

**HCCPS Board of Trustees  
Meeting Agenda  
April 12, 2017**

Please bring your board books as we have some updates!

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

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

**Facilitator: Scott Remick**

**6:30 Welcoming (read mission statement) (15 min)**

Announcements, appreciations, acknowledgements  
Agenda check; Appoint timekeeper, listkeeper  
Thank You Note check  
BOT Visibility this month  
Approve Minutes from February meeting

**6:45 Public Comment period (10 min)**

**6:55 Supervision/Eval Plan for HCCPS Teachers Proposal: Steve/Dan (10 min – decision)**

**7:05 Pledge/Flag Update: Amy A (10 min – discussion)**

**7:15 Facility/On-site Committee Update: Amy A/Charles (10 min – update)**

**7:25 Charter School Assoc Involvement: Amy A (10 min - discussion)**

**7:35 By-Law Changes: Amy R/Deirdre/Penny (10 min – discussion)**

**7:45 BOT Recruitment: Amy R/Deirdre/Penny (10 min – discussion)**

**7:55 Board Book Updates: Penny (5 min – update)**

**8:00 Annual meeting planning: Deirdre (10 min – discussion)**

**8:10 Director Salary Adjustment: Scott (10 min – discussion)**

**8:20 New Business (5 min – identify only)**

**8:25 Committee Reports (5 min – questions only)**

**8:30 Meeting Wrap-up/ Evaluation/Minutes Finalization (5 min)**

Confirm date/facilitator, snack bringer, newsletter blurb, agenda check for next meeting

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

**8:40 Adjournment**

April 12, 2017

We are writing to formally express our disappointment with how the last phase of the hiring process for the position of Director of Teaching and Learning played out. Our purpose in bringing this to the Board's attention is not to debate the outcome of the final decision, but rather to discuss how the process was handled.

We recognize and appreciate that the hiring committee for this position spent many hours working in good faith to select and narrow the field of candidates, and that the teaching staff was given adequate opportunities to offer their informed opinions to the committee. At the last face-to-face meeting of the committee, there was not a clear majority decision of which candidate to recommend to the board. Before another meeting could be scheduled to discuss this as a group, an email poll of the group reflected that the vote had shifted to 5-2 without any further face-to-face discussion or explanation as to why the vote had shifted. The voters in the minority continued to voice serious concerns, which were strong enough to prompt one of the members in the minority to submit a written statement of dissent to be entered into the public record.

Additionally, all three coordinators formally expressed their desire to the Board to delay a hiring decision until the hiring committee had more time to address the concerns raised by the minority. Dan, Amy, and Deirdre were united in their belief that they were "extremely worried" that having a committee member submit a letter of public dissent would have "a potential for major fallout in the community," and they stated that "the potential risks are so high that we feel it is better both in the short and long term to delay the committee's recommendation until they can meet again." They also noted this was the first time they had ever been in serious disagreement with the Board, and they did not take it lightly.

Despite the unprecedented expression of dissent from the administration and serious concerns voiced by the hiring committee member, the Board went ahead with accepting the committee's recommendation and expediting the approval vote.

The selection of a Director of Teaching and Learning this year was probably one of the most momentous decisions in our school's history. Hilltown is founded on a shared spirit of community and consensus. Accepting a majority rule decision without an attempt to find common ground with the minority (and disregarding a request from all three administrators to have more time to accomplish that) runs contrary to those values.

It is our hope that the residual feelings of disconnect and frustration that currently exist among members of the teaching staff can be addressed by the Board and used as a starting point for a constructive conversation going forward. Thank you for your continued commitment to our shared community.

Respectfully submitted by:

Marcella Blaustone

Special Education

Amy Linnell

Speech & Language

Peter Kennedy

6<sup>th</sup> Grade

Paula Ingram

6<sup>th</sup> Grade

Justin Smith

SPECIAL EDUCATION COORDINATOR

Shirley Fink

Special Education

Laurel C. Loomis

Attenderista

Carla C. Clark

Bookkeeper/Purchaser

Emilie S. Woodard

adjustment counselor

Beth Adel

7<sup>th</sup> & 8<sup>th</sup> grade teacher

Monique Brown

Administrative Assistant

Joy E. Longsten

Attenderista

Kelly MA

Special Education

Nancy Childs

2/3 Teacher

Paula Gelles

2/3 Teacher

Keri Simonelli

K/1 Teacher

Marquerite Durant	music + movement
Rebecca Belkitch	K/1 Teacher
Alec MacLachlan	4/5 Teacher
Joanna Fajelmar Ma	7/8 Humanities Teacher
John Van Beckum	7/8 Science Teacher
Glen	Tech Coordinator
Felicia Mednick	Reading Specialist



## **Personnel Committee Proposal to the Board of Trustees**

Date: April 7, 2017

Priority level: Medium

Approximate time needed for discussion: 10 Minutes

Proposal to be presented by: Steven Hoyt, Dan Klatz

**Committee members drafting proposal:** Steve, Dan, Rebecca Belcher-Timme, Carla Clark

### **Text of proposal:**

We recommend changing the Supervision and Evaluation Plan for HCCPS Teachers so that the current plan is used for the first three years of teaching and for any teachers not proficient in all areas after year three. For those in good standing, evaluation would be conducted every three years, with an annual check-in. The three year evaluation would include a peer consultation. Details can be found on pages 3-5 of the attached plan.

