

Organizational Structure

Our organizational structure is focused on Urie Bronfenbrenner's theory on the Ecological System and the interrelationship it has in child development. We are fortunate to be comprised of multiple levels of an Ecological System, whom we consider "stakeholders" in our organization. These stakeholders are dependent upon each other for our success and accountable to each other in responsibilities, each with significant roles and rights. These stakeholders include the board of directors, senior leadership team, administration, faculty, families, early learning community, and most of all, the children.

As a non-profit organization, we take a community-based stance in decision-making and fundraising. Our educational program is managed and operated by the administrative and educational team, as described below. Additionally, we contract payroll and other accounting services to an outside agency.

Board of Directors

The organization is governed by a volunteer Board of Directors, organized by the by-laws registered with the Secretary of State. Board terms are a minimum of two years, with an executive team consisting of a President, Vice President, Secretary, and Treasurer. Members are nominated and voted in by the current board, with one non-voting seat reserved for a faculty representative. The Executive Director serves as an agent of the Board and is a non-voting member.

The Board's four major functions are to:

- Ensure the organization's financial solvency and sustainability.
- Assist in strategic planning and visioning.
- Provide support to the Executive Director, including an annual performance review.
- Conduct fundraising activities and attend to fund development

Organizational Leadership

Hilltop's organizational leadership comprises the Executive Director, senior managers, and an accountant, all working collaboratively to ensure the smooth operation and strategic direction of the organization. The Executive Director oversees the overall management, strategic planning, and vision implementation, serving as a key liaison with the Board of Directors. Senior managers are responsible for various operational areas, including program management, curriculum development, and staff support, ensuring that Hilltop's educational and community goals are met. The accountant manages the financial operations, including budgeting, payroll, and financial reporting, to maintain the organization's financial health and compliance. Together, this leadership team works to uphold Hilltop's mission and provide high-quality early learning experiences.



Darline – Executive Director



Alfonso – Senior Manager



Emily – Senior Manager



Manny – Accountant

Program Administration

Hilltop's program administration includes a dedicated team of coordinators working together to ensure the effective management and operation of our programs. Program coordinators oversee operations, build family partnerships, and ensure compliance with licensing regulations. The enrollment coordinator manages admissions, assists families, and ensures smooth onboarding for new families. The facilities coordinator maintains a safe and welcoming environment, oversees building maintenance, and ensures compliance with standards. The outreach coordinator develops community partnerships, organizes professional development, and promotes Hilltop's mission. The marketing coordinator handles communication strategies, social media, and promotional activities to enhance visibility and engagement. This administrative team supports Hilltop's mission by seamlessly meeting operational, educational, and logistical needs.



Jonney – Program



Hannah – Program



Theresa – Program



Valerie - Enrollment



Mischa – Facilities



Becky - Outreach



OPEN - Marketing



Reuel - Kitchen

Faculty

Our core values focus on creating a child-centered environment supported by professional and knowledgeable educators, administrators, and leadership. We expect our educators to be the most nurturing and passionate early childhood education enthusiasts. Our educators are not only experienced and nurturing but also passionate and creative with their curriculum design. They are great communicators who enjoy collaborating with their colleagues and the greater ECE community.

Faculty Qualifications and Training

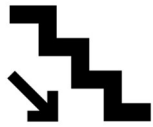
Our organization hires faculty based on their professional experience in Early Childhood Education, their passion for working with young children, and their educational background, paying special attention to their philosophy of working with children. After hire, educators further their professional development through classes and training.

New faculty, substitutes, and volunteers complete a Portable Background Check (PBC) valid for three years. Faculty must also maintain current certifications in CPR/First Aid, HIV/AIDS, Bloodborne Pathogens (BBP), Safe Sleep, Child Abuse and Neglect Protocol, WA State Food Handler's card, and Medication Management. Each employee must have a negative Mantoux TB test upon employment.

All faculty are required to complete either a 30-hour Basic Early Childhood Education training approved by the state or have 12 college credits related to ECE. Faculty must also complete 10 hours of training each year, which we provide, often during in-services and our annual retreat.

Mentorship Team

The mentor team is responsible for observing and assessing classroom activities, providing on-the-job guidance and training to primary educators, program faculty, and volunteers. Their goal is to improve classroom quality and training, maintain high-quality adult-child interactions, and promote career development within our organization.



Downstairs Team



Andy – Birth to One



Paty – One to Two



Naako – Two to Three



Upstairs Team



Vero – Three to Five



Jenny – Three to Five



Elli – School Age

Birth to One (Ratio 1:4)

Our Birth to One Pod consists of three connecting classrooms, designed to create a nurturing and secure environment. Our fundamental role is to establish trusting relationships with the infants in our care. Children learn that they can trust familiar adults to respond to their needs and follow their lead to explore the world around them. Through the bonds among children, families, and educators, we create a reliable, safe, and comforting atmosphere that reinforces the trust children learn at home.



