

**HCCPS Board of Trustees
Meeting Agenda
May 9, 2017**

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) (10 min)

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

6:40 Public Comment period (5 min)

6:45 Advocacy and Candidate Outreach: Guest – Lori Fresina (30 min – discussion)

7:15 Confirm Board and Committee Roles: Scott (5 min – discussion)

7:20 Draft FY2019 Budget: Dan/Chris (15 min – discussion)

7:35 FY2018 - 3rd Quarter Financials: Dan/Chris (5 min – discussion)

7:40 Capital Budget Proposal: Dan/Charles (10 min – decision)

7:50 Stipend Proposal: Scott/Penny (5 min – decision)

7:55 LRP Status Update: Terra (15 min – update)

8:10 New Business (5 min – identify only)

8:15 Committee Reports (5 min – questions only)

8:20 Meeting Wrap-up/ Evaluation/Minutes Finalization (5 min)

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

8:25 Review Action Items in this meeting's minutes (5 min)

8:30 Adjournment



**How Public Charter School Board Members Can Effectively Influence
Decision Makers and Connect with Candidates**

Hilltown Cooperative Charter Public School
May 9, 2018

Lori Fresina
lfresina@mrss.com

Hi!

Welcome & Introductions

What is advocacy?

Advocacy is the application of **pressure** and **influence** on the people and institutions that have the **power** to give you what you want.



TEST YOUR KNOWLEDGE

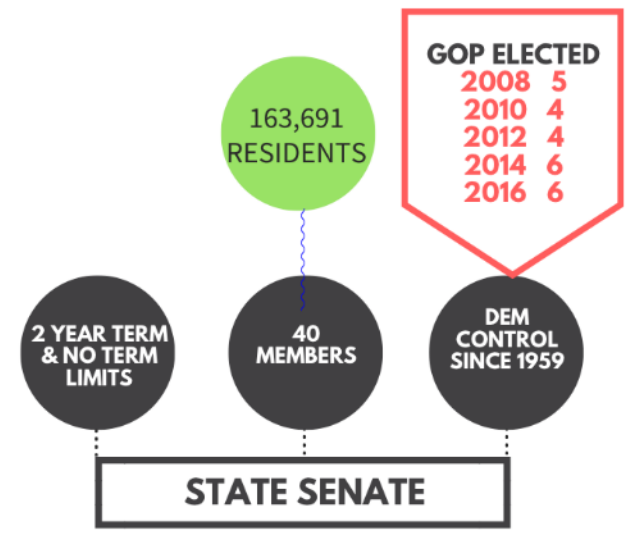
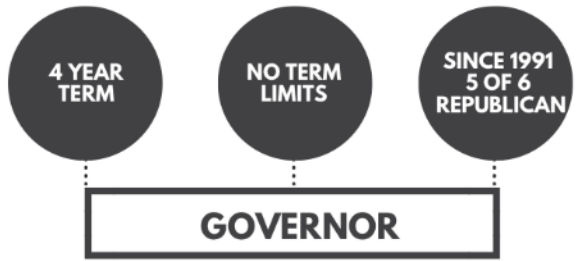
BACK TO BASICS

JOY



FOR 8 OF THE PAST 25 YEARS, DEMOCRATS HAVE HELD TRIFECTA IN MA CONTROLLING GOVERNORSHIP, HOUSE & SENATE

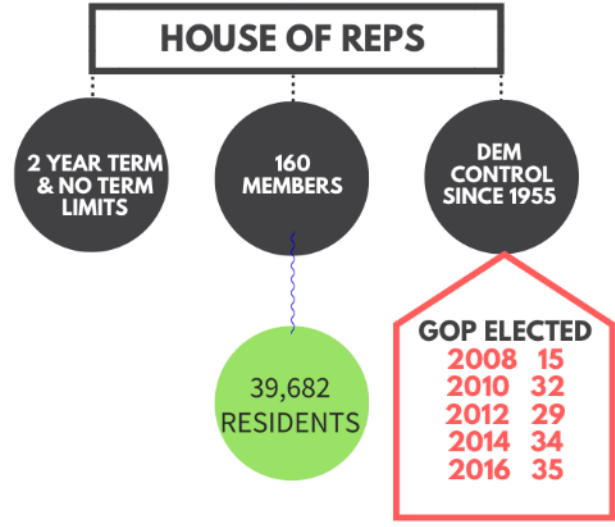
IN 2017, 26 STATES HAVE GOP TRIFECTA
18 STATES HAVE SPLIT-PARTY CONTROL, LIKE MA



MASSACHUSETTS STATE HOUSE - KEY FACTS

4 WOMEN HAVE BEEN ELECTED AS LIEUTENANT GOVERNOR

ZERO WOMEN HAVE BEEN ELECTED GOVERNOR IN MASSACHUSETTS



ELECTIONS FOR MA LEGISLATURE FAR LESS COMPETITIVE THAN MOST STATES

RANKED AT 42 IN 2016

2016	House	Senate
% Incumbents running	<u>93.50%</u>	<u>93%</u>
% Incumbents with no Primary opponent	<u>89%</u>	<u>90%</u>
% Incumbents unopposed in General	<u>77%</u>	<u>62.50%</u>
% Incumbents won reelection	<u>100%</u>	<u>100%</u>

Always start here!

The 3 Key Questions

What do you want?

Why do you want it?

Who has the power
to give it to you?

The Three Key Questions

It's 2018...

So, what *do* we want??

Impact

Understanding

Access

Influence

Changing the narrative, one relationship at a time



Current charter school politics

- Contentious fight with lots of untruths
- Many bad feelings post-ballot measure
- No bills will pass this year



**Governor
Charlie Baker**

**House Speaker,
Robert DeLeo**

House Ways & Means
Chair,
Jeff Sanchez

Joint Cmte on Education
House Co-Chair
Alice Peisch

*Senate President
Harriette Chandler
(for now)*

**Senate Ways &
Means Chair,
and next Senate
President,
Karen Spilka**

**Joint Cmte on
Education
Senate Co-Chair,
Sonia Chang-Diaz**

House seats shifting in your area

1st Hampshire District vacant (Kocot)

4 candidates:

Diana Szynal (D): Kocot's former district director

Ryan O'Donnell (D): President of the Northampton City Council

Lindsay Sabadosa (D): Director of the Pioneer Valley Women's March (Northampton resident)

Steven Connor (D): Director of the Central Hampshire Veterans' Services

House seats shifting in your area

Rep. Kulik (1st Franklin) retiring

6 candidates:

Kate Albright-Hanna (Huntington): Journalist

Natalie Blais (Sunderland): ED of Franklin County Chamber of Commerce

Christine Doktor (Cummington): farmer and lawyer

Casey Pease (Worthington): Chairman of Worthington Democratic Town Committee and student

Elizabeth Swihart (Turners Falls): Assistant DA for Northwestern DA's office

Francia Wisnewski (Montague): works at Raising a Reader MA

House seats shifting in your area

Rep. Scibak (2nd Hampshire) retiring

2 candidates:

Daniel Carey: Easthampton city councilor and director of Drug Diversion and Treatment Program in Northwestern DA's office

Marie McCourt: former member of Granby School Committee, works for Collaborative of Educational Services

Senate situation; changes here too

Rosenberg resigned, no deadline extension for his seat. Only 1 candidate:

Chelsea Kline (D): commissioner on the Hampshire-Franklin Commission on the Status of Women and Girls

Senator Adam Hinds

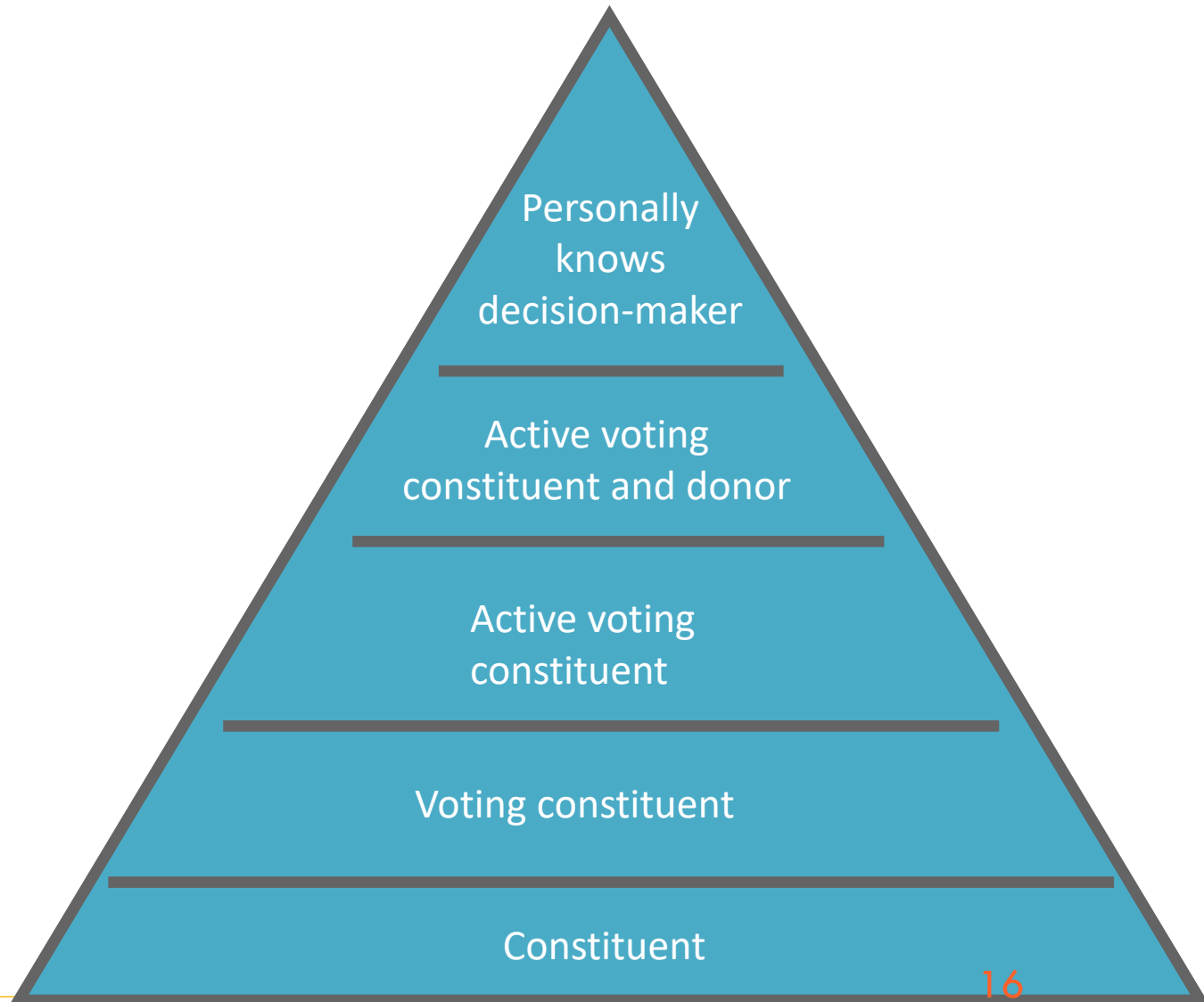
Senator Donald Humason Jr.

These are the candidates!

Candidates had until May 1st to file nomination papers with the Secretary of State's office. Senate President Harriette Chandler will not allow extension for Rosenberg's seat.



Becoming relevant



Tried & true ways to build relationships with lawmakers

Send personal letters/emails

Visit them in the district

Invite them to visit the school

Meet them at State House

Attend one of their local events

Make a point to get to know them personally
– and for them to get to know *you!*

What are the rules for candidate outreach?

Broadly, a 501(c)(3) organization cannot support or oppose a declared candidate.

Therefore:

- No endorsements

- Can't create opportunities for some candidates and not others

- Can't behave in partisan way (only reaching out to candidates from one party)

What are the rules for candidate outreach?

There is a lot you can and should do however!
This includes:

Getting to know candidates:

- Attend house parties or other forums.

- Introduce yourself to candidates.

- Share your community affiliations (school, church, associations, work).

- Let them know you're a volunteer at Hilltown and invite them to visit the school.

Educating candidates on public issues: ask candidates to visit Hilltown now or in start of school year to see how the school works.

What are the rules for candidate outreach?

Outreach by the rules:

If you invite some candidates in a race to visit Hilltown, you need to invite all candidates. This can be done by letter or phone call. Not everyone may attend and that's OK.

Not OK to highlight the difference between candidates on charter school issues or make a public comment about them based on a their position. But allowing them to get to know you and your school is OK.

You must figure out what's in it for them

“If you would persuade, you must appeal to interest rather than intellect.”

Benjamin Franklin

**Our number-one job
is to make it EASY
for decision-makers
to give us what we want!**

(And hard for them to ignore us!)

Tools you can use

MCPSA Fact Sheet on
Public Charter Schools

Template for lawmaker
meetings and potential
questions

27-9-3 “elevator speech”
worksheet

Draft letter to legislators



Questions and Discussion

Thank You

lfresina@mrss.com



JUST THE FACTS: PUBLIC CHARTER SCHOOLS IN MASSACHUSETTS

In Massachusetts, tens of thousands of children are stranded on public charter school waitlists – the vast majority of whom are enrolled in the lowest performing school districts in the state. Public charter schools give students fair access to a quality public education. It's important to know the facts.

PUBLIC SCHOOLS

Nothing about charter schools is private. By law, charter schools *are* public schools.

- Charters must be open to all students; admission is determined by random lottery; there are no entrance exams or admission requirements.
- Charter teachers are public school teachers; Boards of Trustees are public boards.
- Charters operate independent of local districts; they are accountable to the state.
- Charters must abide by all the laws and regulations that traditional district schools abide by. They are subject to open meeting laws and their finances are public.

WAITLISTS

Demand for charter schools has been strong since they first opened in 1995. Because parents had to enter enrollment lotteries for each school, their children's names often appeared on multiple wait lists. The state implemented new rules in 2013 eliminating all duplicates and most names that had been on those lists for more than one year.

- More than [27,500 children](#) are still on Commonwealth charter school waiting lists statewide, 8,360 in Boston. (2016-2017)
- Questions raised by the state Auditor have already been addressed. The Auditor reviewed lists as they existed in 2012 – before new rules were implemented.