### **Goals to be achieved by proposal:**

Supervision resources would be prioritized for teachers new to the school and teachers who need to work on an area of practice. Experienced teachers gain a formal peer consultation, while maintaining some annual feedback.

### **Potential problems/dissenting views:**

Experienced teachers in good standing who have been with the school for more than three years no longer are fully evaluated annually.



## **Revised Supervision and Evaluation Plan for HCCPS Teachers: Personnel Committee, March 2017**

### ***Procedures:***

**ANNUAL EVALUATION** is required for all teachers in their first three years of teaching at HCCPS. In addition, teachers who are not proficient in one of the four major areas of evaluation, and others at the discretion of the Education Coordinator will also have an annual evaluation. This evaluation will include:

- ◆ Observation reports provided by the Education Coordinator.
- ◆ Self-evaluation report completed by teacher.
- ◆ Annual evaluation report from Education Coordinator addressing all four major areas of HCCPS Job Responsibilities and Standards.

1. **ANNUAL GOALS:** The teacher will provide the Education Coordinator with a draft of at least one annual goal. Teachers should focus on one or two, performance goals each year. These goals should relate directly to one or more of the Teacher Proficiency Standards. For teachers who were previously evaluated and were not proficient in a particular standard, the goal must be in that area of practice. Each goal should include expected outcomes for the teacher and for students, procedures for achieving the objective and criteria for measuring success. If only one goal is chosen, it should be educationally significant and remain a focus of activity throughout the year.

The Education Coordinator will meet with each teacher in September to discuss the annual goal. Both parties will work to agree on the goals(s) before they become active. If they cannot agree, the Education Coordinator has the right to establish the goal(s).

2. **OBSERVATION OF TEACHERS:** The Education Coordinator will observe each teacher a minimum of three times in the process of teaching students. The observations may be audio or videotaped. At least one observation will be scheduled in advance. The teachers should submit a lesson plan in advance of the scheduled observation and include goals for the lesson. The teacher, if she/he wishes, will meet with the Education Coordinator within one week to discuss the observed lesson. The Education Coordinator will determine effectiveness based on direct observation, teacher's self-evaluation if applicable, and the Coordinator's own professional judgement as to the accomplishment of the lesson's goals and objectives and the application of sound teaching strategies.

Other observations will be less formal, with no required conferences. Short written feedback may be given following these observations. The Education Coordinator will determine the number of observations.

3. **SPECIAL PROVISIONS FOR TEACHERS IN THEIR FIRST YEAR AT HCCPS:** It is expected that new teachers will need more supervisory assistance than experienced staff. This will include weekly meetings with the Education Coordinator, assignment of a "buddy"

colleague, and a formal mid-year evaluation from the Education Coordinator. New teachers will establish their annual goals with the Education Coordinator, as outlined above, by October 1.

4. **PARENT FEEDBACK:** Each school year the Education Coordinator will distribute to parents ~~and students~~ a survey instrument designed to obtain feedback about the performance of teachers. The Education Coordinator will collect and summarize the feedback from parents and students regarding the performance of classroom teachers. This feedback will be shared with teachers before the end of the school year.

5. **SELF-EVALUATION:** Teachers provide the Education Coordinator with their annual written self-evaluation report highlighting their accomplishments that year, including:

- ◆ progress in achieving annual goal(s);
- ◆ participation in education-related course work and professional development programs;
- ◆ school committees, activities, and any other pertinent data relating to professional growth.

Goals for the following year may be included in the self-evaluation (see #1).

6. **ANNUAL EVALUATION REPORT:** The Education Coordinator, using all of the above areas as well as general observations of teacher's practice will prepare a report addressing the teacher's performance in the four major areas of Teacher Proficiency Standards. If the Education Coordinator concludes that in any of these areas job performance is deficient, the HCCPS Corrective Action Process will be activated.

7. **FOLLOW-UP:** The teacher will have the opportunity to respond in writing to the Education Coordinator's evaluation. The report and any response will be placed in the teacher's personnel file. If the teacher would like to appeal the evaluation, the School Grievance Procedure can be activated.

**THREE YEAR EVALUATION** is used for all returning teachers in good standing who have worked for at least three years at the school. These evaluations will include:

- ◆ Observation reports provided by the Education Coordinator.
- ◆ Peer Consultation
- ◆ Self-evaluation report completed by teacher.
- ◆ A Three Year Evaluation Report from the Education Coordinator addressing all four major areas of HCCPS Job Responsibilities and Standards.

1. **ANNUAL GOALS:** The teacher will provide the Education Coordinator with a draft of at least one annual goal. Teachers should focus on one or two, performance goals each year. These goals should relate directly to one or more of the Teacher Proficiency Standards. Each goal should include expected outcomes for the teacher and for students, procedures for achieving the objective and criteria for measuring success. If only one goal is chosen, it should be educationally significant and remain a focus of activity throughout the year.

The Education Coordinator will meet with each teacher in September to discuss the annual goal. Both parties will work to agree on the goal(s) before they become active. If they cannot agree, the Education Coordinator has the right to establish the goal(s).

