help take care of the property as part of the repair). When necessary, a team meeting between a parent, teacher, student and administrator may be held to review the Community Compact and identify where a new plan or more support is needed.

## Dissemination Efforts

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

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

## Academic Program Success

### Student Performance

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

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

<b>2020 Official Accountability Report*</b> <b>Hilltown Cooperative Charter Public School</b>	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward goals
Progress toward improvement targets	57%- substantial progress toward targets
Accountability percentile	62nd percentile

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

\*The above accountability information represents determinations from 2019.

### Academic Program

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

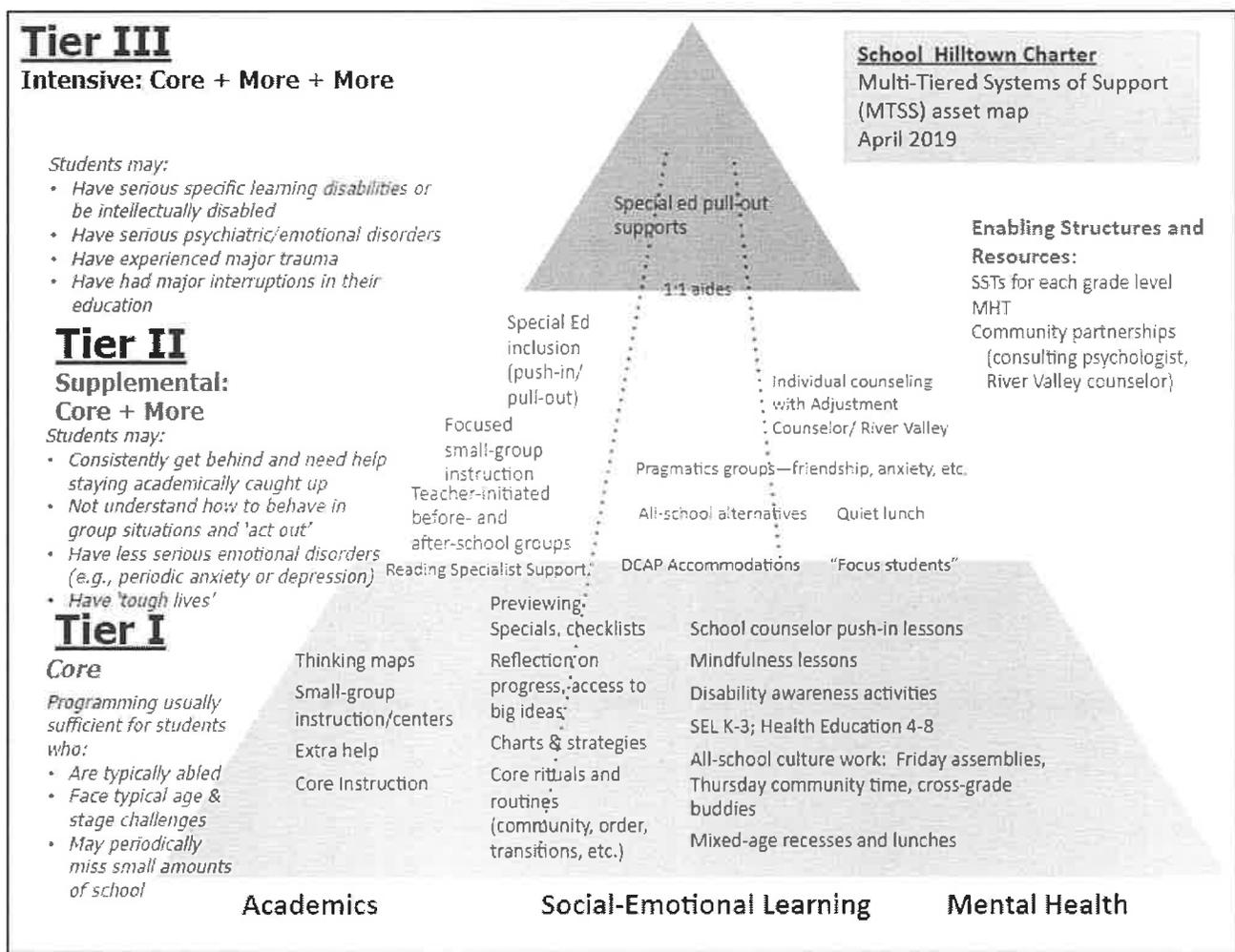
As in other years, we used the Being a Reader curriculum in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In K-5, teachers also drew on the Teachers' College Writing Program, Being a Writer (through Collaborative Classroom), Words Their Way, and the Zaner Bloser spelling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