ACADEMIC PERFORMANCE

Public charter schools have consistently outperformed district schools all across the state. Independent studies show that they are closing the achievement gap between low-income, African American and Latino children and affluent, white children.

- A higher percentage of students in charter schools were proficient (exceed+meet or advanced+proficient) in all subjects at every grade level compared with their district peers. ([2017 NextGen MCAS](#) and 2017 MCAS)
- Many (6) urban charters, with a high percentage of African American, Latino and low-income students, ranked first in the state in grade 10, outperforming affluent suburban districts. ([2017 NextGen MCAS](#) and 2017 MCAS)
- A higher percentage of African American and Latino students enrolled in charters are proficient in all subjects compared to their peers in district schools. The data showed the charter-district

For more information, contact: Massachusetts Charter Public School Association, 617-523-0881

gap for African American students (13 points for ELA, 15 points for Math, and 20 points for Science) and for Latino students (17 points for ELA, 18 points for Math, and 24 points for Science). ([2017 NextGen MCAS](#) and 2017 MCAS)

Two studies by Stanford University's Center for Research on Education Outcomes (CREDO) in [2013](#) and [2015](#) showed that Commonwealth charter schools are accelerating the pace of learning at a rate not seen anywhere else in the country.

- Boston charters provided a typical student with more than twelve months of additional learning *per year* in reading and thirteen months of additional learning *per year* in math.
- Children in all Massachusetts charter schools gained the equivalent of 36 more days of learning *per year* in reading and 65 more days of learning *per year* in math.
- The study compared charter students with district students from the same demographic backgrounds, and charters against the district schools the students formerly attended.

Boston charter high school graduates who enroll in college complete college at a higher rate (55.6%) than BPS non-exam school graduates (40.4%). (*2009 graduation cohort obtaining degree w/in 6 yrs.*)

- 9th graders who attend Boston charters are nearly four times as likely to go on to complete college than those that attend BPS non-exam schools. (39.9% vs. 11.9%)

IMPACT ON DISTRICT SCHOOL BUDGETS

Charters receive funding only when parents choose to enroll their children and only the amount the district would normally spend to educate each student. If districts are no longer educating the children, should they keep the funds? Districts receive additional state aid to reimburse them for lost funds.

- Charter schools account for 4% of public school enrollment and 4% of public education spending.
- Charter schools *are* public schools, so there is no loss of funding for public education when money is allocated to charters.
- Districts are reimbursed by the state for **six years** after any increase in funds allocated to charters, ultimately receiving 225% of their money back – the nation's most generous reimbursement.
- While district schools receive additional state subsidies that cover 50%-85% of the cost to build new or substantially renovate school buildings, charters are not eligible for those subsidies. They must fund their academic programs and their facilities with the funds they receive.
- The Massachusetts Legislature has funded district reimbursement at 96% or better [in 10 of the last 14 years](#). Only in recent years, when every area of the budget experienced deep cuts, was it shortchanged. To date, districts have received nearly \$800 million in reimbursements.
- No locally generated revenues, such as property taxes, are transferred to charters; all charter funding is taken from a community's state aid, which leads some to incorrectly argue that charters are taking an unfair share of Ch. 70 school dollars. The state could change the law to have charters receive their funds from both local and state sources, but it would not affect the overall amount of funds being reallocated to charters.
- Charters and districts receive the same amount of money to educate special needs children. Costs of students that districts send to independent "766" special needs schools are deducted from the amount reallocated to charters.

Impact in Boston

- The Boston Municipal Research Bureau concluded in a recent study that because the City of Boston shares 35% of its total revenue every year with the school department, charter expansion has had *no effect* on the district's budget.
- Between FY11 and FY16, district spending rose 18% to more than \$1.3 billion, while per pupil spending has increased from \$17,700 to \$20,300. Boston spends more per pupil than any other urban district in the country, according to the U.S. Census Bureau.
- Charters receive less per pupil than the district spends. While BPS spends \$20,300 per student (FY15 General Fund Budget), charters receive only \$15,800 per student. When you factor in state reimbursements, the net cost to the city for each charter student is \$13,000.

SPECIAL NEEDS STUDENTS AND ENGLISH LANGUAGE LEARNERS

Reports by the state Department of Elementary and Secondary Education and the Massachusetts Institute of Technology released in January 2016 disprove claims that charter schools do not serve students with the same level of need, finding that charters are not only attracting the same students the district serves, but are educating them at a higher level.

Enrollment

State Department of Elementary and Secondary Education [data](#) for 2011-2017 shows a steady increase in the enrollment of children with special needs (SPED) and a dramatic increase in enrollment of English Language Learners (ELL) in public charter schools.

- Statewide, SPED enrollment in charters is not dramatically different from the state average – 14.1% to 17.4% - and ELL enrollment is higher - 12.7% to 9.5%
- In Boston charters, SPED enrollment is 16.8%, compared to 19.1% in Boston district schools (BPS).
- In mostly urban Gateway city charters, SPED enrollment is 12.8%, compared to 19% in Gateway city district schools.
- ELL enrollment among all Boston charters increased from 3.2% in 2011 to 14.6% in 2017 - more than quadrupling ELL enrollment.
- In Gateway city charters, the percent of ELL students enrolled has increased from 8.3% in 2011 to 16.4% in 2017 - nearly equaling 2017 ELL enrollment in Gateway district schools (20.2%)

DESE conducted a review of enrollment trends in 2015 and found that:

- ELL enrollment among “new” students enrolling for the first time in Boston charters in 2014/15 was 22.6%, approaching the district ELL enrollment at that time of 29.8%.
- Gateway charter school ELL enrollment among “new” students enrolling for the first time in 2014/15 was 16.0%, approaching the district ELL enrollment at that time of 19.9%.

An October 2016 [MIT study](#) (*“Special Education and English Language Learner Students in Boston Charter Schools: Impact and Classification”*) concluded: “Students across the pre-lottery levels of special education classroom inclusion and English language proficiency are, for the most part, similarly represented in charter lotteries and BPS (Boston Public Schools).”

Academic Performance

Children with special needs and English-language learners perform significantly better in charter schools than they do in traditional public schools.

- The [MIT study](#) concluded: “Those with the most severe needs, **special education students** who spent the majority of their time in substantially separate classrooms and ELLs with beginning English proficiency at the time of the lottery, **perform significantly better in charters** than traditional public schools.” The MIT researchers went on to say: “Even the most disadvantaged special needs students benefit from charter attendance...**Special education and ELL students experience large academic gains** in charters similar to the gains of non-special needs students.”
- A substantially higher percentage of special needs children attending public charters achieved proficiency in English and math compared to special needs children in sending district schools: 14.2 points more in English, 10.6 points more in math, according to [2016 MCAS and PARCC data](#).
- A substantially higher percentage of English Language Learners (ELL) attending public charters achieved proficiency in English and math compared ELL children in sending district schools: 15.3 percentage points more in English, 13.0 percentage points more in math. ([2017 MCAS data](#)).

ATTRITION RATES

The attrition rate in Boston and in Gateway City charters “has remained lower” than the attrition rates of district schools in those communities, according to 2014-2015-2016 DESE [data](#).

- The attrition rate at Boston plus Gateway charters (7.3%, 7.5%, 7.2%) is lower than in the sending districts (8.3%, 8.1%, 8.5%).
- From 2012-2014, an average of just [82 students](#)/year left charters and returned to Boston Public Schools, according to BPS numbers – one-tenth of one percent of BPS total enrollment.

SUSPENSION RATES

There is no evidence to support the claim that charter suspension rates lead to higher attrition or dropout rates. Parents overwhelmingly support high standards that create a classroom environment that is favorable to learning.

- While Boston charters have higher out-of-school-suspension rates than BPS schools (11.6% vs. 4.7%), Boston charter [attrition rates](#) are lower than BPS (7.7% vs. 8.8%), according to 2015-2016 DESE data. Boston charters’ [stability rate](#), which measures students who stay with the same school all year, is higher in Boston charters than BPS (92.4% vs. 86.6%), countering claims that children leave in droves prior to testing season, according to 2015-2016 DESE data.
- Boston charter high schools have lower [dropout rates](#) than BPS high schools (0.3% vs. 5.5%), according to 2015-2016 DESE data.



Developing Your Persuasive Message – the 27-9-3 Rule

Created by some Vermont lawmakers years ago, the 27-9-3 rule requires you to make your persuasive point in no more than **27 words** within a time frame no longer than **nine seconds** with no more than **three points** discussed. These limitations help us focus on understanding how to connect to our listener. This message is not the place to present your entire appeal – just enough to hook the listener in wanting to hear more. Try it!

Your name: _____

Before crafting your message, consider and answer the 5 questions below.

1. Who is the **audience** for this particular message? (i.e. a lawmaker, volunteer, prospective advocate, donor, colleague from a different department, reporter, etc.)
2. What might appeal to their **direct self-interest**? (What's in it for them? Why should they care?)
3. What do you want your audience to **think** or **understand** about your issue?
4. How do you want them to **feel** about what you have said?
5. What do you want your listener to **do** after they hear your message?

Write your 27-9-3 message on the reverse side. Practice saying it out loud to someone and invite their feedback. Your statement may *sound* very different than it reads and most of our messages will be spoken, so we want to make sure that our message rolls off our tongue easily; is not full of jargon; and that it actually sounds like something you would say out loud to another human being in person or leave on a voicemail! Revise your statement based on the feedback you receive.

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Board member	Address	Senator	Senator mailing address	Senator email and phone	Representative	Rep. mailing address	Rep. email and phone
Scott Remick	370 Spring Street Florence, MA 01062	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Penny Leveritt	6 Clinton Street Easthampton, MA 01027	Senator Donald Humason	The Honorable Donald Humason, Jr. 24 Beacon St. Room 313-A Boston, MA, 02133	Donald.Humason@masenate.gov 617-722-1415	Representative John Scibak, retiring Candidates: Daniel Carey Marie McCourt	The Honorable John Scibak 24 Beacon St. Room 43 Boston, MA, 02133	John.Scibak@mahouse.gov 617-722-2030
Christopher Greenfield	85 Chestnut Street Hatfield, MA 01038	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Deirdre Arthen	14 Pleasant St. Worthington, MA 01098	Senator Adam Hinds	The Honorable Adam Hinds 24 Beacon St. Room 309 Boston, MA, 02133	adam.hinds@masenate.gov 617-722-1625	Representative Stephen Kulik, retiring Candidates: Kate Albright-Hanna Natalie Blais Christine Doktor Casey Pease Elizabeth Swihart Francia Wisniewski	The Honorable Stephen Kulik 24 Beacon St. Room 238 Boston, MA, 02133	Stephen.Kulik@mahouse.gov 617-722-2380
Tim Reynolds	392 Chesterfield Rd. Leeds, MA, 01053	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Susannah Howe	19 Ice Pond Dr. Florence, MA 01062	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Stephen Hoyt	3 Clay Hill Way Hatfield, MA 01038	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Amy Reesman	42 Bissonette Circle Southampton, MA 01073	Senator Donald Humason	The Honorable Donald Humason, Jr. 24 Beacon St. Room 313-A Boston, MA, 02133	Donald.Humason@masenate.gov 617-722-1415	VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Dan Klatz	55 Forbes Ave. Northampton, MA 01060	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Michael Filas	222 Bridge St. #1 Northampton, MA, 01060	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Charles Weimeyer	555 Coles Meadow Road Northampton, MA 01060	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Lara Ramsey	41 Edwards Rd. Westhampton, MA, 01027	Senator Adam Hinds	The Honorable Adam Hinds 24 Beacon St. Room 309 Boston, MA, 02133	adam.hinds@masenate.gov 617-722-1625	VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		
Joe Wyman	20 Middle St. Florence, MA, 01062	Senator Stanley Rosenberg, resigned Candidate: Chelsea Kline			VACANT - 1st Hampshire Candidates: Diana Szynal Ryan O'Donnell Lindsay Sabadosa Steven Connor		

Template letter to lawmakers from Hilltown Board Members – Please adapt as you see fit!!!

[Month] [Day] [Year]

The Honorable [First and last name of lawmaker]
State House Room [Number]
24 Beacon Street
Boston, MA 02133

Dear Senator/Representative _____,

I'm writing to introduce myself and to offer some support if it could ever be helpful. I live in [city/town] city/town. For me, the best thing about living in this community is [write what you like best about your community].

For the past [# of months or years] I have served on the board of Hilltown Cooperative Charter Public School. I understand that among your colleagues at the State House, support for charter public schools is divided. My hope is that if more legislators had relationships with people in their districts who support and have benefited from charter schools, the opinions might shift and become less political and more about the importance of having different models of public education for different students. That's why I'm writing.

I want to share with you why it is I volunteer my time to support the work of Hilltown Cooperative Charter Public School. [Insert a paragraph describing what the school means to you and why give your time to support its work.]

Over the coming months and years, there will probably be more debate about charter public schools among politicians and interest groups and I want to offer myself up to you as a local resource – someone you can talk to for a local community perspective on charter schools. I'd like to know what your questions are, what you think about these schools, and thoughts you have on how we can all work together to make public education excellent for all children.

Finally, if you would be willing, I would love the chance to meet with you in person – at the school or somewhere in your district so that we might get to know each other better. Please let me know the best way to schedule such a meeting, and I will happily do so.

I look forward to speaking with you.

Sincerely,

[Full name]
[Home address – including zip code]
[Phone #]
[Email]



LAWMAKER MEETING QUESTIONS FROM CONSTITUENTS

RELATIONSHIP-BUILDING PROFILE

Please complete and return it after your meeting is complete. Thank you!

You may also provide responses online by visiting:

<https://www.surveymonkey.com/r/BCL68ZZ>

Your full name:

Your home address:

Your phone number:

Does this number receive texts?

Your email address:

Name of lawmaker with whom you met:

___ State Representative

___ State Senator

Date of meeting:

Location of meeting:

Please use the questions provided for the flow of your meeting – and add questions about *any* other topics you may want to discuss!