2. **OBSERVATION OF TEACHERS:** The Education Coordinator will observe each teacher a minimum of three times in the process of teaching students. The observations may be audio or videotaped. At least one observation will be scheduled in advance. The teachers should submit a lesson plan in advance of the scheduled observation and include goals for the lesson. The teacher, if she/he wishes, will meet with the Education Coordinator within one week to discuss the observed lesson. The Education Coordinator will determine effectiveness based on direct observation, teacher's self-evaluation if applicable, and the Coordinator's own professional judgement as to the accomplishment of the lesson's goals and objectives and the application of sound teaching strategies.

Other observations will be less formal, with no required conferences. Short written feedback may be given following these observations. The Education Coordinator will determine the number of observations.

3. **PEER CONSULTATION:** The teacher will choose a peer who will observe and consult in an area of practice selected by the teacher. Feedback will be confidential, but the teacher will write a summary reflection of the consultation.

4. **PARENT FEEDBACK:** Each school year the Education Coordinator will distribute to parents ~~and students~~ a survey instrument designed to obtain feedback about the performance of teachers. The Education Coordinator will collect and summarize the feedback from parents and students regarding the performance of classroom teachers.

5. **SELF-EVALUATION:** Teachers provide the Education Coordinator with their annual written self-evaluation report highlighting their accomplishments that year, including:



- ◆ progress in achieving annual goal(s);
- ◆ reflection on peer consultation
- ◆ participation in education-related course work and professional development programs;
- ◆ school committees, activities, and any other pertinent data relating to professional growth.

Goals for the following year may be included in the self-evaluation (see #1).

**6. THREE-YEAR EVALUATION REPORT:** The Education Coordinator, using all of the above areas as well as general observations of teacher's practice will prepare a report addressing the teacher's performance in the four major areas of Teacher Proficiency Standards. If the Education Coordinator concludes that in any of these areas job performance is deficient, the HCCPS Corrective Action Process will be activated.

**7. FOLLOW-UP:** The teacher will have the opportunity to respond in writing to the Education Coordinator's evaluation. The report and any response will be placed in the teacher's personnel file. If the teacher would like to appeal the evaluation, the School Grievance Procedure can be activated.

## **ANNUAL CHECK IN FOR TEACHERS IN GOOD STANDING**

Teachers in good standing who have worked at the school for at least three years and are therefore on a three year evaluation cycle will have annual check-ins which will include the following:

**ANNUAL GOALS:** The teacher will provide the Education Coordinator with a at least one annual goal in September. Teachers should focus on one or two, performance goals each year. These goals should relate directly to one or more of the Teacher Proficiency Standards. Each goal should include expected outcomes for the teacher and for students, procedures for achieving the objective and criteria for measuring success. If only one goal is chosen, it should be educationally significant and remain a focus of activity throughout the year.

**OBSERVATION OF TEACHERS:** The Education Coordinator will observe each teacher at least once in the process of teaching students.. The teachers should submit a lesson plan in advance of the scheduled observation and include goals for the lesson. The teacher, if she/he wishes, will meet with the Education Coordinator within one week to discuss the observed lesson. The Education Coordinator will determine effectiveness based on direct observation, teacher's self-evaluation if applicable, and the Coordinator's own professional judgement as to the accomplishment of the lesson's goals and objectives and the application of sound teaching strategies.

**PARENT FEEDBACK:** The Education Coordinator will distribute to parents ~~and students~~ a survey instrument designed to obtain feedback about the performance of teachers. The Education Coordinator will collect and summarize the feedback from parents and students regarding the performance of classroom teachers.

**SUMMARY REPORT:** The Education Coordinator will prepare a summary report highlighting the results from the annual check-in. Teachers may request a follow up meeting to the report. If the Education Coordinator finds that there is an area where the teacher is no longer proficient, a follow-up meeting is required.

## **TEACHER PROFICIENCY STANDARDS**

### **Standard I: Curriculum, Planning, and Assessment**

- Engages students in learning experiences that enable them to acquire knowledge and skills in the subject.
- Provides appropriate developmental learning experiences that enable all students to progress toward meeting intended objectives.
- Designs lessons within units of instruction with objectives that engage students and show awareness of pacing, sequencing, activities, materials, resources and groups.
- Designs and administers a variety of informal and formal methods and assessments, and uses these to identify and/or implement appropriate interventions for students.
- Regularly shares with colleagues (e.g., general education, special education, and English learner staff) and draws conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.
- Provides descriptive feedback and engages students and families in constructive conversation that focuses on how to support students in their learning

### **Standard II: Teaching All Students**

- Defines high expectations for student work and provides exemplars, rubrics, and guided practice as appropriate.
- Uses instructional practices that are likely to motivate and engage most students during the lesson.
- Accommodates differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners (for example, tiered instructions and scaffolds).
- Maintains a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are addressed. (examples, through routines, consistent behavioral expectations, community norms, etc.)
- Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.
- Guides students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn.
- Establishes a classroom culture that encourages students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.

### **Standard III: Family and Community Engagement**

- Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community.
- Consistently provides parents with clear, user-friendly expectations for student learning and behavior (i.e. Community Compact, etc).
- Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.
- Regularly communicates with families about student performance and learning through parent conferences and ongoing verbal and written communication.
- Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, values and structures.

#### **Standard IV: Professional Culture**

- Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.
- Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources.
- Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.
- Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.
- Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students.
- Demonstrates sound judgment and protects student confidentiality appropriately.
- Is consistently punctual and reliable with paperwork, duties and assignments; Is infrequently absent.