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

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

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

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



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

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

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

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

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

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

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

**Organizational Viability**

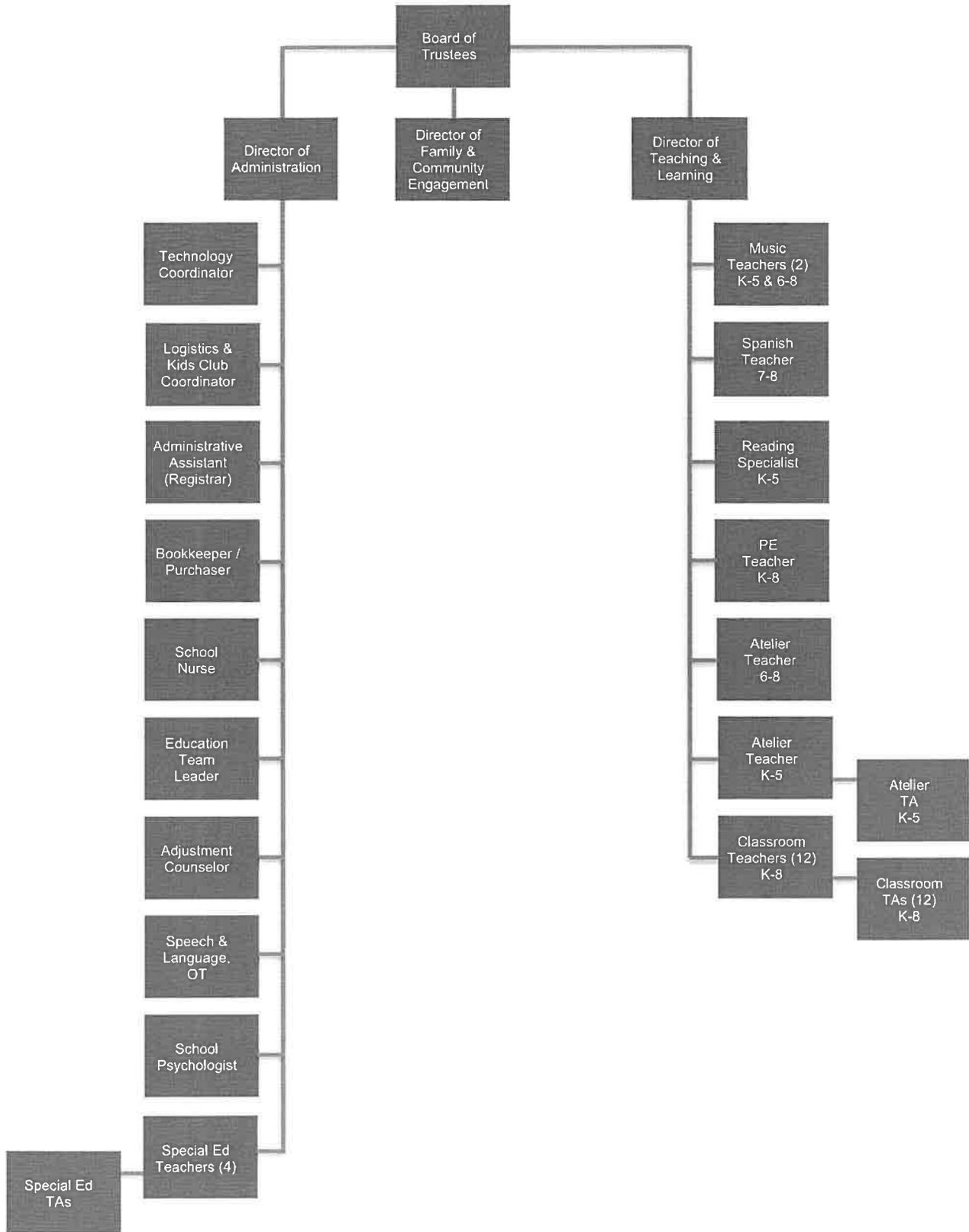
**Organizational structure of the school during the 2020-2021 school year** (see chart on page 7)