Introduce yourself and say a little bit about where you live, what you do and any specific connections you have to his/her district beyond just living there. For example, this might include the any volunteer activities, civic organizations, places you use for recreation, where you worship if you are involved in a faith community, where your child goes to school, etc.

~~~~~

**PLEASE TAKE NOTES AND SHARE THEM WITH US ASAP!!! We really need your help to understand more about how different lawmakers feel about charter public schools today.**

**QUESTIONS FOR YOUR LAWMAKERS (please adapt to say them in your own words!):**

1. I'd love to know a little more about you. What compelled you to run for office initially?
  
2. You must hear from constituents all the time. What's the best way for us to work with you and your office?
  
3. I live in (neighborhood in city/town) and have been there for \_\_\_\_ years. What do you feel are the most critical issues facing your district today?
  
4. When you think about public education, what's most important to you?
  
5. Last year, there was a very heated debate about lifting the cap on charter public schools that ended with the November ballot question. As you know, the ballot question lost. It was a pretty ugly campaign that pitted parents against each other and I'm sure the debate at the state house wasn't much nicer. I'm hoping that everyone can work together to focus on improving public education for ALL kids and stop the fighting. In your opinion, how are lawmakers feeling about charter public schools these days?
  
6. I support charter public schools and wanted to share my perspective with you so you could keep it in mind when the issue comes up again. [Explain what it is YOU like about charter public schools.]
  
7. I'm not an expert on charter school policy but I would be happy to be one of your go-to people in the community if you have ideas, concerns or questions about charter schools.
  
8. Thank you so much for your time. I really appreciate it.



## After meeting questions for you, the advocate:

What are your key impressions of this lawmakers and his/her staff?

Is there any information that the lawmaker requested that you would like the MCPSA to get to your or the legislator?

Are there ways we can help better prepare other advocates for future meetings with their lawmakers?

Do you (*the advocate*) have any advice for the MCPSA as it continues to try to develop its relationship with this lawmaker?

**Please email your completed form to: [grassroots@masscharterschools.org](mailto:grassroots@masscharterschools.org)**

**THANK YOU!!!!!!**

**FY 19 HCCPS Budget - Working Dra 5/2/2018**

**Assumptions: 5% Health Insurance increase, 2% Inflation; 4 Interns, Admin Increases**

|               |                                                    |  |  |  | FY 18     | FY 19        |
|---------------|----------------------------------------------------|--|--|--|-----------|--------------|
|               |                                                    |  |  |  | 2.27.18   | Draft        |
| <b>INCOME</b> |                                                    |  |  |  | Approved  | 5-3-18       |
| 1             | State Per Pupil Tuition                            |  |  |  | 2,784,707 | 2,893,003    |
| 2             | Grants- Mass DOE SPED 240                          |  |  |  | 35,175    | 35,175       |
| 2a            | Grants- Mass DOE Title Iva                         |  |  |  | 335       | 335          |
| 3             | Grants- Mass DOE 140, Title II,A                   |  |  |  | 4,269     | 4,269        |
| 4             | Grants- Mass DOE Title I 305                       |  |  |  | 16,068    | 16,068       |
| 5             | Grants- MASS DOE 274                               |  |  |  | 3,000     | 810          |
| 6             | Community Foundation Grants                        |  |  |  | 2,121     |              |
| 7             | Webster Foundation Grants                          |  |  |  | 20,000    | 0            |
| 8             | Friends of HCCPS Rolling Arts Grants               |  |  |  | 2,163     | 1,500        |
| 9             | Field Trip Fund                                    |  |  |  | 7,059     | 7,600        |
| 11            | Fundraising-pizza                                  |  |  |  | 3,000     | 3,000        |
| 12            | Fundraising - general                              |  |  |  | 12,500    | 12,500       |
| 13            | Kids Club Income                                   |  |  |  | 85,000    | 85,000       |
| 14            | Student Activity Fees- sports, music               |  |  |  | 15,000    | 11,000       |
| 15            | Medicaid/SPED Income                               |  |  |  | 20,000    | 20,000       |
| 16            | Misc Income                                        |  |  |  | 1,000     | 1,000        |
| 17            | Interest income                                    |  |  |  | 1,200     | <b>5,000</b> |
| 18            | School Lunch receipts                              |  |  |  | 10,000    | 10,000       |
| 19            | Special Field Trip Fundraising                     |  |  |  | 35,000    | 7,000        |
| 20            | Winter Fair                                        |  |  |  | 7,824     | 7,500        |
| 21            | Total Income                                       |  |  |  | 3,065,421 | 3,120,760    |
|               | <b>EXPENSES</b>                                    |  |  |  |           |              |
|               | <b>Personnel</b>                                   |  |  |  |           |              |
| 22            | Teachers - S/L, PE                                 |  |  |  | 1,223,972 | 1,287,641    |
| 23            | Teaching Assistants-( classrooms)                  |  |  |  | 204,595   | 197,625      |
| 24            | Graduate Interns x4 (FY19)                         |  |  |  | 30,000    | 40,000       |
| 25            | Kids Club Coordinator                              |  |  |  | 15,000    | 30,000       |
| 26            | Kids Club staff                                    |  |  |  | 34,483    | 35,000       |
| 27            | Substitutes                                        |  |  |  | 14,000    | 14,000       |
| 28            | Director of Administration- 1fte                   |  |  |  | 91,904    | 94,661       |
| 29            | Director of Teaching and Learning-1 fte            |  |  |  | 91,904    | 94,661       |
| 30            | Director of Family and Community Engagement-.6 fte |  |  |  | 41,357    | 42,598       |
| 31            | Student Services Coordinator- 1 fte                |  |  |  | 69,722    | 70,927       |
| 32            | Administrative Assistant- 1fte                     |  |  |  | 42,372    | 47,400       |
| 33            | Bookkeeper/Purchasing agent-.8 fte                 |  |  |  | 44,579    | 46,800       |
| 34            | Nurse/Health Educator                              |  |  |  | 51,728    | 52,531       |
| 35            | Counselor- 1 fte                                   |  |  |  | 63,384    | 64,479       |
| 36            | Tech Teacher/Coordinator 1 fte                     |  |  |  | 45,761    | 47,521       |
| 37            | CSL / Program Support                              |  |  |  | 26,432    | 27,533       |
| 38            | Stipends- student activites (dance, mini)          |  |  |  | 3,500     | 7,000        |
| 39            | Stipends-program                                   |  |  |  | 10,000    | 10,000       |
| 40            | Longevity Pay                                      |  |  |  | 9,439     | 10,000       |
| 41            | Payroll subtotal                                   |  |  |  | 2,114,132 | 2,220,377    |

|            |                                          |  |  |  |           |           |
|------------|------------------------------------------|--|--|--|-----------|-----------|
| 42         | Medicare- everyone-.0145                 |  |  |  | 30,655    | 32,195    |
| 43         | FICA- non MTRS-.062                      |  |  |  | 35,541    | 37,696    |
| 44         | SUTA-.002- everyone                      |  |  |  | 4,228     | 4,441     |
| 45         | UHIC-.0034 everyone/capped @ 1st 14,000  |  |  |  | 2,285     | 2,285     |
| 46         | Health Insurance                         |  |  |  | 218,000   | 228,900   |
| 47         | HRA                                      |  |  |  | 35,000    | 35,000    |
| 48         | Health Diversion Benefit                 |  |  |  | 14,000    | 14,000    |
| 49         | Workers Compensation                     |  |  |  | 16,716    | 17,000    |
| 50         | College Credit Reimbursement             |  |  |  | 1,000     | 1,000     |
| 51         | Total Personnel Costs                    |  |  |  | 2,471,557 | 2,592,895 |
|            | <b>Consultants and Outside Services</b>  |  |  |  |           |           |
| 52         | FSA/HRA Administrative Cost              |  |  |  | 2,200     | 2,200     |
| 53         | Accounting Consultant                    |  |  |  | 1,000     | 1,000     |
| 55         | Auditor                                  |  |  |  | 10,500    | 8,000     |
| 57         | SPED Contractors - OT/PT, psychologist   |  |  |  | 60,000    | 65,000    |
| 58         | SPED Advisor                             |  |  |  | 1,000     | 1,000     |
| 59         | Summer SPED services                     |  |  |  | 2,669     | 4,000     |
| 61         | Administrative Data Managemnt System     |  |  |  | 8,000     | 6,000     |
| 62         | Payroll Service                          |  |  |  | 3,000     | 3,060     |
| 63         | Professional Development                 |  |  |  | 8,500     | 20,000    |
| 64         | <b>Curriculum Consultants</b>            |  |  |  | 7,000     | 12,000    |
| 65         | Child Care Services                      |  |  |  | 300       | 300       |
| 66         | Legal Fees                               |  |  |  | 4,000     | 4,000     |
|            | subtotal                                 |  |  |  | 108,169   | 126,560   |
|            |                                          |  |  |  |           |           |
|            | <b>Occupancy-</b>                        |  |  |  |           |           |
| 67         | Insurance                                |  |  |  | 22,890    | 26,000    |
| 68         | Cleaning Services                        |  |  |  | 50,000    | 50,000    |
| 69         | Trash Removal                            |  |  |  | 4,200     | 4,500     |
| <b>70a</b> | <b>Furnishings</b>                       |  |  |  |           | 2,200     |
| 70         | Minor Repair/Maintenance                 |  |  |  | 18,000    | 20,000    |
| 71         | Fire/Sprinkler Alarm Services            |  |  |  | 2,200     | 2,244     |
| 72         | Copier Service Contract                  |  |  |  | 3,000     | 3,060     |
| 73         | Copier Rental                            |  |  |  | 3,788     | 3,864     |
| 74         | Telephone                                |  |  |  | 1,200     | 1,224     |
| 75         | Electric                                 |  |  |  | 25,883    | 26,400    |
| 76         | Internet                                 |  |  |  | 1,700     | 1,715     |
| 77         | Heat                                     |  |  |  | 6,000     | 6,120     |
| 78         | HVAC Maint                               |  |  |  | 7,247     | 7,392     |
| 79         | Elevator Maint                           |  |  |  | 3,220     | 3,284     |
| 81         | Water Sewer Fees                         |  |  |  | 4,000     | 4,080     |
| 82         | Landscaping                              |  |  |  | 6,000     | 7,000     |
| 85         | Plowing                                  |  |  |  | 7,500     | 7,650     |
| 87         | <b>Interest Expense USDA * see below</b> |  |  |  | 95,973    | 97,892    |
| 88         | subtotal                                 |  |  |  | 262,801   | 274,626   |
|            | <b>Supplies</b>                          |  |  |  |           |           |
| 87         | Household Supplies                       |  |  |  | 5,610     | 5,722     |

|      |                                                        |  |  |  |            |              |
|------|--------------------------------------------------------|--|--|--|------------|--------------|
| 88   | Educational Supplies                                   |  |  |  | 20,012     | 22,000       |
| 89   | PE/Playground supplies                                 |  |  |  | 1,020      | <b>2,500</b> |
| 90   | Office Supplies                                        |  |  |  | 3,570      | 3,641        |
| 91   | Testing/Evaluation Supplies                            |  |  |  | 3,800      | 3,876        |
| 92   | Postage                                                |  |  |  | 1,530      | 1,561        |
| 93   | Printing                                               |  |  |  | 612        | 624          |
| 94   | Food                                                   |  |  |  | 714        | 728          |
| 95   | sub total                                              |  |  |  | 36,868     | 40,653       |
|      | <b>Equipment</b>                                       |  |  |  |            |              |
| 96   | Minor Equipment<\$500 ,                                |  |  |  | 3,000      | 3,060        |
| 97   | SPED Equipment                                         |  |  |  | 8,000      | 8,127        |