## **Education Domain Report to the Board of Trustees**

March 17, 2017

Teachers discussed ways to meet the pledge requirement at the January 31 teacher meeting. The following ideas were discussed:

- Educate as opposed to indoctrinate. Kids should know what it is.
- Maybe once/twice a year we have a part of All-School and classes explain parts
- Suggestion: kids say it at the beginning of each week. And there should always be some discussion of what it means.
- This is cultural knowledge.
- Some kids will like getting up and leading it.
- Littlest kids most at risk of indoctrination. Could link to our recent study of “liberty and justice for all.”
- Could be something we start in Oct, not Sept, so classrooms can establish their norms and have time to break down pledge first.
- Be very clear that every individual student has right to not say it, say only parts, etc.
- Once a week might work best if we want them to actually have it memorized.
- Student who wants to say the whole thing can lead it.
- It will be different once it’s been spoken over the years.
- Kids may not know what’s on the flag. What does it mean to be a country? Opportunity to talk about civics. Fits with curriculum.

Conclusion:

1. Beginning in October, all students will provided the opportunity to say the pledge once per week, time at teachers’ discretion.
2. Grade level teams will meet in August to discuss how to break this down/teach it.
3. We will communicate our plans to parents this spring. This will be a topic of discussion at May’s Annual Meeting.
4. We will start in next school year



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)



In 2017, more than ever before, the charter public school movement needs to grow its grassroots advocacy base and our schools' boards of trustees/directors are the best place to start. Our challenges on Beacon Hill are no longer about lifting the cap, but on protecting the gains we have made and building bridges with others who care about improving public education. We know that some of the legislation that has already been filed in 2017 would cut into charter school autonomies and we need a large group of thoughtful leaders to help defend against such harmful measures by connecting with the lawmakers that represent them personally as well as those representing the district where your school is situated. The list below includes a number of important advocacy activities, in ascending order. We know that many board members will not choose to go all the way to the highest level but for those who do; we will be ready to help them succeed!

- 1. Take action when the MCPSA sends an online action alert.**
  - a. School Leaders: Please send your updated board lists WITH HOME ADDRESSES to Marc Kenen ([kenen@masscharterschools.org](mailto:kenen@masscharterschools.org)).
  - b. The MCPSA will use district matching software to identify which MA house and senate district corresponds with each board member.
  - c. The MCPSA will provide school leaders and/or designees with that information.
  - d. Board member contact information will be uploaded into the MCPSA database to ease constituent outreach when targeting specific lawmakers.
- 2. Serve as the board's advocacy point person during 2017.**
  - a. The advocacy point person will work with the MCPSA's advocacy consultant, Lori Fresina, of M+R Strategic Services, when needed, to make sure that your Board is included in the many important relationship—building opportunities.
  - b. The point person does not need to have any advocacy experience. They just need to be willing to help represent the many interests that support charter public schools in Massachusetts.
- 3. Participate in quarterly statewide conference calls to learn about proposed policy and funding changes being debated on Beacon Hill, and what we plan to do about them.**
  - a. The calls will be no longer than 30 minutes and will happen quarterly unless there is an urgent need to convene at other points.
  - b. More than one call time will be available for the quarterly calls to accommodate the busy schedules of board members.
- 4. Agree to author and submit a letter to the editor or op-ed to a newspaper at a critical juncture in the process.**
  - a. Lori and the MCPSA's communications team will help with the drafting and you can tailor and personalize the message so it reflects your perspective.
- 5. Meet with your own lawmakers to discuss the priority issues.**
  - a. Board members will be prepared with talking points, a summary of the relevant bills and budget items, and a feedback form.
  - b. Lori is happy to provide some advance coaching to prep board members for these meetings, if desired.
  - c. Lori can work with board members to arrange for lawmaker meetings either at the state house or in the district office.



DRAFT: FOR DISCUSSION

**Proposal to the Membership**  
From  
Governance and Board Sustainability Committee

**Date:** May 11th, 2017

**Priority Level:** High

**Proposal to be presented by:** Amy Reesman

**Committee members drafting proposal:** Deirdre Arthen, Penny Leveritt, and Amy Reesman

**Text of proposal:**

We propose that the current HCCPS by-laws be amended as outlined below:

***Article III Sec. 3***

Currently reads- "Notice of the time, place and purpose of any annual meeting of the members shall be given in person or by mail in accordance with Section IX of these by-laws at least seven days before such meeting."

Proposed change- "Notice of the time, place and purpose of any annual meeting of the members shall be given in person or in writing in accordance with Section IX of these by-laws at least seven days before such meeting."

***Article IV Sec. 3C***

Currently reads- "Board member participation must occur in person."

Proposed change- “Board member participation must occur in person or via teleconferencing when necessary as approved by the Clerk, for a quorum or a timely decision.”

#### ***Article IX Sec. 1***

Currently reads- “A notice by mail or telegram shall be directed to a member at his or her usual address as it appears on the records of the School or at his or her residence or usual place of business, and to a Trustee or officer at his or her usual or last known business or residence address, unless such member, Trustee or officer shall have filed with the Clerk a written request that such notices intended for him or her be directed to some other address, in which case. it shall be directed to the address designated in such request.”

Proposed change- “A written notice shall be directed to a member at his or her usual address as it appears on the records of the School or at his or her residence or usual place of business, and to a Trustee or officer at his or her usual or last known business or residence address, unless such member, Trustee or officer shall have filed with the Clerk a written request that such notices intended for him or her be directed to some other address, in which case. it shall be directed to the address designated in such request.”