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

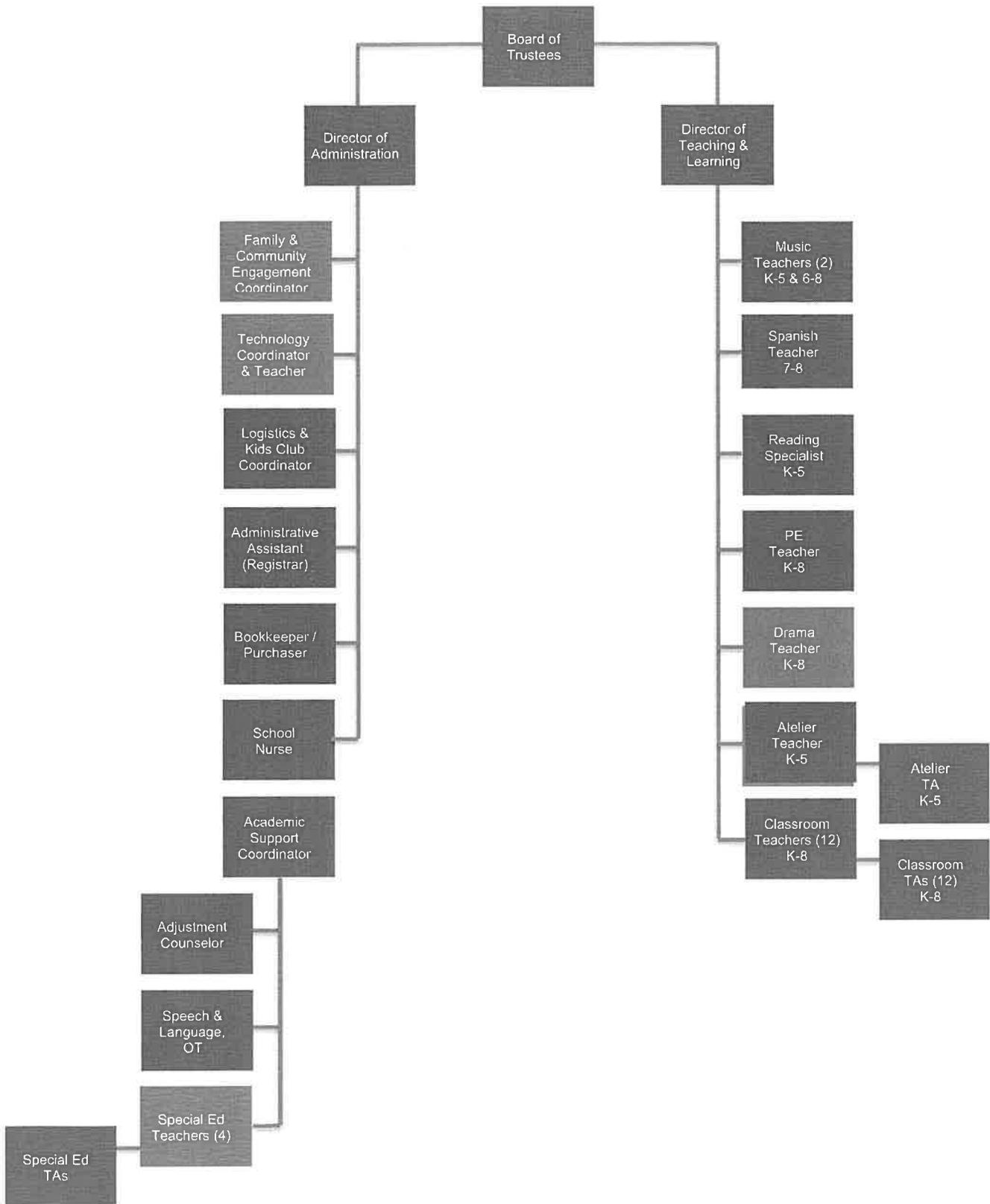
**Anticipated changes in the organizational structure of the school for the 2021-2022 school year** (see chart on page 8)

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

# Hilltown Cooperative Charter Public School Organizational Chart 2020-2021



# Hilltown Cooperative Charter Public School Organizational Chart 2021-2022



**Budget and Finance**

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

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

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

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

<u>Assets</u>	
<b>Current Assets</b>	
Cash	\$ 410,705
Certificate of Deposit	523,419
Accounts Receivable	167
Prepaid Expense	43,427
<b>Total Current Assets</b>	<u>977,719</u>
<b>Non-Current Assets</b>	
Capital Assets	
Building (Net)	3,014,963
Land 1-3 Industrial Pkwy	472,975
Vehicles (Net)	4,204
Furniture and Equipment (Net)	12,197
Security Deposits	4,925
<b>Total Non Current Assets</b>	<u>3,509,263</u>
<b>Total Assets</b>	<u>\$ 4,486,982</u>
<u>Liabilities &amp; Net Position</u>	
<b>Current Liabilities</b>	
Accounts Payable	\$ 36,506
Accrued Wages Payable	316,873
Accrued Payroll Liability	(419)
Accrued Expenses	8,728
Deferred Revenue	1,628
<b>Total Current Liabilities</b>	<u>363,315</u>
<b>Long Term Liabilities</b>	
Note Payable - USDA	\$ 3,302,078
<b>Total Long Term Liabilities</b>	<u>3,302,078</u>
<b>Total Liabilities</b>	<u>\$ 3,665,394</u>
<b>Net Position</b>	
Investment in Capital Assets	202,260
Unrestricted	619,328
<b>Total Net Position</b>	<u>821,588</u>
<b>Total Liabilities and Net Position</b>	<u>\$ 4,486,982</u>

**Hilltown Co-operative Charter Public School  
Approved FY22 Budget**

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

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

<b>FY22 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2021 submission	218
Number of students upon which FY22 budget tuition line is based	218
Number of expected students for FY22 first day of school	218
We generally budget conservatively, allowing for 5-10 less students than expected, in case there are unanticipated changes in enrollment.	