| 97a  | Vehicle Expenses                                       |  |  |  |            | <b>2,500</b> |
| 98   | Tech Repair/Replacement                                |  |  |  | 10,000     | 12,000       |
| 99   | subtotal                                               |  |  |  | 21,000     | 25,687       |
|      | <b>Miscellaneous</b>                                   |  |  |  |            |              |
| 100  | Kids Club Program Expenses                             |  |  |  | 3,500      | 5,000        |
| 101  | Student Activity Expenses ( dances, sports, sleepover) |  |  |  | 5,000      | 6,000        |
| 102  | Special 6-8th grade Trip Expenses                      |  |  |  | 52,000     | 8,000        |
| 103  | Advertising                                            |  |  |  | 1,500      | 1,530        |
| 104  | Travel                                                 |  |  |  | 500        | 510          |
| 105  | Graduation Expenses                                    |  |  |  | 1,000      | 1,020        |
| 106  | Miscellaneous                                          |  |  |  | 1,000      | 1,020        |
| 107  | Community Domain Expenses                              |  |  |  | 3,000      | 3,060        |
| 108  | MCPSA Dues                                             |  |  |  | 5,483      | 6,000        |
| 109  | School lunch expense                                   |  |  |  | 12,000     | 12,000       |
| 110  | Friends of HCCPS Class Grants                          |  |  |  | 2,163      | 1,500        |
| 111  | Community Service Projects                             |  |  |  | 1,000      | 2,000        |
| 112  | Field Trips                                            |  |  |  | 7,059      | 7,600        |
| 113a | Community Foundation                                   |  |  |  | 2,121      |              |
| 113  | Webster Foundation                                     |  |  |  | 10,000     | 0            |
|      | BOT Discretionary Fund                                 |  |  |  | 500        | 500          |
| 114  | Coordinator's Discretionary Fund                       |  |  |  | 2,500      | 2,500        |
| 115  | Winter Fair Expenses                                   |  |  |  | 2,151      | 2,100        |
| 116  | subtotal                                               |  |  |  | 112,477    | 60,340       |
| 117  | <b>Total operating expenses</b>                        |  |  |  | 3,012,872  | 3,120,760    |
| 118  | <b>Over/Under</b>                                      |  |  |  | 52,549     | <b>0</b>     |
|      | <b>Non-cash liability-depreciation</b>                 |  |  |  | 97,144     | 100,943      |
|      | <b>Principal payment from Fund Balance</b>             |  |  |  | 50,571     | 51,980       |
|      | <b>Annual Principal Plus Interest</b>                  |  |  |  | 146,544.00 | 146,544.00   |

**Hilltown Co-op Charter Public School**  
**Report - Revenues & Expenditures vs. Budget**  
 July 2017 through March 2018

|                                            | Jul '17 - Mar 18 | Budget    | \$ Over Budget | % of Budget |
|--------------------------------------------|------------------|-----------|----------------|-------------|
| <b>Ordinary Income/Expense</b>             |                  |           |                |             |
| <b>Income</b>                              |                  |           |                |             |
| <b>State Sources</b>                       |                  |           |                |             |
| Per-Pupil Revenue                          | 2,079,644        | 2,784,707 | -705,063       | 75%         |
| <b>Total State Sources</b>                 | 2,079,644        | 2,784,707 | -705,063       | 75%         |
| <b>State Grants-DOE Administered</b>       |                  |           |                |             |
| Title IV Grant                             | 33               | 335       | -302           | 10%         |
| SPED 240                                   | 3,518            | 35,175    | -31,657        | 10%         |
| SPED 274                                   | 81               | 3,000     | -2,919         | 3%          |
| Teacher Quality 140                        | 427              | 4,269     | -3,842         | 10%         |
| Title I 305                                | 1,607            | 16,068    | -14,461        | 10%         |
| <b>Total State Grants-DOE Administered</b> | 5,666            | 58,847    | -53,181        | 10%         |
| <b>Friends of HCCS Grant</b>               |                  |           |                |             |
| FOH Rolling Arts Grants                    | 1,455            | 2,163     | -708           | 67%         |
| <b>Total Friends of HCCS Grant</b>         | 1,455            | 2,163     | -708           | 67%         |
| <b>Private Grants</b>                      |                  |           |                |             |
| Commty Fndn Class Projects                 | 2,072            | 2,121     | -49            | 98%         |
| Webster Grant                              | 20,000           | 20,000    |                | 100%        |
| <b>Total Private Grants</b>                | 22,072           | 22,121    | -49            | 100%        |
| <b>Fundraising Income</b>                  |                  |           |                |             |
| General Fundraising                        | 30               | 12,500    | -12,470        | 0%          |
| Field Trip Fund                            | 7,059            | 7,059     | -0             | 100%        |
| Pizza                                      | 1,894            | 3,000     | -1,106         | 63%         |
| Winter Fair                                | 7,824            | 7,824     | -0             | 100%        |
| <b>Total Fundraising Income</b>            | 16,806           | 30,383    | -13,577        | 55%         |
| <b>Other sources</b>                       |                  |           |                |             |
| Earnings on Investments                    | 1,659            | 1,200     | 459            | 138%        |
| School Lunch Receipts                      | 5,958            | 10,000    | -4,042         | 60%         |
| <b>Special Trip Receipts</b>               |                  |           |                |             |
| Prisms Special Trip Receipts               | 27,908           |           |                |             |
| Purples Special Trip Receipts              | 6,830            |           |                |             |
| Special Trip Receipts - Other              |                  | 35,000    | -35,000        |             |
| <b>Total Special Trip Receipts</b>         | 34,738           | 35,000    | -262           | 99%         |
| SPED Medicaid reimbursement                | 8,237            | 20,000    | -11,763        | 41%         |
| <b>Total Other sources</b>                 | 50,592           | 66,200    | -15,608        | 76%         |
| <b>Kid's Club Income</b>                   | 64,995           | 85,000    | -20,005        | 76%         |
| <b>Student Activity Fees</b>               | 13,797           | 15,000    | -1,204         | 92%         |
| <b>Miscellaneous Income</b>                | 1,643            | 1,000     | 643            | 164%        |
| <b>Total Income</b>                        | 2,256,671        | 3,065,421 | -808,750       | 74%         |
| <b>Expense</b>                             |                  |           |                |             |
| <b>Personnel Costs</b>                     |                  |           |                |             |
| <b>Personnel</b>                           |                  |           |                |             |
| Teachers                                   | 710,192          | 1,223,972 | -513,780       | 58%         |
| <b>Teaching Assistants</b>                 |                  |           |                |             |
| Graduate Intern Stipend                    | 20,455           | 30,000    | -9,545         | 68%         |
| Teaching Assistants - Other                | 131,632          | 204,595   | -72,963        | 64%         |
| <b>Total Teaching Assistants</b>           | 152,087          | 234,595   | -82,508        | 65%         |



**Hilltown Co-op Charter Public School**  
**Report - Revenues & Expenditures vs. Budget**  
**July 2017 through March 2018**

|                                                | Jul '17 - Mar 18 | Budget           | \$ Over Budget  | % of Budget |
|------------------------------------------------|------------------|------------------|-----------------|-------------|
| Director of Administration                     | 67,161           | 91,904           | -24,743         | 73%         |
| Director of Teaching & Learning                | 67,161           | 91,904           | -24,743         | 73%         |
| Director of Family & Community                 | 30,222           | 41,357           | -11,135         | 73%         |
| Student Services Coordinator                   | 40,224           | 69,722           | -29,498         | 58%         |
| Administrative Assistant                       | 30,964           | 42,372           | -11,408         | 73%         |
| Bookkeeper/Purchasing Agent                    | 32,577           | 44,579           | -12,002         | 73%         |
| Kids' Club Coordinator                         | 10,226           | 15,000           | -4,774          | 68%         |
| Kids' Club Staff                               | 18,008           | 34,483           | -16,475         | 52%         |
| Nurse/Health Educator                          | 30,173           | 51,728           | -21,555         | 58%         |
| Counselor                                      | 36,568           | 63,384           | -26,816         | 58%         |
| Stipends - Student Activities                  | 3,400            | 3,500            | -100            | 97%         |
| Stipends - Program                             | 1,600            | 10,000           | -8,400          | 16%         |
| Substitute Teachers                            | 12,142           | 14,000           | -1,858          | 87%         |
| Technology Teacher/Coordinator                 | 26,401           | 45,761           | -19,360         | 58%         |
| Program Support                                | 18,262           | 26,432           | -8,170          | 69%         |
| Longevity Pay                                  | 9,439            | 9,439            | -0              | 100%        |
| <b>Total Personnel</b>                         | <b>1,296,807</b> | <b>2,114,132</b> | <b>-817,325</b> | <b>61%</b>  |
| <b>Payroll Taxes</b>                           |                  |                  |                 |             |
| FICA                                           | 21,307           | 35,541           | -14,234         | 60%         |
| Medicare                                       | 17,977           | 30,655           | -12,678         | 59%         |
| SUTA                                           | 2,112            | 4,228            | -2,116          | 50%         |
| UHIC                                           | 2,828            | 2,285            | 543             | 124%        |
| <b>Total Payroll Taxes</b>                     | <b>44,224</b>    | <b>72,709</b>    | <b>-28,485</b>  | <b>61%</b>  |
| <b>Fringe Benefits</b>                         |                  |                  |                 |             |
| College Credit Reimbursement                   |                  | 1,000            | -1,000          |             |
| HRA Benefit                                    | 22,668           | 35,000           | -12,332         | 65%         |
| Health Diversion                               | 6,853            | 14,000           | -7,147          | 49%         |
| Health insurance                               | 182,129          | 218,000          | -35,871         | 84%         |
| Worker's Compensation Insurance                | 16,716           | 16,716           |                 | 100%        |
| <b>Total Fringe Benefits</b>                   | <b>228,366</b>   | <b>284,716</b>   | <b>-56,350</b>  | <b>80%</b>  |
| <b>Total Personnel Costs</b>                   | <b>1,569,397</b> | <b>2,471,557</b> | <b>-902,160</b> | <b>63%</b>  |
| <b>Consultant &amp; Other Svcs-Fixed</b>       |                  |                  |                 |             |
| Accounting Consultant                          |                  | 1,000            | -1,000          |             |
| Administrative Services                        | 8,000            | 8,000            | -0              | 100%        |
| Annual Audit                                   | 10,500           | 10,500           |                 | 100%        |
| FSA/HRA Service                                | 995              | 2,200            | -1,205          | 45%         |
| Payroll Service                                | 2,475            | 3,000            | -525            | 82%         |
| SPED Advisor                                   |                  | 1,000            | -1,000          |             |
| SPED Contractors                               | 62,061           | 60,000           | 2,061           | 103%        |
| SPED Summer Services                           | 2,669            | 2,669            |                 | 100%        |