#### ***Article II Sec. 1***

Currently reads- “Voting rights accrue to those members who have contributed four hours of work per month to be averaged over a twelve-month period.”

Proposed change- “Voting rights accrue to those members who have contributed forty hours of work over a twelve-month period.”

#### ***Article II Sec. 2***

Currently reads- “All members are strongly encouraged to fulfill the minimum work requirement for voting membership, which is defined as any work authorized by the Board of Trustees done for the School that equals or surpasses four hours per month.”

Proposed change- cut the entire section

#### ***Article II Sec. 4***

Currently reads- “The Board of Trustees shall be empowered to interpret and enforce the membership requirements as described in Sections 1 and 2 of this Article.”

Proposed change- “The Board of Trustees shall be empowered to interpret and enforce the membership requirements as described in Sections 1 of this Article.”

#### ***Article IV Sec. 1***

Currently reads- “Board members must serve HCCPS with duty, loyalty, and care.”

Proposed change- “Board members must serve HCCPS with duty, loyalty, and care, missing no more than two regularly scheduled BOT meetings in a given Fiscal Year.”

#### ***Article IV Sec. 2***

Currently reads- “Permanent employees of the school shall be disqualified from serving on the Board of Trustees during their time of employment. The three Domain Coordinators shall serve as ex-officio members of the Board of Trustees”

Proposed change- “Permanent employees of the school shall be disqualified from serving on the Board of Trustees during their time of employment. The three Domain Directors shall serve as ex-officio members of the Board of Trustees”

#### ***Article V Sec. 1***

Currently reads- “The role of the President of the Board of Trustees is to be a link of communication between the Board of Trustees and the three Coordinators (the Education Domain’s Coordinator, the Administrative Domain’s Coordinator and the Community Domain’s Coordinator), to oversee committee work, facilitate communication within the Board of Trustees, sit on Domain Council and set the agenda for the Board of Trustees’ meetings.”

Proposed change- “The role of the President of the Board of Trustees is to be a link of communication between the Board of Trustees and the three Directors (the Director of Teacher and Learning, the Director of Administration, and the Director of Community and Family Engagement), to oversee committee work, facilitate communication within the Board of Trustees, sit on Domain Council and set the agenda for the Board of Trustees’ meetings.”

Currently reads- “The role of the Treasurer of the Board of Trustees is to sign official documents and checks, to monitor and provide support and assistance to the Administrative Coordinator on financial matters. The Treasurer shall chair finance committee meetings and present financial reports to the Board of Trustees.”

Proposed change- “The role of the Treasurer of the Board of Trustees is to sign official documents and checks, to monitor and provide support and assistance to the Director of Administration on financial matters. The Treasurer shall chair finance committee meetings and present financial reports to the Board of Trustees.”

**Goals to be achieved by proposal:**

**Potential problems/dissenting views:**

**Additional notes:**

JOSEPH WYMAN  
NORTHAMPTON, MA 01062  
413.439.5998  
wyman.joseph@gmail.com

## EDUCATION

- |      |   |                             |             |
|------|---|-----------------------------|-------------|
| 2006 | Master of Public<br>Policy and Administration | University of Massachusetts | Amherst, MA |
| 1996 | Bachelor of Arts<br>History and Philosophy    | University of Massachusetts | Amherst, MA |

## PROFESSIONAL EXPERIENCE

### Data Specialist

#### District and School Assistance Center (Current)

- ◆ Support reform efforts of low performing schools in central Massachusetts
- ◆ Provide training, analysis and lead reform initiatives

### Manager of Strategic Data

#### Springfield Public Schools (2012-2014)

- ◆ Manage two analysts and a consultant
- ◆ Led creation of annual work plan and set goals for the department
- ◆ Analyzed trends and impact of high school assignment policies

### Strategic Data Fellow

#### Springfield Public Schools (2012-2014).

- ◆ Two-Year fellowship through the Center for Education Policy Research at Harvard University
- ◆ Reform initiative focused on improving the schools use of data
- ◆ Worked closely with two underperforming schools on redesign initiatives
- ◆ Supported implementation of New Teacher Evaluation System
- ◆ Performed analysis of Algebra I failure rates, district attendance trends, middle school transition issues, and dropout trends

### University of Massachusetts Donahue Institute

#### Research Manager (2010-2011) Research Analyst (2006-2010)

- ◆ Third Party Evaluator for Smaller Learning Communities Grant
- ◆ Analyzed post-secondary success of students from the high schools participating in the Maine Smaller Learning Communities project
- ◆ Evaluator for Teaching American History grant



# TIMOTHY REYNOLDS

Leeds, MA 01053

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tim@mahonkin.com

Mobile: 413.570.5950

[www.linkedin.com/in/timgreynolds](http://www.linkedin.com/in/timgreynolds)

## TECHNOLOGY SOLUTIONS DEVELOPER

### Deliver Large Scale Projects | Improve Operational Efficiency

Lower costs and increase customer satisfaction by optimizing business processes. Unique combination of strengths in both technology and business needs. Innovative problem-solver recognized for commitment to customer satisfaction and dedication to client success.