Room 1



Geneva – Primary



Courtney – Primary



Micheal – Support



Room 2



Elle – Primary



Megan – Primary



Caroline – Support



Room 3



OPEN – Primary



OPEN – Primary



Andy – Mentor

One to Two Pod (Ratio 1:6)

The One to Two Pod, with three connecting classrooms, focuses on fostering the development of autonomy and confidence in one-year-olds. We provide opportunities for children to accomplish tasks successfully on their own, fostering their sense of competence. Our activities include art, sensory play, reading/storytelling, and science, designed to be developmentally appropriate and engaging. We emphasize social interaction and engagement, helping children develop important social skills through cooperative play and exploration.



Room 1



Nzinga – Primary



Sophia – Primary



Tia – Support



Room 2



Jaisa – Primary



OPEN – Primary



Serenity – Support



Room 3



Syd – Primary



Andrew – Primary



Paty – Mentor

Two to Three Pod (Ratio 1:7)

The Two to Three Pod, featuring three connecting classrooms, is a special space for children aged two and three. Here, the focus is on relationships, confidence, and independence. With generous spaces and excellent teacher ratios, two-year-olds soon show us how capable they really are. Activities and interactions are designed to support their growing autonomy and curiosity.



Room 1



Whitney – Primary



Alex – Primary



Manuela – Support



Room 2



Lara – Primary



Leah – Primary



Molly – Support



Room 3



Mindy – Primary



Caitlin – Primary



Naoko – Mentor

Three to Five Pod – Full Day/Full Year (Ratio 1:8)

The Three to Five Pod includes two connecting classrooms that create an intellectually challenging learning environment. Children continue to develop their sense of autonomy while deepening their bonds with their peers. Enrichment continues in this pod, encouraging children to experiment, explore, and pursue their interests. They grow in their abilities to engage in critical thinking as their ideas are challenged, confirmed, elaborated on, or changed through interactions with peers and adults. Our curriculum involves in-depth experiences in science, math, literacy, language, the natural world, and complex social/emotional experiences. When children transition to another early childhood program or school, our educators can provide consultation to their new teachers at the family's request.



Pod 1 - Room 1



Steph – Primary



Evie – Primary



Martha – Support



Pod 1 - Room 2



Keeley – Primary



Saadia – Primary



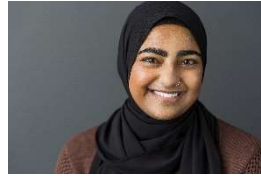
Max – Support



Pod 2 - Room 1



Michele – Primary



Manahil – Primary



Erin – Support



Pod 2 - Room 2



Django – Primary



Anusha – Primary



Tigest – Support

Three to Five Pod – Half Day/School Year (Ratio 1:9)

Our Half Day Classroom consists of two connecting classrooms that create an intellectually stimulating and collaborative learning environment. This setting is designed to foster children's autonomy and deepen their bonds with peers and educators. The lab classroom provides opportunities for preschool children to experiment, explore, and pursue their interests, engaging in critical thinking through interactions with peers and adults. The curriculum encompasses in-depth experiences in science, math, literacy, language, the natural world, and complex social/emotional learning. The SPP Lab Classroom also serves as a demonstration site for best practices in early childhood education, where practicum students, work-study students, and coaches/mentors can observe and participate in the learning process.



Queen Anne - Room 1



Jacob – Primary



OPEN – Primary



Jaimie – Support



Queen Anne - Room 2



Jill – Primary



Kit – Primary



Fremont - Room 1



Rebecca – Primary



Amira – Primary



Karin – Support



Fremont - Room 2



Laura – Primary



Maddie – Primary

School Age – Kindergarten to Second Grade Pod (Ratio 1:14)

The School Age Pod consists of two connecting classrooms, providing a space for school-age children to grow a healthy sense of self in relationship with others. We offer rich opportunities for children to meet new people and make new friends. In addition to daily after-school care, we provide all-day care on school closures, including Early Dismissals, Professional Development Days, and Winter/Mid-winter/Spring Breaks.



Jaimie - Primary



Karin – Primary



Sara – Primary



Sophia – Primary

Substitute Team

Our substitutes are responsible for creating and maintaining a safe, fun, and thriving learning environment. They provide direct instruction to children using an established curriculum plan provided by the primary educators in their absence.



Brax - Sub



Lydia - Sub



Naomi - Sub



Rachel - Sub

Work Study and Practicum Students

Each of our classrooms is supported by either work study or practicum students from local colleges, including Seattle Pacific University, University of Washington, Seattle Colleges, and Seattle University. Work study students are partially paid through our organization and partially paid through the school's FAFSA program and come to us from several different majors of study. Practicum students are enrolled in Early Childhood Education or Child Family Study courses, emphasizing the practical application of theory through on-the-job experience.