| <b>Total Consultant &amp; Other Svcs-Fixed</b> | <b>86,700</b>    | <b>88,369</b>    | <b>-1,669</b>   | <b>98%</b>  |
| <b>Consultant &amp; Other Svcs</b>             |                  |                  |                 |             |
| Child Care                                     | 187              | 300              | -113            | 62%         |
| Curriculum Consultants                         |                  | 7,000            | -7,000          |             |
| Legal Fees                                     | 2,700            | 4,000            | -1,300          | 68%         |
| Staff development                              | 5,443            | 8,500            | -3,057          | 64%         |
| <b>Total Consultant &amp; Other Svcs</b>       | <b>8,330</b>     | <b>19,800</b>    | <b>-11,470</b>  | <b>42%</b>  |

**Hilltown Co-op Charter Public School**  
**Report - Revenues & Expenditures vs. Budget**  
 July 2017 through March 2018

|                                             | Jul '17 - Mar 18 | Budget         | \$ Over Budget | % of Budget |
|---------------------------------------------|------------------|----------------|----------------|-------------|
| <b>Occupancy</b>                            |                  |                |                |             |
| Cleaning Services                           | 29,300           | 50,000         | -20,700        | 59%         |
| Copier Service Contract                     | 2,553            | 3,000          | -447           | 85%         |
| Electricity                                 | 19,382           | 25,883         | -6,501         | 75%         |
| Elevator Maintenance                        | 2,389            | 3,220          | -831           | 74%         |
| Fire/Sprinkler Alarm services               | 1,906            | 2,200          | -294           | 87%         |
| Heat                                        | 4,415            | 6,000          | -1,585         | 74%         |
| HVAC Maintenance                            | 4,939            | 7,247          | -2,308         | 68%         |
| Insurance-Liability/Propty/Auto             | 22,890           | 22,890         |                | 100%        |
| Interest Expense - USDA Loan                | 72,110           | 95,973         | -23,863        | 75%         |
| Internet                                    | 1,300            | 1,700          | -400           | 76%         |
| Landscaping                                 | 4,245            | 6,000          | -1,755         | 71%         |
| Minor Repair/Maintenance                    | 20,377           | 18,000         | 2,377          | 113%        |
| Plowing/Snow Removal                        | 6,200            | 7,500          | -1,300         | 83%         |
| Rental of Equipment                         | 2,841            | 3,788          | -947           | 75%         |
| Telephone                                   | 823              | 1,200          | -377           | 69%         |
| Trash Removal/Recycling                     | 3,065            | 4,200          | -1,135         | 73%         |
| Water/Sewer                                 | 1,207            | 4,000          | -2,793         | 30%         |
| <b>Total Occupancy</b>                      | <b>199,942</b>   | <b>262,801</b> | <b>-62,859</b> | <b>76%</b>  |
| <b>Supplies</b>                             |                  |                |                |             |
| <b>Educational Supplies/Textbooks</b>       |                  |                |                |             |
| *Atelier supplies                           | 2,307            | 2,400          | -93            | 96%         |
| *Blues Ed Supps                             | 509              | 550            | -41            | 93%         |
| *Indigos Ed Supplies                        | 550              | 550            | 0              | 100%        |
| *Greens Ed Supps                            | 252              | 550            | -298           | 46%         |
| *Yellows Ed Supps                           | 327              | 550            | -223           | 59%         |
| *Oranges Ed Supps                           | 447              | 550            | -103           | 81%         |
| *Reds Ed Supps                              | 423              | 550            | -127           | 77%         |
| *Purples Ed Supps                           |                  |                |                |             |
| Purples - PI                                | 353              | 440            | -87            | 80%         |
| Purples - PK                                | 369              | 440            | -71            | 84%         |
| <b>Total *Purples Ed Supps</b>              | <b>723</b>       | <b>880</b>     | <b>-157</b>    | <b>82%</b>  |
| *Prisms Ed Supps                            |                  |                |                |             |
| *Prisms-BA                                  | 336              | 330            | 6              | 102%        |
| *Prisms-JM                                  | 247              | 330            | -83            | 75%         |
| *Prisms-RM                                  | 237              | 330            | -93            | 72%         |
| *Prisms-JVB                                 | 352              | 330            | 22             | 107%        |
| <b>Total *Prisms Ed Supps</b>               | <b>1,172</b>     | <b>1,320</b>   | <b>-148</b>    | <b>89%</b>  |
| *Minicourses                                | 200              | 400            | -200           | 50%         |
| *Music/movement supplies                    |                  |                |                |             |
| *Music Supplies - MD                        | 470              | 470            | 0              | 100%        |
| *Music Supplies - JW                        | 75               | 190            | -116           | 39%         |
| *Music/movement supplies - Other            |                  |                |                |             |
| <b>Total *Music/movement supplies</b>       | <b>545</b>       | <b>660</b>     | <b>-115</b>    | <b>83%</b>  |
| *Physical Education Supplies                | 233              | 510            | -277           | 46%         |
| *SPED Ed Supps                              | 2,413            | 2,750          | -337           | 88%         |
| *Title I Ed Supps                           | 27               | 300            | -273           | 9%          |
| *Other Ed Supplies/Textbooks**              | 5,006            | 8,002          | -2,996         | 63%         |
| Educational Supplies/Textbooks - Other      |                  |                |                |             |
| <b>Total Educational Supplies/Textbooks</b> | <b>15,135</b>    | <b>20,522</b>  | <b>-5,387</b>  | <b>74%</b>  |

**Hilltown Co-op Charter Public School**  
**Report - Revenues & Expenditures vs. Budget**  
**July 2017 through March 2018**

|                                            | Jul '17 - Mar 18 | Budget        | \$ Over Budget | % of Budget |
|--------------------------------------------|------------------|---------------|----------------|-------------|
| Food and Supplies                          | 433              | 714           | -281           | 61%         |
| Household Supplies                         | 4,181            | 5,610         | -1,429         | 75%         |
| Office Supplies                            | 2,927            | 3,570         | -643           | 82%         |
| Playground Supplies                        | 456              | 510           | -54            | 89%         |
| Postage                                    | 252              | 1,530         | -1,278         | 16%         |
| Printing and Reproduction                  | 508              | 612           | -104           | 83%         |
| Testing & Evaluation Supplies              | 3,161            | 3,800         | -639           | 83%         |
| <b>Total Supplies</b>                      | <b>27,054</b>    | <b>36,868</b> | <b>-9,814</b>  | <b>73%</b>  |
| <b>Equipment</b>                           |                  |               |                |             |
| Minor Equipment                            | 831              | 3,000         | -2,169         | 28%         |
| SPED Equipment                             | 2,384            | 8,000         | -5,616         | 30%         |
| Tech Repair/Replacement                    | 8,358            | 10,000        | -1,642         | 84%         |
| <b>Total Equipment</b>                     | <b>11,573</b>    | <b>21,000</b> | <b>-9,427</b>  | <b>55%</b>  |
| <b>Grant-funded expenses</b>               |                  |               |                |             |
| Community Fdn. Class Projects              | 1,321            | 2,121         | -800           | 62%         |
| Friends of HCCS Grant Expense              |                  |               |                |             |
| FOH Rolling Arts Grants                    | 1,118            | 2,163         | -1,045         | 52%         |
| <b>Total Friends of HCCS Grant Expense</b> | <b>1,118</b>     | <b>2,163</b>  | <b>-1,045</b>  | <b>52%</b>  |
| Webster Grant Expenditures                 | 7,273            | 10,000        | -2,727         | 73%         |
| <b>Total Grant-funded expenses</b>         | <b>9,712</b>     | <b>14,284</b> | <b>-4,572</b>  | <b>68%</b>  |
| <b>Other expenses</b>                      |                  |               |                |             |
| Advertising                                | 1,055            | 1,500         | -445           | 70%         |
| BOT Discretionary Fund                     |                  | 500           | -500           |             |
| Community Domain Expense                   | 1,980            | 3,000         | -1,020         | 66%         |
| Community Service Projects                 | 880              | 1,000         | -120           | 88%         |
| Graduation Expenses                        | 136              | 1,000         | -864           | 14%         |
| Field trips                                |                  |               |                |             |
| Indigos Field Trips                        | 158              | 648           | -491           | 24%         |
| Blues Field Trips                          | 144              | 648           | -505           | 22%         |
| Greens Field Trips                         | 325              | 680           | -356           | 48%         |
| Yellows Field Trips                        | 335              | 680           | -345           | 49%         |
| Oranges Field Trips                        | 144              | 680           | -537           | 21%         |
| Reds Field Trips                           | 158              | 680           | -523           | 23%         |
| Purples Field Trips                        | 59               | 1,036         | -977           | 6%          |
| Prisms Field Trips                         | 176              | 2,007         | -1,831         | 9%          |
| Field trips - Other                        |                  |               |                |             |
| <b>Total Field trips</b>                   | <b>1,497</b>     | <b>7,059</b>  | <b>-5,562</b>  | <b>21%</b>  |
| Kid's Club Food/Supplies                   | 2,296            | 3,500         | -1,204         | 66%         |
| MCSA Dues                                  | 5,483            | 5,483         | 0              | 100%        |
| Miscellaneous Expenses                     | 274              | 1,000         | -726           | 27%         |
| School Lunch Expense                       | 8,313            | 12,000        | -3,687         | 69%         |
| Special Trip Expenses                      |                  |               |                |             |
| Prisms Special Trip Expense                | 43,308           |               |                |             |
| Purples Special Trip Expenses              | 9,670            |               |                |             |
| Special Trip Expenses - Other              |                  | 52,000        | -52,000        |             |
| <b>Total Special Trip Expenses</b>         | <b>52,978</b>    | <b>52,000</b> | <b>978</b>     | <b>102%</b> |
| Student Activity Expenses                  | 1,631            | 5,000         | -3,369         | 33%         |
| Travel                                     | 396              | 500           | -104           | 79%         |
| Fundraising Expenses                       | 2,151            | 2,151         | -0             | 100%        |
| <b>Total Other expenses</b>                | <b>79,069</b>    | <b>95,693</b> | <b>-16,624</b> | <b>83%</b>  |

**Hilltown Co-op Charter Public School**  
**Report - Revenues & Expenditures vs. Budget**  
 July 2017 through March 2018

|                                            | Jul '17 - Mar 18 | Budget           | \$ Over Budget    | % of Budget  |
|--------------------------------------------|------------------|------------------|-------------------|--------------|
| Directors' Discretionary Fund              | 1,026            | 2,500            | -1,474            | 41%          |
| <b>Total Expense</b>                       | <b>1,992,802</b> | <b>3,012,872</b> | <b>-1,020,070</b> | <b>66%</b>   |