## PROFESSIONAL EXPERIENCE

**Aetna, Inc,** Hartford, CT

**2016-present**

### Senior Application Developer

- Nearly doubled the number of virtual Windows servers the Cloud Engineering team could build in a month by automating several processes within ServiceNow, Cloudforms, and Openstack.

**OpenSky Corporation,** Tolland, CT

**2015 – 2016**

### Senior Consultant

- Reduced implementation time through process automation using a combination of ServiceNow, Cloud Forms, and Openstack applications.

**EMC<sup>2</sup>,** Hopkinton, MA

**2012 – 2014**

### Senior Software Engineer

- Reduced Help Desk workload and improved customer response time by automating incident tracking process through integration of Smarts event management system and ServiceNow application.
- Improved efficiency and accountability of incident management process through direct sharing of data with customers and by demonstrating feasibility of integration between ServiceNow and BMC Remedy IT Service Management platforms.

**WINDSOR SOLUTIONS,** Northampton, MA

**2010 – 2012**

### Senior Analyst

- Achieved client sign-off of Phase 1 of 3-phase project by facilitating workshops eliciting requirements from end users and creating detailed documentation cataloging requirements, describing use cases they supported.
- Achieved early start to Phase 3 by developing application prototypes and detailed design as part of Rapid Application Development process during Phase 2.

**IBM** (formerly Micromuse, formerly Quallaby), Bedford, MA

**2004 – 2009**

### Advisory Software Engineer

2008 – 2009

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**IBM (Continued)**

- Delivered 2 key products ahead of expectations with support for next generation core and enhanced report formatting as leader of 3-person development team.
- Increased first-call closure rates by developing content for quarterly Release Training delivered by L3 Escalation engineers to L2 Support staff; training materials were consistently given the highest ratings.

**Level 3 Escalation Engineer**

2007 – 2008

- Increased customer satisfaction levels by reducing escalation call-back times through enhanced processes and procedures used by the newly formed L3 Escalation group.
- Reduced open issues 95% by coordinating with Level 2 support team and customers in diagnosing problems and producing bug-fix patches.
- Significantly decreased problem resolution times by creating and delivering quarterly Release Training to Level 2 Support staff, improving knowledge of new products and features.

**Advisory Software Engineer**

2006 – 2007

- Reduced outstanding support backlog 50% by fixing critical and high priority defects, accomplished by collaborating with Customer Support team in identifying critical and high priority issues based on technical and business criteria.
- Improved supportability and usability of existing code base by creating and documenting procedures for updating Technology Packs with new HTML templates and CSS; managed off-shore team of 4 responsible for performing updates.

**Software Engineer**

2004 – 2006

- Increased customer satisfaction through improved ease of use of Application Pack web reports as leader of 4-person team responsible for updating the formatting.
- Performed on-site Technology Proof of Concept, contributing to securing company's largest contract to date.
- Ensured deliverables met customer expectations by managing requirements gathering effort for Alcatel 5620 Network Manager and Cisco WAN Manager Application Packs.
- Increased market opportunities by coordinating with core team in developing new techniques for discovery and collection of non-SNMP network objects.

## **ADDITIONAL RELATED EXPERIENCE**

**GIANTLOOP**, Waltham, MA**Senior OSS Integration Engineer****NAVISITE**, Andover, MA**Remedy Action Request System Administrator****REMEDY** (formerly Baystone Software), Reading, MA**Professional Services Engineer****FTP SOFTWARE**, North Andover, MA**Member, Technical Staff**

Kyle K. Sullivan  
413-887-5133  
413-262-7802  
ksullivan@johnmglover.com

## **WORK EXPERIENCE**

### **Assistant Vice President**

John M. Glover Agency  
Sep 2010 – Present  
Holyoke, MA 01040

As a marketing major with a focus on entrepreneurship and finance while also having experience in customer service management the insurance industry has been a great match to compliment my strengths. In the insurance industry I now combine the tools I gained from my previous education, professional experience, and thirst for knowledge so to best serve my client in advising local business's in how to best protect their business with insurance coverage's available to them. I work to help business's determine what the risks their business faces, how to mitigate these risks and what insurance coverage are offered so to protect a business from those unavoidable risks they face.

### **Vice President**

BNI  
Jun 2013 – Oct 2014  
Mill River: Northampton, MA

- Chairing a membership committee to grow membership by processing new application submitted by prospective members.
- Ensuring BNI policies are followed and member conflicts resolved so that all members can get the most out of their membership.
- Tracking the member success

### **Secretary/Treasurer**

BNI  
Nov 2012 – Jul 2013  
Mill River BNI

- Manage BNI Chapter's funds; making bank deposits, membership fees, balance checkbook
- Schedule speaker rotation weekly to chapter and introduce weekly speaker
- Communicate with Regional Office regarding dues reports, new & renewal applications, and any changes in membership
- Participate in Leadership Meetings with President and Vice President
- Keep website current with chapter membership positions held and who they are held by
- Advise visitors of the “investment to join” during the chapter meeting

**Account Executive**

Straight Line Performance Solutions, LLC.

May 2010 – Sep 2010

At StraightLine Performance Solutions as account executive I made a great deal of cold calls and heard a lot of no's. I also heard quite a few yes's and met a lot of great people along the way. I built marketing list, created marketing plans, learned and created prospecting processes, learned and studies the sales and more. Although my time at Striaghtline was short I gained great deal of knowledge about sales. I am extremely pleased to have had the opportunity to work for StraightLine with such great people in a wonderful growing company.