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

# APPENDIX A

## Accountability Plan Evidence 2020-2021

### Faithfulness to Charter

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

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

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

#### Dissemination

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

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

TABLE 1: Eighth Grade Project Research Questions

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

TABLE 2

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

*Popular courses were offered multiple times*

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







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

## APPENDIX B

### Charter School Recruitment and Retention Plan Template

#### Recruitment Plan

2021-2022

School Name: Hilltown Cooperative Charter Public School

##### 2020-2021 Implementation Summary:

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

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

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

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

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

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

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

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

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

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

**Recruitment Plan – 2021-2022 Strategies**

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

**Special education students/students with disabilities**

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

None needed at this time.

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

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

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

## Retention Plan 2021-2022

### 2020-2021 Implementation Summary:

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

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

While we were faced with the challenges of a pandemic, we were still able to keep small class sizes, homework support for students with disabilities, teaching assistants in all classrooms, and extra support in younger grades from OT and speech therapists. Fortunately, our student attrition level has consistently been quite low. Our 2020-2021 attrition report showed a school-wide attrition rate of 4.2%, with no attrition from populations of particular interest. We continue to achieve our target retention rate of 95% or higher.

### Overall Student Retention Goal

**Annual goal for student retention (percentage):**

95%

### Retention Plan – 2021-2022 Strategies

Strategies for retention activities for each demographic group.

#### Special education students/students with disabilities

#### Special education students/students with disabilities

#### (b) Continued 2020-2021 Strategies

Below third quartile: no enhanced/additional strategies needed

- Small class size with low adult to child ratio
- 4x/week after school homework club
- Daily non-academic after-school program
- Frequent parent conferences
- Child study process for early intervention on a pre-special education evaluation basis
- Teaching assistants in all classrooms

#### (c) 2021-2022 Additional Strategy(ies), if needed

Not applicable

#### Limited English-proficient students/English learners

**School percentage:**

12.1%

**Third Quartile:** 13.6%

The school's attrition below third quartile percentages.

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

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

	<ul style="list-style-type: none"> <li>• Extra support in younger grades from OT, PT, and speech therapist</li> </ul> <p style="text-align: center;"><b>2021-2022 Additional Strategy(ies), if needed</b> None needed</p>
<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2020-2021 Strategies</b> Not applicable</p>

## APPENDIX C

### School and Student Data Tables

Our student demographic information can be found in our 2019-20 district profile on the DESE website at: <https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04500000&orgtypecode=5>

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

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kate Saccento Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2014	NA
Lara Ramsey Director of Teaching and Learning	Responsible for student support services including discipline, supervision of teaching staff, curriculum development, education policy and implementation	7/2017	NA
Deirdre Arthen Director of Community and Family Engagement	Responsible for parent /community volunteers, community service learning program, community events planning, online presence, supervision of development activities	4/2000	6/2021

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

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

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

<b>BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Terms served</b>	<b>Length of each term (start and end date)</b>
Matthew Dube	President, Parent	Domain Council	2	07/01/18-06/30/21
Dawn Reesman	Vice President, Parent	Domain Council, Governance	1	07/01/19-06/30/22
Noelle Stern	Clerk, Parent	Governance Chair	2	07/01/18-06/30/21
Rich Senecal	Treasurer, Parent	Finance	1	07/01/19-06/30/22
Joe Wyman	Parent	Facilities Chair	3	07/01/17-06/30/20
Karen Sise	Parent	Facilities	1	07/01/19-12/31/2020
Jill Richmond	Parent	Facilities	1	11/3/2020-07/01/2021
Kelly Woods	Parent	Personnel Chair	1	07/01/19-06/30/21
Paula Ingram	Staff	N/A	2	07/01/18-06/30/21
Chris Korczak	Parent	Finance	1	8/28/2020-8/30/2023
Sara Schieffelin	Parent	Governance	1	7/01/2021-6/30/2024
Jen Matos	Parent	Justice, Equity Diversity & Inclusion	1	07/01/2020-6/30-2021
Tala Elia	Parent	GABS	1	11/3/2020-11/2/2022

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

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

## APPENDIX D

### Additional Required Information

#### Key Leadership Changes

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

#### Facilities

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

#### Enrollment

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