| <b>Net Ordinary Income</b>                 | <b>263,869</b>   | <b>52,549</b>    | <b>211,320</b>    | <b>502%</b>  |
| <b>Other Income/Expense</b>                |                  |                  |                   |              |
| <b>Other Expense</b>                       |                  |                  |                   |              |
| Depreciation Expenses                      | 72,858           | 97,144           | -24,286           | 75%          |
| BOT approved Exp Related                   | 9,587            | 17,481           | -7,894            | 55%          |
| <b>Board Designated Expenditures</b>       |                  |                  |                   |              |
| BOT Appvd Capital Improvements             |                  |                  |                   |              |
| <b>Total Board Designated Expenditures</b> |                  |                  |                   |              |
| <b>Total Other Expense</b>                 | <b>82,445</b>    | <b>114,625</b>   | <b>-32,180</b>    | <b>72%</b>   |
| <b>Net Other Income</b>                    | <b>-82,445</b>   | <b>-114,625</b>  | <b>32,180</b>     | <b>72%</b>   |
| <b>Net Income</b>                          | <b>181,424</b>   | <b>-62,076</b>   | <b>243,500</b>    | <b>-292%</b> |



**Hilltown Co-op Charter Public School**  
**Balance Sheet**  
As of March 31, 2018

|                                           | Mar 31, 18       | Dec 31, 17       | Mar 31, 17       |
|-------------------------------------------|------------------|------------------|------------------|
| <b>ASSETS</b>                             |                  |                  |                  |
| <b>Current Assets</b>                     |                  |                  |                  |
| <b>Checking/Savings</b>                   |                  |                  |                  |
| <b>Easthampton Savings</b>                |                  |                  |                  |
| ESB Checking - XXXXX4269                  | 548,179          | -252             | 0                |
| ESB-21 month CD                           | 300,817          | 91,893           | 91,790           |
| ESB-Checking XXXX1894                     | 0                | 727,707          | 801,001          |
| <b>Total Easthampton Savings</b>          | 848,996          | 819,348          | 892,792          |
| <b>Florence Savings</b>                   |                  |                  |                  |
| Money Market-FSB                          | 303              | 303              | 303              |
| <b>Total Florence Savings</b>             | 303              | 303              | 303              |
| <b>Total Checking/Savings</b>             | 849,299          | 819,651          | 893,094          |
| <b>Other Current Assets</b>               |                  |                  |                  |
| Suspense                                  | 166              | 466              | 382              |
| Prepaid Expenses                          | 0                | 0                | 8,182            |
| Security Deposit                          | 1,460            | 1,460            | 1,735            |
| <b>Total Other Current Assets</b>         | 1,625            | 1,925            | 10,298           |
| <b>Total Current Assets</b>               | 850,924          | 821,576          | 903,393          |
| <b>Fixed Assets</b>                       |                  |                  |                  |
| <b>Property 1-3 Industrial Pkwy</b>       |                  |                  |                  |
| Building                                  | 3,317,751        | 3,317,751        | 3,317,248        |
| Land                                      | 472,975          | 472,975          | 472,975          |
| <b>Total Property 1-3 Industrial Pkwy</b> | 3,790,726        | 3,790,726        | 3,790,223        |
| Accum. Depreciation - Building            | -127,755         | -108,418         | -31,100          |
| Property Improvements                     | 85,087           | 85,087           | 0                |
| Accum. Dep - Property Imprvmnts           | -10,720          | -7,147           | 0                |
| <b>Property and Equipment</b>             |                  |                  |                  |
| 2011 Toyota Sienna Minivan                |                  |                  |                  |
| Accum Depreciation - Vehicles             | -1,051           | -701             | 0                |
| 2011 Toyota Sienna Minivan - Other        | 14,012           | 14,012           | 0                |
| <b>Total 2011 Toyota Sienna Minivan</b>   | 12,961           | 13,311           | 0                |
| Classroom Equip./Furnishings              | 18,472           | 18,472           | 6,500            |
| <b>Total Property and Equipment</b>       | 31,433           | 31,783           | 6,500            |
| Accumulated Depreciation - F&E            | -6,924           | -5,899           | -2,925           |
| <b>Total Fixed Assets</b>                 | 3,761,847        | 3,786,133        | 3,762,698        |
| <b>TOTAL ASSETS</b>                       | <b>4,612,771</b> | <b>4,607,710</b> | <b>4,666,091</b> |
| <b>LIABILITIES &amp; EQUITY</b>           |                  |                  |                  |
| <b>Liabilities</b>                        |                  |                  |                  |
| <b>Current Liabilities</b>                |                  |                  |                  |
| Accounts Payable                          |                  |                  |                  |
| Accounts Payable                          | 33,959           | 36,296           | 39,601           |
| <b>Total Accounts Payable</b>             | 33,959           | 36,296           | 39,601           |

04/25/18

**Hilltown Co-op Charter Public School**  
**Balance Sheet**  
As of March 31, 2018

|                                        | Mar 31, 18       | Dec 31, 17       | Mar 31, 17       |
|----------------------------------------|------------------|------------------|------------------|
| <b>Credit Cards</b>                    |                  |                  |                  |
| VISA -DK                               | 0                | 559              | 0                |
| VISA                                   | 0                | 0                | 1,233            |
| <b>Total Credit Cards</b>              | 0                | 559              | 1,233            |
| <b>Other Current Liabilities</b>       |                  |                  |                  |
| <b>Payroll Liabilities</b>             |                  |                  |                  |
| Dental Plan Payable                    | -641             | -625             | -682             |
| Employee Health                        | -6,619           | -6,294           | -7,398           |
| Employee Life                          | 233              | 191              | 193              |
| FICA Withheld                          | -149             | -149             | 0                |
| Long Term Disability                   | -57              | -57              | -57              |
| MA Retirement                          | 0                | 0                | 0                |
| Sect 125 - FSA                         | -5,855           | -5,278           | -4,411           |
| <b>Total Payroll Liabilities</b>       | -13,088          | -12,212          | -12,355          |
| <b>Total Other Current Liabilities</b> | -13,088          | -12,212          | -12,355          |
| <b>Total Current Liabilities</b>       | 20,871           | 24,643           | 28,479           |
| <b>Long Term Liabilities</b>           |                  |                  |                  |
| Note Payable - USDA                    | 3,475,175        | 3,487,861        | 3,525,400        |
| <b>Total Long Term Liabilities</b>     | 3,475,175        | 3,487,861        | 3,525,400        |
| <b>Total Liabilities</b>               | 3,496,046        | 3,512,504        | 3,553,879        |
| <b>Equity</b>                          |                  |                  |                  |
| BOT Approved Capital Projects          | 10,901           | 10,901           | 0                |
| Res'd for Expansion Related            | 8,020            | 8,020            | 17,481           |
| Contingency Fund                       | 282,915          | 282,915          | 267,344          |
| Investments in Fixed Assets            | 311,733          | 311,733          | 206,725          |
| Undesignated Fund Balance              | 321,734          | 321,734          | 444,364          |
| Net Income                             | 181,424          | 159,904          | 176,298          |
| <b>Total Equity</b>                    | 1,116,725        | 1,095,206        | 1,112,212        |
| <b>TOTAL LIABILITIES &amp; EQUITY</b>  | <b>4,612,771</b> | <b>4,607,710</b> | <b>4,666,091</b> |



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

## Facilities Committee Proposal to the Board of Trustees

**Subject:** Capital Improvements Budget for FY19

**Date:** May 4, 2018

**Priority level:** High

**Approximate time needed for discussion:** 10 minutes

**Proposal to be presented by:** Dan Klatz, Charles Weimeyer

**Committee members drafting proposal:** Charles Weimeyer, Dan Klatz, Steven Schrems, Karen Sise

### We propose the following capital improvements this coming summer:

- Purchase and install a fresh air exchange for the entire 2nd floor. Currently, there is no fresh air exchange and this is a health and safety concern. We have selected a High Efficiency Air Handler with heater (for winter use).
- Purchase and install Safeline acoustic panels in the All School space. These panels will provide a 6 Decibel reduction (40%-50% quieter) and reduce reverberation time by 75%. Installation will be done by parent volunteers.
- Map our current HVAC controls: determining which controls go to each piece of equipment and which rooms correspond with each control for both heating and cooling. Includes recommendations for any changes to improve the balance in the system.
- Purchase and install hallway panels in the 6-8 wing using the same materials we used in the All School space
- Playground Improvements including purchase and installation of 3 KidForce Spinners by Burke Playground Systems and improved safety barriers for the rope swing. Pending consultation with city engineer, install a pathway across the island in front of the building.

Note: Finance Committee reviewed this proposal is comfortable with the financial aspects.

### Goal to be achieved by proposal:

Address the most pressing facilities needs not covered by operation expenses. Improvements to both inside and outside spaces.

### Potential problems/dissenting views:

None identified.



| FY 2019 Capital Budget          |              |
|---------------------------------|--------------|
| Fresh Air Exchange              | 13000        |
| SAFELINE ACOUSTIC PANELS        | 7000         |
| Control Mapping                 | 1800         |
| Hallway Paneling                | 5000         |
| Playground/Outdoor Improvements | 8200         |
| <b>TOTAL</b>                    | <b>35000</b> |

**Note: Funds donated to the memory of Bill Farkas will go toward the acoustic panels.**

# LIFEBREATH<sup>®</sup>

**CORES**

Modular (3 section) patented aluminum heat recovery cores arranged for efficient counter-flow ventilation.

**MOTORS**

Two PSC, 3 speed double shafted, 120 VAC, 9.4 Amps each (18.8 total on high speed). HP - 1/2, 1625 RPM. Watts - total on high speed - 2256. MCA: 23.5 MOP: 30

**FILTERS**

Washable air filters in exhaust and supply air streams.

**BLOWERS**

Slide easily in / out of unit. Centrifugal type rated at 1200 cfm (566 L/s) free air delivery. Each air stream has one double shafted motor driving 2 centrifugal blowers.

**CONNECTION DUCT SIZES**

Four - 20" x 8" (508 mm x 200 mm).

**MOUNTING**

Unit to be set on support brackets hung by threaded rod type apparatus. (brackets and rod not provided).

**CASE**

Unit has front and back access doors and electrical panel can be switched to either side giving the installer flexibility in duct direction. 20 gauge prepainted galvanized steel (G60) for superior corrosion resistance. Insulated with foil faced insulation where required to prevent exterior condensation.

Drain connections; two - 1/2" (12 mm) O.D.

**ELECTRONICS**

Integrated microprocessor circuit board. Built-in interlock contacts. Optional remote speed control.

**DEFROST CONTROLS**

MODEL 1200FD - Interrupts supply air while exhaust air defrosts core.  
MODEL 1200DD - Supply bypass routes indoor air to defrost core.

**WEIGHT** 285 LBS (130 KG) **SHIPPING WEIGHT** 335 LBS. (152 KG)

**CONTROL OPTIONS**

**99-BC02 Lifebreath Ventilation Control**

- 2 speed fan setting (Low/High)
- Humidity control through adjustable Dehumidistat
- Compatible with 99-DET02 Wireless Timers
- 3 wire connection; 20 gauge wire (minimum)

**99-500 3 Speed Control**

- 3 Speed Fan setting (Low/Medium/High)
- 4 wire connection; 20 gauge wire (minimum)

**99-DH01 Lifebreath Dehumidistat**

- Humidity control through adjustable Dehumidistat
- 3 wire connection; 20 gauge wire (minimum)

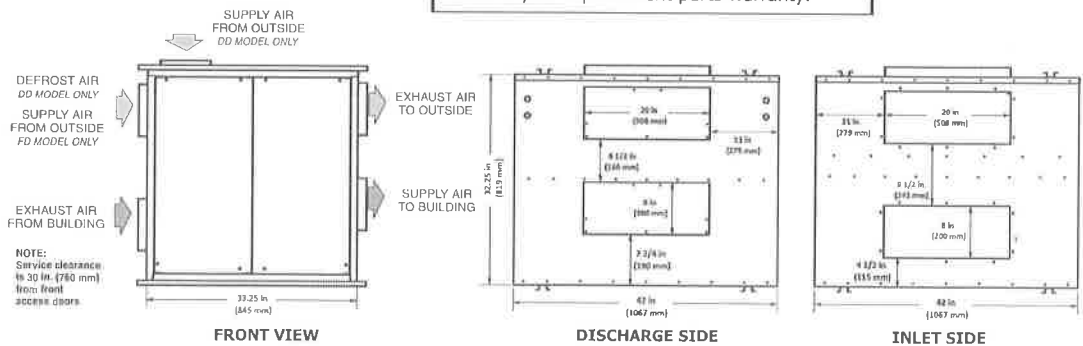
**DIMENSIONS** inches (mm)

**NOTE:**

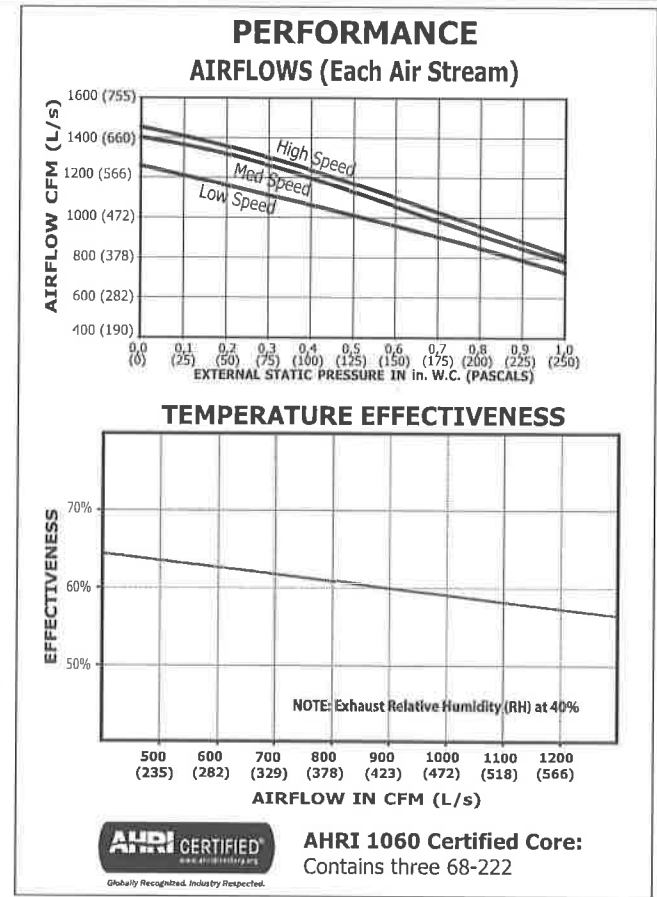