**Restaurant Manager**

Peppa's Pizzeria

Jan 2001 – Apr 2010

- Coordinated with the owner to engage in and create opportunities which lead the business toward community recognition and admiration
- Developed several promotional advertisement strategies that produced a differentiating quality amongst many local competitors
- Supervised and lead 6 to 10 employees in synchronized individual and team tasks to obtain an ultimate goal of customer satisfaction
- Controlled inevitable customer discrepancies by effectively providing solutions to result in customer satisfaction

**Teacher Assistant**

Nichols College

Aug 2008 – Dec 2008

- Promoted Nichols College Professional Development Seminar program by assisting incoming students in college transition and future success
- Organized class agendas to educate students regarding opportunities provided by Nichols College
- 

**EDUCATION****Nichols College**

BSBA

Marketing

2006 – 2010

**Holyoke Community College**

Management

2004 – 2006

## ORGANIZATIONS

**Young Professionals of Greater Springfield- Board of Directors and Events Committee Chair**  
Oct 2015 – Present

**Holyoke Blue Sox- Board of Directors**  
Jan 2014 – Present

**Next Generation Pioneers**  
2014 – Present

**Junior Achievement of Western Massachusetts- Board of Directors, Stock Market Challenge, Volunteer**  
Dec 2013 – Present

**Knights of Columbus**  
Oct 2013 – Present

**Leadership Pioneer Valley- Alumni- Graduate Class of 2014**  
Oct 2013 – Present

**Northampton Area Young Professionals- Member and past Event Committee Member**  
Mar 2013 – Present

**Young Professional Society of Greater Springfield- Member and Committee Member**  
Mar 2013 – Present



## **Domain Coordinators Report to the Board of Trustees April, 2017**

1. We have been reviewing and evaluating Student Information Systems this past month, and expect to choose a platform by the end of April. At this point, it seems clear that we will be able to manage admissions, enrollment, health/nursing, volunteers, report cards, and our website using a single platform. Dan will give a presentation once a selection is made.
2. Art Spark went off beautifully, thanks to an excellent team from Friends of Hilltown, parent performers and other volunteers - including the Class Parents and the Community Team. The room was a great size, the food was simple and good and the reasonably priced beer and wine available were tasty as well. Many Board members attended. We will hear from Friends of Hilltown soon about the funds raised for the school, but it was clearly a successful community-building event.
3. 23 seventh graders had the opportunity to attend the Anti-Defamation League's New England Youth Congress in Boston at the end of March. These students got to hear Jesula Jeannot, an eloquent 18 year old immigrant from Haiti and gold-star parent, Khizr Kahn speak. They also attended student-led workshops with the theme, "There is no Them, Only Us". Mr Kahn stressed that the students should see themselves as custodians of the values expressed in the US constitution and each child left the conference with their own copy of that document.
4. We are almost halfway through this year's MCAS administration. Grades 4 and 8 are taking the computer based tests, and while there have been a few hiccups in implementation, it has generally been an easy implementation.
5. Two of our graduate interns will remain with the school for their second year. We are also looking to add at least one additional intern next year.



## DOMAIN COUNCIL MEETING MINUTES

28 March 2017

Attending: Susannah Howe, Dan Klatz, Amy Aaron, Deirdre Arthen, Scott Remick

8:30 pm – Meeting began

Location: Dan's office, HCCPS School

Mass Charter Involvement: DC discussed if a BOT member should be more involved with the Mass Charter Public School Association. Perhaps, we assign a point person; involvement may include conference calls.

New BOT Agenda: Suggested agenda items: Personnel proposal (10), Pledge update (10), Facility update (5), Charter School Association (10), By Law changes (10), Board book updates (5), BOT Recruitment (10), Annual Meeting planning (10).

Coordinator Tasks: Susannah and Scott will spend some time cleaning up the tasks for the directors. This will be discussed during the April 25<sup>th</sup> domain meeting to review.

2018 Budget: DC reviewed the draft FY2018 budget. Some highlights: Expect that Fundraising will be down a bit from the past few years. Healthcare assumes 7.5% increase, but won't have rates until May. More modifications will be made over the coming weeks, but at the moment we have a surplus in the budget of \$30k.

Next Domain Meeting: The BOT agenda will be crafted during the Tuesday, April 11<sup>th</sup> meeting at 8:30.

9:30 pm – Meeting ended

Respectfully Submitted,  
Scott Remick

## **GABS Meeting Minutes: April 4th, 2017**

5:00 PM

**Attendees:** Amy, Deirdre, and Penny

**Regrets:**

### **Board and Committee Recruitment**

Reviewed what candidates should know before committing to joining the Board

Discussed 3 candidates (2 parents and 1 Community member) for Board membership and agreed that all 3 would serve well. GABS will bring the slate of candidates to the next board meeting