The 1200FD/DD model may easily be reversed in the field. Refer to page 25 for installation instructions.

All units conform to CS A and UL standards

**NOTE:** All specifications are subject to change without notice.



Date: \_\_\_\_\_  
 Tag: \_\_\_\_\_ Qty: \_\_\_\_\_  
 Project: \_\_\_\_\_  
 Engineer: \_\_\_\_\_



**TIMER OPTIONS**

**99-DET01 Lifebreath 20/40/60 Minute Timer**

- Initiates high speed Ventilation for 20, 40 or 60 minutes
- 3 wire connection; 20 gauge wire (minimum)

**99-DET02 Lifebreath WIRELESS 20/40/60 Minute Timer**

- Initiates high speed Ventilation for 20, 40 or 60 minutes
- Wirelessly connects to main control for ease of installation
- 40' approximate range

**99-RX02 Lifebreath WIRELESS Repeater**

- Used to extend range of 99-DET02 Wireless Timers when Timers are out of range
- Plugs into 120V power outlet and wirelessly connects to main control and 99-DET02

**FILTER OPTIONS**

**99-65-184** 2" pleated MERV 8 filter for fresh air stream.

**WARRANTY**

Units carry a 15 year warranty on the HRV core and a 2 year replacement parts warranty.

Contractor: \_\_\_\_\_  
 Supplier: \_\_\_\_\_  
 Quote#: \_\_\_\_\_  
 Submitted by: \_\_\_\_\_



# Estimate

1775 Ocean Street  
 Marshfield, MA 02050  
 800-648-5257 Fax: 781-837-9229

|           |            |
|-----------|------------|
| Date      | Estimate # |
| 4/23/2018 | 2018-HCCP  |

**Billing Address**  
 Hilltown Cooperative  
 Charter Public School  
 1 Industrial Parkway  
 Easthampton, MA 01027

**Ship To**  
 See Billing Address  
 Attn: Dan Klatz

**Email Address**

dklatz@hilltowncharter.org

|            |                 |                      |                       |
|------------|-----------------|----------------------|-----------------------|
| <b>Rep</b> | <b>Job Name</b> | <b>Customer Name</b> | <b>Customer Phone</b> |
| TP         | Kid Force       | Dan Klatz            | 413-529-7178x101      |

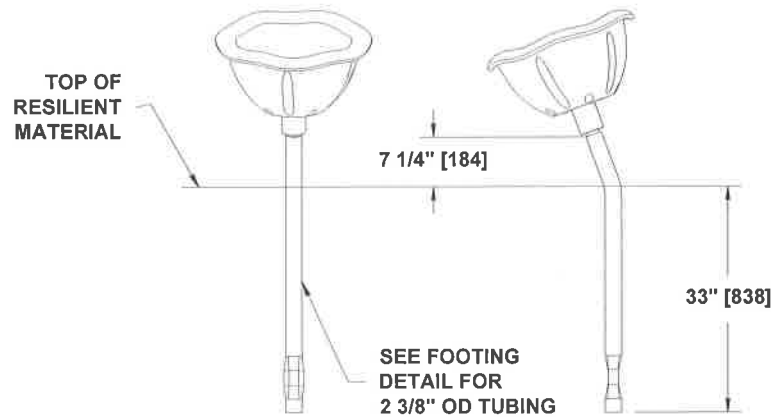
| Description                                                                                                 | Qty | Rate   | Total    |
|-------------------------------------------------------------------------------------------------------------|-----|--------|----------|
| Burke Kid Force Spinner # 560-2573                                                                          | 3   | 679.00 | 2,037.00 |
| Fed Ex Ground Freight (2 Boxes Each)                                                                        | 3   | 85.81  | 257.43   |
| Dan - I estimated freight using a LTL Truck - and the Fedex Ground was the least expensive shipping option. |     |        |          |

1. Contractor/Customer is responsible for quantity and color confirmation.
2. Prices are valid for 30 days from date of Estimate and subject to review thereafter.
3. Installation, if quoted, excludes rock/excess debris removal and other unforeseen conditions.

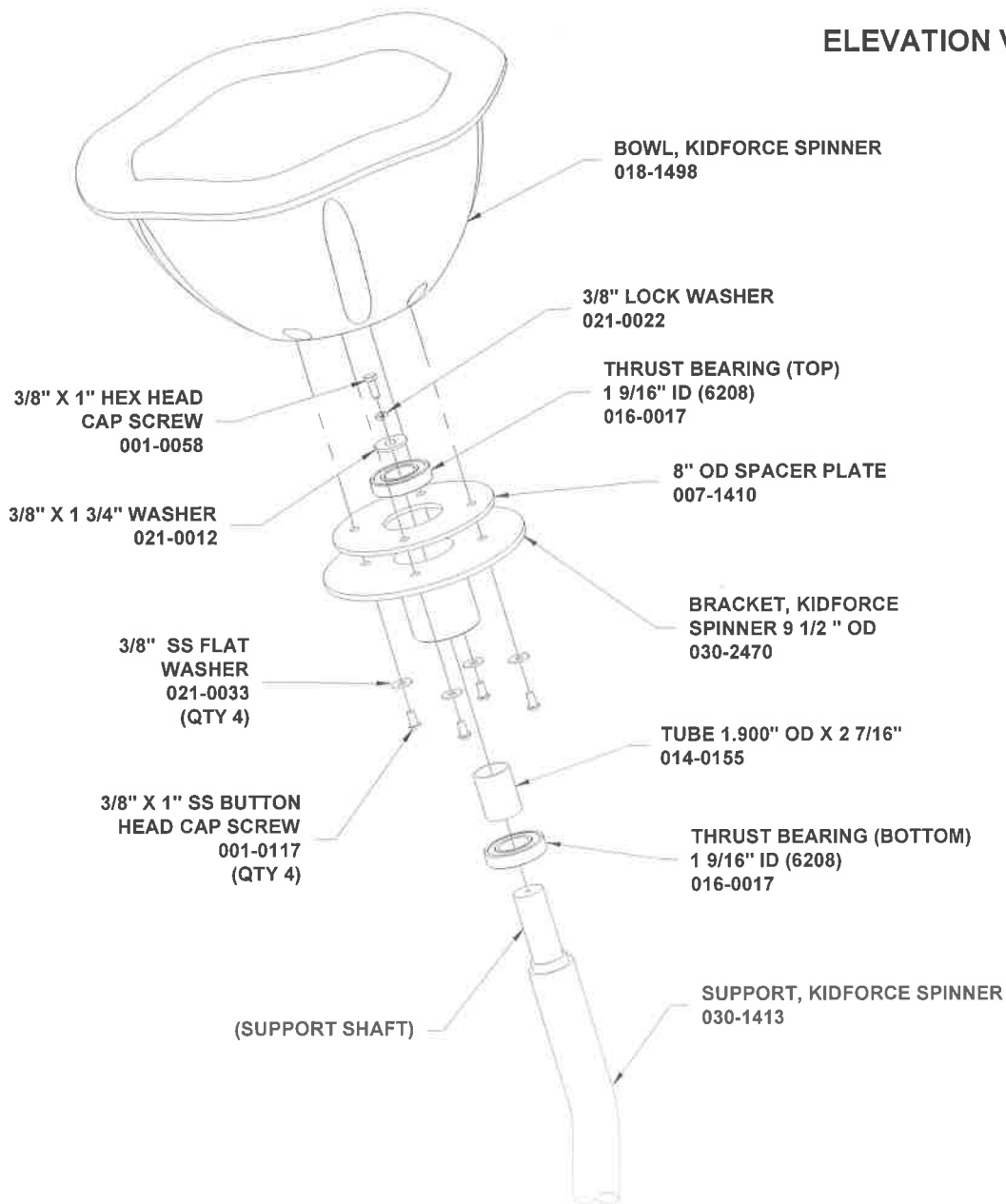
|                                                                                                                                                       |                          |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------|
| Signature _____<br>Printed Name & Title _____<br>As titled, I am an authorized signer for the above named entity, empowered to execute this contract. | <b>Subtotal</b>          | \$2,294.43 |
|                                                                                                                                                       | <b>Sales Tax (6.25%)</b> | \$0.00     |
|                                                                                                                                                       | <b>Total</b>             | \$2,294.43 |

|                       |                     |                                                                            |
|-----------------------|---------------------|----------------------------------------------------------------------------|
| <b>E-mail</b>         | <b>Web Site</b>     | Childscapes appreciates the opportunity to quote the above play equipment. |
| betsy@childscapes.net | www.childscapes.net |                                                                            |





**ELEVATION VIEW**



**560-2573**  
**KIDFORCE SPINNER**

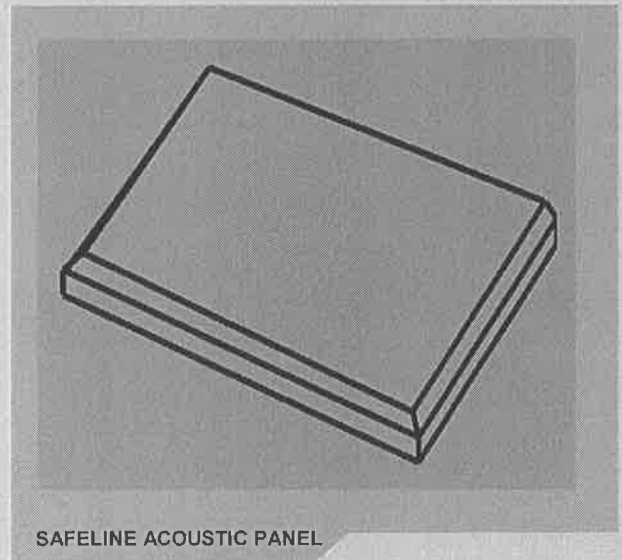
## SAFELINE ACOUSTIC PANELS

**SAFELINE** panels are Class 1 fire rated, fiber-free Acoustic Panels measuring 24" x24" or 24"x48"; available in 1-1/2", 2" or 3" thicknesses.

**Colors:** Available in two natural colors; White or Light Gray.

**Protective HPC Coating:** VIBRSCIENCES can also provide a protective HPC coating in standard colors of White, Black, Light Gray and Almond.

*Custom colors are also available.*



## SAFELINE PRODUCT SPECIFICATIONS

The data and information shown are average values in test environments, which may vary and do not constitute a guarantee of performance. Testing is recommended before actual use.

HPC is a registered trademark of the Dupont Company.

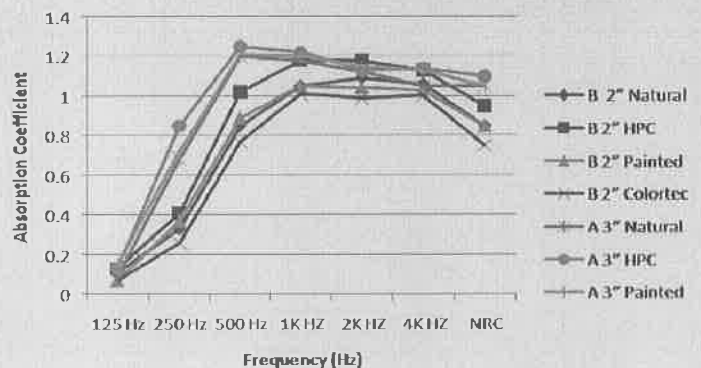
Test data available upon request.

| Material          | Open cell willtec®                           |
|-------------------|----------------------------------------------|
| Density:          | 0.7lb./cubic ft.                             |
| Tensile Strength: | 8 PSI                                        |
| Flammability:     | ASTM E 84 Class 1                            |
| Flame Spread:     | Natural-5; Painted-10; HPC-25; Colortec-5    |
| Smoke Density:    | Natural-45; Painted-10; HPC-185; Colortec-90 |

Sound absorption coefficients  
Type B and A Mountings ASTM C423-90a

|               | 125 Hz | 250 Hz | 500 Hz | 1K HZ | 2K HZ | 4K HZ | NRC  |
|---------------|--------|--------|--------|-------|-------|-------|------|
| B 2" Natural  | 0.11   | 0.33   | 0.85   | 1.05  | 1.09  | 1.06  | 0.85 |
| B 2" HPC      | 0.13   | 0.41   | 1.02   | 1.18  | 1.18  | 1.13  | 0.95 |
| B 2" Painted  | 0.07   | 0.37   | 0.89   | 1.05  | 1.04  | 1.03  | 0.85 |
| B 2" Colortec | 0.07   | 0.26   | 0.77   | 1.01  | 0.99  | 1.00  | 0.75 |
| A 3" Natural  | 0.09   | 0.68   | 1.20   | 1.18  | 1.12  | 1.05  | 1.05 |
| A 3" HPC      | 0.13   | 0.85   | 1.25   | 1.22  | 1.13  | 1.14  | 1.10 |
| A 3" Painted  | 0.15   | 0.72   | 1.21   | 1.20  | 1.15  | 1.13  | 1.05 |

Sound absorption coefficients





## **Domain Council Proposal to the Board of Trustees**

**Subject: Stipend for Monique Bourgeois**

**Date:** May 4, 2018

**Priority level:** Medium

**Approximate time needed for discussion:** Less than 5 minutes

**Proposal to be presented by:** Scott Remick, Penny Leveritt

**Committee members drafting proposal:** Scott Remick, Penny Leveritt, Dan Klatz, Deirdre Arthen, Lara Ramsey

### **Text of proposal:**

This past summer, and throughout this academic year, Monique has put in considerable extra hours in our new database system. This process began last summer with a week of training and continued as she oversaw the transition from our old system, the launching of the new system, training staff in the system, and maintaining both the main portion related to current school families, and the admissions portion for applicant families. We feel this extra effort is deserving of additional compensation beyond her current salary. We know that she has worked well over 100 extra hours. We recommend a stipend of \$2500.

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

Fair compensation to a long standing employee who has put in considerable extra time.

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

None.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

## Facilities Committee Proposal to the Board of Trustees

**Subject:** Capital Improvements Budget for FY19

**Date:** May 4, 2018

**Priority level:** High

**Approximate time needed for discussion:** 10 minutes

**Proposal to be presented by:** Dan Klatz, Charles Weimeyer

**Committee members drafting proposal:** Charles Weimeyer, Dan Klatz, Steven Schrems, Karen Sise

### We propose the following capital improvements this coming summer:

- Purchase and install a fresh air exchange for the entire 2nd floor. Currently, there is no fresh air exchange and this is a health and safety concern. We have selected a High Efficiency Air Handler with heater (for winter use).
- Purchase and install Safeline acoustic panels in the All School space. These panels will provide a 6 Decibel reduction (40%-50% quieter) and reduce reverberation time by 75%. Installation will be done by parent volunteers.
- Map our current HVAC controls: determining which controls go to each piece of equipment and which rooms correspond with each control for both heating and cooling. Includes recommendations for any changes to improve the balance in the system.
- Purchase and install hallway panels in the 6-8 wing using the same materials we used in the All School space
- Playground Improvements including purchase and installation of 3 KidForce Spinners by Burke Playground Systems and improved safety barriers for the rope swing. Pending consultation with city engineer, install a pathway across the island in front of the building.

Note: Finance Committee reviewed this proposal is comfortable with the financial aspects.

### Goal to be achieved by proposal:

Address the most pressing facilities needs not covered by operation expenses. Improvements to both inside and outside spaces.

### Potential problems/dissenting views:

None identified.



| FY 2019 Capital Budget          |              |
|---------------------------------|--------------|
| Fresh Air Exchange              | 13000        |
| SAFELINE ACOUSTIC PANELS        | 7000         |
| Control Mapping                 | 1800         |
| Hallway Paneling                | 5000         |
| Playground/Outdoor Improvements | 8200         |
| <b>TOTAL</b>                    | <b>35000</b> |

**Note: Funds donated to the memory of Bill Farkas will go toward the acoustic panels.**

# LIFEBREATH

**CORES**

Modular (3 section) patented aluminum heat recovery cores arranged for efficient counter-flow ventilation.

**MOTORS**

Two PSC, 3 speed double shafted, 120 VAC, 9.4 Amps each (18.8 total on high speed). HP - 1/2, 1625 RPM. Watts - total on high speed - 2256. MCA: 23.5 MOP: 30

**FILTERS**

Washable air filters in exhaust and supply air streams.

**BLOWERS**

Slide easily in / out of unit. Centrifugal type rated at 1200 cfm (566 L/s) free air delivery. Each air stream has one double shafted motor driving 2 centrifugal blowers.

**CONNECTION DUCT SIZES**

Four - 20" x 8" (508 mm x 200 mm).

**MOUNTING**

Unit to be set on support brackets hung by threaded rod type apparatus. (brackets and rod not provided).

**CASE**

Unit has front and back access doors and electrical panel can be switched to either side giving the installer flexibility in duct direction. 20 gauge prepainted galvanized steel (G60) for superior corrosion resistance. Insulated with foil faced insulation where required to prevent exterior condensation.

Drain connections; two - 1/2" (12 mm) O.D.

**ELECTRONICS**

Integrated microprocessor circuit board. Built-in interlock contacts. Optional remote speed control.

**DEFROST CONTROLS**

MODEL 1200FD - Interrupts supply air while exhaust air defrosts core.  
MODEL 1200DD - Supply bypass routes indoor air to defrost core.

**WEIGHT** 285 LBS (130 KG) **SHIPPING WEIGHT** 335 LBS. (152 KG)

**CONTROL OPTIONS**

**99-BC02 Lifebreath Ventilation Control**

- 2 speed fan setting (Low/High)
- Humidity control through adjustable Dehumidistat
- Compatible with 99-DET02 Wireless Timers
- 3 wire connection; 20 gauge wire (minimum)

**99-500 3 Speed Control**

- 3 Speed Fan setting (Low/Medium/High)
- 4 wire connection; 20 gauge wire (minimum)

**99-DH01 Lifebreath Dehumidistat**

- Humidity control through adjustable Dehumidistat
- 3 wire connection; 20 gauge wire (minimum)

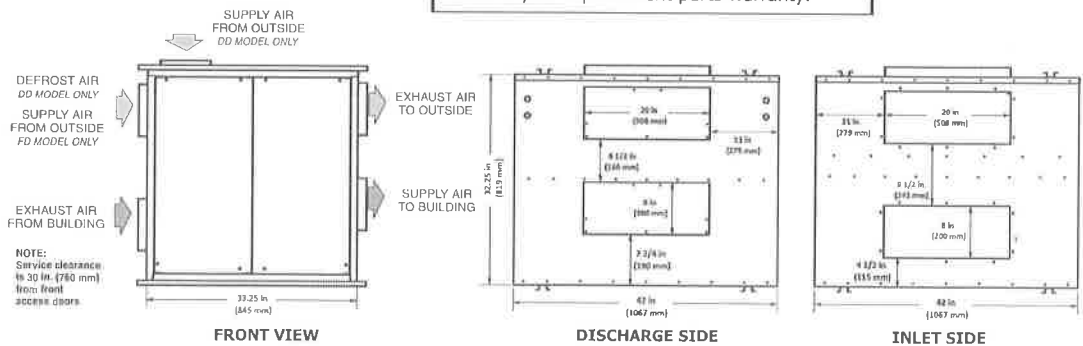
**DIMENSIONS** inches (mm)

**NOTE:**

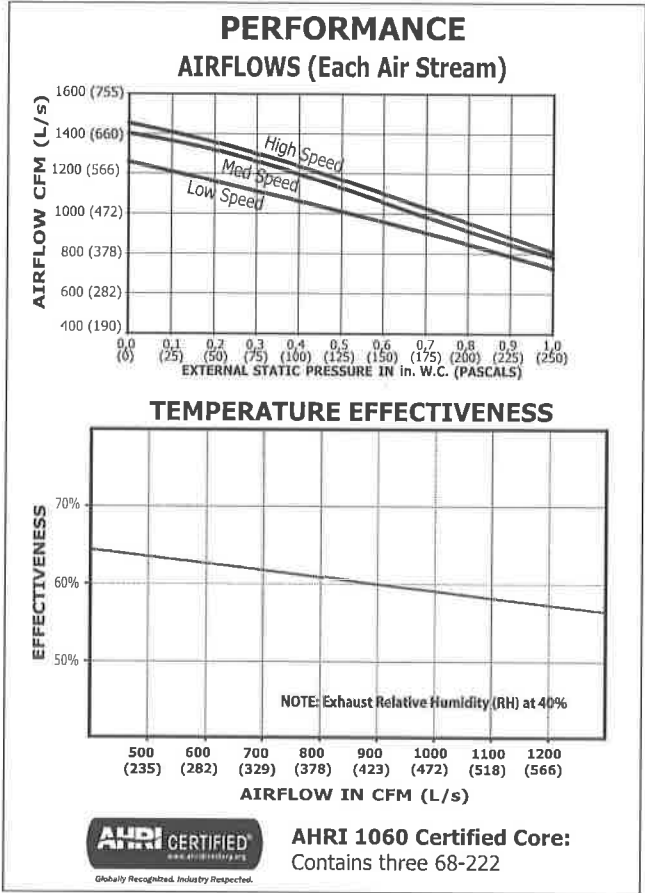
The 1200FD/DD model may easily be reversed in the field. Refer to page 25 for installation instructions.

All units conform to CS A and UL standards

**NOTE:** All specifications are subject to change without notice.



Date: \_\_\_\_\_  
 Tag: \_\_\_\_\_ Qty: \_\_\_\_\_  
 Project: \_\_\_\_\_  
 Engineer: \_\_\_\_\_



**TIMER OPTIONS**

**99-DET01 Lifebreath 20/40/60 Minute Timer**

- Initiates high speed Ventilation for 20, 40 or 60 minutes
- 3 wire connection; 20 gauge wire (minimum)

**99-DET02 Lifebreath WIRELESS 20/40/60 Minute Timer**

- Initiates high speed Ventilation for 20, 40 or 60 minutes
- Wirelessly connects to main control for ease of installation
- 40' approximate range

**99-RX02 Lifebreath WIRELESS Repeater**

- Used to extend range of 99-DET02 Wireless Timers when Timers are out of range
- Plugs into 120V power outlet and wirelessly connects to main control and 99-DET02

**FILTER OPTIONS**

**99-65-184** 2" pleated MERV 8 filter for fresh air stream.

**WARRANTY**  
 Units carry a 15 year warranty on the HRV core and a 2 year replacement parts warranty.

Contractor: \_\_\_\_\_  
 Supplier: \_\_\_\_\_  
 Quote#: \_\_\_\_\_  
 Submitted by: \_\_\_\_\_



# Estimate

1775 Ocean Street  
 Marshfield, MA 02050  
 800-648-5257 Fax: 781-837-9229

|           |            |
|-----------|------------|
| Date      | Estimate # |
| 4/23/2018 | 2018-HCCP  |

**Billing Address**  
 Hilltown Cooperative  
 Charter Public School  