### **By-laws Proposal Development**

Further developed by-laws proposal that will go in the packet

**Next Meeting:** May 2nd, 2017 (5:00 p.m. Purple's Classroom)

# Hilltown Cooperative Charter Public School

## Site Committee Meeting Minutes – April, 4th, 2017

**Present:** David Stauffer, Steve Schrems, Charles Wiemeyer, Paul Lischetti and Amy Aaron

**Regrets:** Louise Vera, Mike Simonelli

**Facilitator:** Charles

**Note taker:** Charles- Minutes created from the recording of the meeting:

Topic	Discussion	Action (if necessary)
Special thanks to Steve Schrems for replacing the outdoor lights for the school with high efficiency LED bulbs		
All school space column repaired	Amy, found a contractor to repair the column that had broken away from the folding wall	Project completed
Plumbing and bathroom repairs due to damaged in the boys bathroom.	Repairs needed for the boys bathroom, Repairs carried out through Amy and hired professionals. Discussed the increase in damages occurring in this bathroom from minor to more major repairs. Mentioned that we now have a higher number of teenaged students at this part of the school.	Amy mentioned that Dan would speak to the student body over the increase in “vandalism “ to the boys bathroom. Urinal replacement, a new urinal may be need as it was an older one inherited when we arrived.

<p>Capital replacement plan for the BOT</p>	<p><b>Discussion of hiring an outside firm to review the capital replacement plan.</b> The committee was set up into smaller groups to address the different components of future expenses for maintaining the build. The above passage was from December's meeting in which a service would be hired to complete a replacement program for the BOT. A service that could provide a review was/has not been found. The committee has decided to go back to our original plan and create presentable replacement program for BOT review. It is my feeling that we have the talent within our group to provide this review- It will take till the end of the school year to provide a full review for the BOT.</p>	<p><b>Amy to talk to PVPA on a reference for this service. This from December meeting notes.</b></p> <p>Charles will meet with several different contractors/ professionals to look at and give advice and pricing for the replacement program.</p> <p>Completed so far: Roofing, Windows and HVAC- waiting on their opinions and pricing- From the information provided I will review with contractors on pricing for the installation of the items mention for replacement.</p>
<p>Pot holes</p>	<p>There are repairs needed in the driveway and parking lot. In the past we have had these areas "patched" but further action may be warranted for a longer term repair</p>	<p>Amy and Charles to follow up with contractors for type and cost of repairs</p>

Solar program for the school	Paul set up a phone conference call with Clean Energy Extension. Dan and Charles had a 45 minutes meeting with them . I recored the meeting and passed the recording to Paul who was unable to attend:	Paul and Charles to review once Paul has had an opportunity to review the recording and touch base with Clean Energy Extension : We are to present at the next “ On Site “ meeting. <b>Paul also gave notice that he would be leaving the committee at the end of the school year. As the longest “ surviving “ member of the original “ site” he has been a great foundation member and constant source of information and support to the site committee and school.</b>
Sewer grate in parking lot	A sewer grate was removed by a student and fell in to the sewer drain cavity - Local construction company was hired retrieve and replace.	Look at having the grates attached with hardware to discourage their removal
Draining the “ Swamp”	Area by the sandbox and all school door holds water and does not allow grass to grow. Between play structure and tire swings has become a muddy mess but was mentioned that the kids love it but they track the mud into the school.	Amy to discuss with our landscape company about adding some fill to allow the water to shed off into the paved area.
Lawn and plowing service	Have this service go out to bid to review pricing	Amy and Dan to follow up
Play Structures	David has collected for the committee several design ideas for structures. Amy commented at our April meeting that the teachers and staff should have an input for any play structures or outdoor area use. Charles has collected pricing on David’s ideas- With the teacher and staff involvement there is not timeline or direction to be taken for this item.	Recommendations on how to involve the staff in the discussion.

Direction and future of “ On Site “ Committee	<p>The committee discussed the purpose of “ On Site” We have been trying as a committee to accomplish two agendas: The first and historically was the locating and moving then purchase of the new school building/ location. As a committee we have fulfilled that purpose- following that purpose was to plan for future projects, repairs and upgrades- with this a capital expense programs for the BOT. Our second agenda was to do simple repairs to the school as needed with the help of the experienced members and their tools. Discussed was the distraction from trying to have meeting that fulfilled the first agenda and also make much needed repairs that the second agenda required. There is group of very knowledgeable members that could better serve the school focusing on the first agenda. The hiring of a part time handyperson/ janitorial service to take on the repair tasks that come up on a as needed bases. Another option would be a parent lead committee that focus just on the repairs need through Amy( soon to be Dan).</p>	Looking for direction from the BOT as how the “On Site” committee can best serve the school community
March Meeting	<p>March meeting was a work session with Amy, Steve, Louise, Paul and David- Flags and bulletin boards installed in the classrooms</p>	
Meeting Adjourned		

Agenda items for next month:



**Hilltown Cooperative Charter Public School**  
Personnel Committee Minutes – Tuesday, March 7, 2017

**Present:** Dan Klatz, Rebecca Belcher-Timme, Steve Hoyt ,Carla Clark

**Regrets:** Sam Charron

<b>Topic</b>	<b>Discussion</b>	<b>Action (if necessary)</b>
Evaluation Cycles:	The committee reviewed revision to the annual evaluation process. The major proposed changes are to move to a 3 year cycle for teachers in good standing with 4 or more years at the school. In the three year cycle, a peer review would be included. There is support from teachers for this change. The committee will send a proposal to the full BOT	Steve and Dan will write proposal to BOT to adopt new evaluation process as developed by the PC
Longevity	We need to develop clearer language about longevity bonuses. Questions include how to handle partial years, and date at which eligibility is determined	Topic for next month's meeting

Next Meeting: APRIL 4