 1 Industrial Parkway  
 Easthampton, MA 01027

**Ship To**  
 See Billing Address  
 Attn: Dan Klatz

**Email Address**

dklatz@hilltowncharter.org

|            |                 |                      |                       |
|------------|-----------------|----------------------|-----------------------|
| <b>Rep</b> | <b>Job Name</b> | <b>Customer Name</b> | <b>Customer Phone</b> |
| TP         | Kid Force       | Dan Klatz            | 413-529-7178x101      |

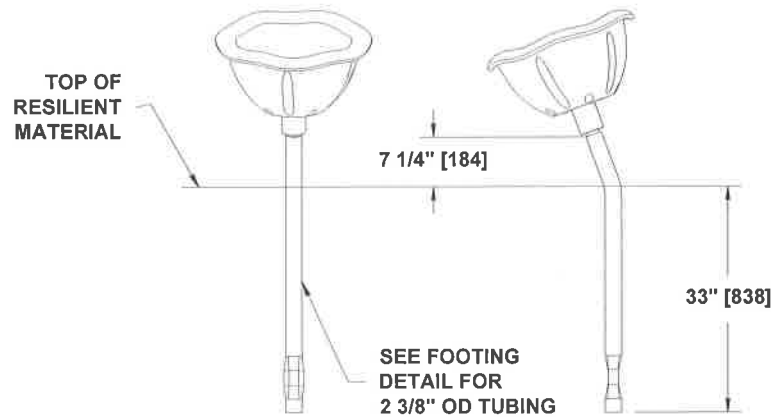
| Description                                                                                                 | Qty | Rate   | Total    |
|-------------------------------------------------------------------------------------------------------------|-----|--------|----------|
| Burke Kid Force Spinner # 560-2573                                                                          | 3   | 679.00 | 2,037.00 |
| Fed Ex Ground Freight (2 Boxes Each)                                                                        | 3   | 85.81  | 257.43   |
| Dan - I estimated freight using a LTL Truck - and the Fedex Ground was the least expensive shipping option. |     |        |          |

1. Contractor/Customer is responsible for quantity and color confirmation.
2. Prices are valid for 30 days from date of Estimate and subject to review thereafter.
3. Installation, if quoted, excludes rock/excess debris removal and other unforeseen conditions.

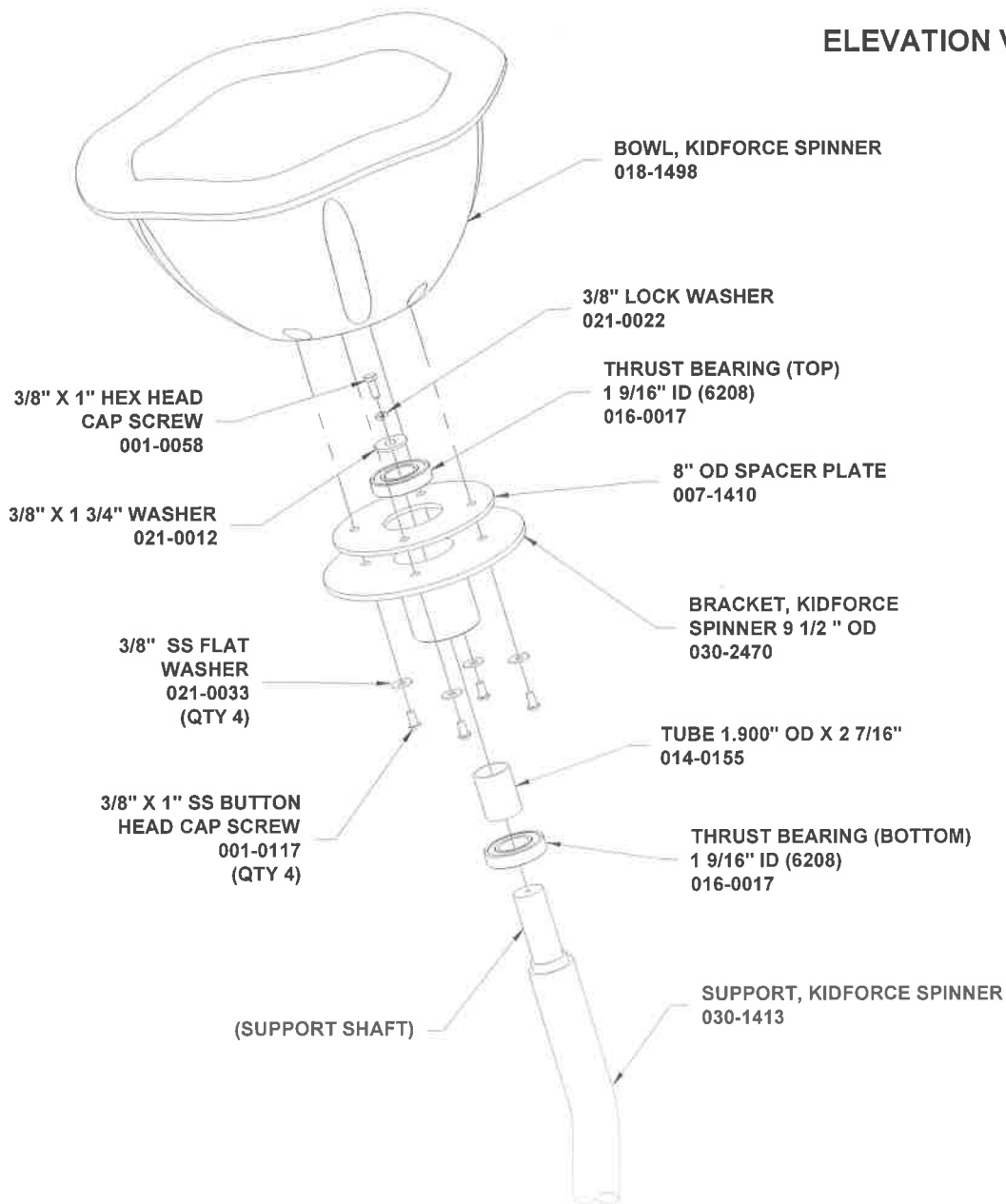
|                                                                                                                                                       |                          |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------|
| Signature _____<br>Printed Name & Title _____<br>As titled, I am an authorized signer for the above named entity, empowered to execute this contract. | <b>Subtotal</b>          | \$2,294.43 |
|                                                                                                                                                       | <b>Sales Tax (6.25%)</b> | \$0.00     |
|                                                                                                                                                       | <b>Total</b>             | \$2,294.43 |

|                       |                     |                                                                            |
|-----------------------|---------------------|----------------------------------------------------------------------------|
| <b>E-mail</b>         | <b>Web Site</b>     | Childscapes appreciates the opportunity to quote the above play equipment. |
| betsy@childscapes.net | www.childscapes.net |                                                                            |





ELEVATION VIEW



560-2573  
KIDFORCE SPINNER

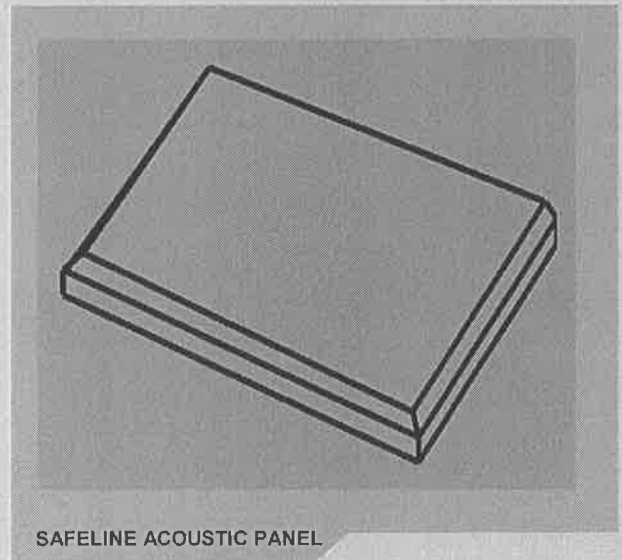
## SAFELINE ACOUSTIC PANELS

**SAFELINE** panels are Class 1 fire rated, fiber-free Acoustic Panels measuring 24" x24" or 24"x48"; available in 1-1/2", 2" or 3" thicknesses.

**Colors:** Available in two natural colors; White or Light Gray.

**Protective HPC Coating:** VIBRSCIENCES can also provide a protective HPC coating in standard colors of White, Black, Light Gray and Almond.

*Custom colors are also available.*



## SAFELINE PRODUCT SPECIFICATIONS

The data and information shown are average values in test environments, which may vary and do not constitute a guarantee of performance. Testing is recommended before actual use.

HPC is a registered trademark of the Dupont Company.

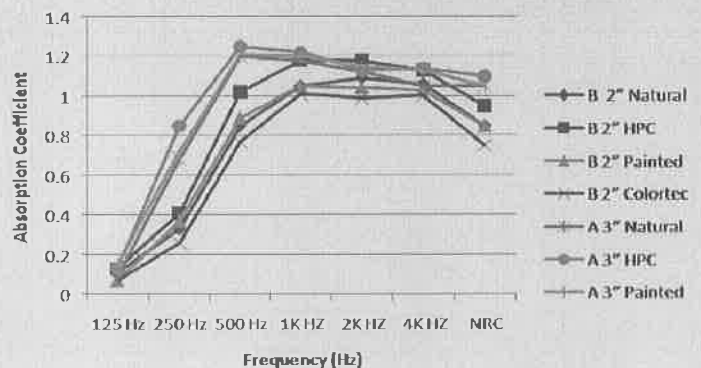
Test data available upon request.

| Material          | Open cell willtec®                           |
|-------------------|----------------------------------------------|
| Density:          | 0.7lb./cubic ft.                             |
| Tensile Strength: | 8 PSI                                        |
| Flammability:     | ASTM E 84 Class 1                            |
| Flame Spread:     | Natural-5; Painted-10; HPC-25; Colortec-5    |
| Smoke Density:    | Natural-45; Painted-10; HPC-185; Colortec-90 |

Sound absorption coefficients  
Type B and A Mountings ASTM C423-90a

|               | 125 Hz | 250 Hz | 500 Hz | 1K HZ | 2K HZ | 4K HZ | NRC  |
|---------------|--------|--------|--------|-------|-------|-------|------|
| B 2" Natural  | 0.11   | 0.33   | 0.85   | 1.05  | 1.09  | 1.06  | 0.85 |
| B 2" HPC      | 0.13   | 0.41   | 1.02   | 1.18  | 1.18  | 1.13  | 0.95 |
| B 2" Painted  | 0.07   | 0.37   | 0.89   | 1.05  | 1.04  | 1.03  | 0.85 |
| B 2" Colortec | 0.07   | 0.26   | 0.77   | 1.01  | 0.99  | 1.00  | 0.75 |
| A 3" Natural  | 0.09   | 0.68   | 1.20   | 1.18  | 1.12  | 1.05  | 1.05 |
| A 3" HPC      | 0.13   | 0.85   | 1.25   | 1.22  | 1.13  | 1.14  | 1.10 |
| A 3" Painted  | 0.15   | 0.72   | 1.21   | 1.20  | 1.15  | 1.13  | 1.05 |

Sound absorption coefficients



**GABS to Review in April for May BOT Meeting & November for December BOT Meeting**

**Program Quality**

| Goal/Activity                                                                                                                                                                                                                                               | Accountability                                                                                             | FY12        | FY13        | FY14        | FY15        | FY16        | FY17        | FY18        | FY19        | FY20        | FY21        | FY22        | FY23        | Comments                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------------------------------------------------------------------|
| <b>Goal 1: Grades 6-8 Program Reorganization</b>                                                                                                                                                                                                            | Director of Teaching and Learning                                                                          |             |             |             |             |             |             |             |             |             |             |             |             |                                                                           |
| 1 Formulate recommendations to restructure the educational program for grades 6-8 to accommodate 30 students in each grade.                                                                                                                                 |                                                                                                            |             |             | Gn          |             |             |             |             |             |             |             |             |             |                                                                           |
| 2 Implement new structures gradually, 2014-2017 (consideration should be given to the academic needs of students transitioning into the HCCPS program and how they will be addressed)                                                                       |                                                                                                            |             |             | Gn          | Gn          | Gn          | Gn          | Yw          | Gy          |             |             |             |             |                                                                           |
| 3 Evaluate middle school program and use findings to revise. Full scale evaluation in 2020.                                                                                                                                                                 |                                                                                                            |             |             |             |             |             |             |             |             | Gy          |             |             |             |                                                                           |
| <b>Goal/Activity</b>                                                                                                                                                                                                                                        | <b>Accountability</b>                                                                                      | <b>FY12</b> | <b>FY13</b> | <b>FY14</b> | <b>FY15</b> | <b>FY16</b> | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>Comments</b>                                                           |
| <b>Goal 2: K-8 Curriculum Review</b>                                                                                                                                                                                                                        | Director of Teaching and Learning                                                                          |             |             |             |             |             |             |             |             |             |             |             |             |                                                                           |
| 1 Develop a system of regular review of the following major curricular areas: English, Language Arts, Mathematics, Social Studies, Science, Physical Education, Health, Foreign Language, Art, Music, and Technology.                                       |                                                                                                            |             |             | Gn          | Gn          |             |             |             |             |             |             |             |             |                                                                           |
| 2 Establish a schedule and structure for subsequent reviews.                                                                                                                                                                                                |                                                                                                            |             |             | Gn          | Gn          | Gn          |             |             |             |             |             |             |             |                                                                           |
| 3 Conduct reviews, beginning with Math and ELA; Following each review, a set of concrete recommendations, including professional development, will be identified and implemented by the Education Domain.                                                   |                                                                                                            |             |             |             | Gn          | Gn          | Gn          | Yw          | Gy          | Gy          |             |             |             | Math & Science happening in FY 2018; should this be extended beyond FY20? |
| <b>Goal/Activity</b>                                                                                                                                                                                                                                        | <b>Accountability</b>                                                                                      | <b>FY12</b> | <b>FY13</b> | <b>FY14</b> | <b>FY15</b> | <b>FY16</b> | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>Comments</b>                                                           |
| <b>Goal 3: Scope of Program</b>                                                                                                                                                                                                                             | Director of Teaching and Learning<br>Director of Community & Family Engagement<br>Staff, parents, students |             |             |             |             |             |             |             |             |             |             |             |             |                                                                           |
| 1 Evaluate school programs beyond core curricular areas for the purpose of establishing key priorities. Review time and resource allocation. Assess partnerships with local community organizations. Accommodate the needs of expanding student population. |                                                                                                            |             |             | Rd          | Rd          | Rd          | Rd          | Rd          | Gy          |             |             |             |             | Is this something that could be done during the Summer?                   |
| 2 Implement a regular review cycle for these and other potential partnerships.                                                                                                                                                                              |                                                                                                            |             |             |             |             |             |             |             |             |             | Gy          | Gy          | Gy          |                                                                           |
| 3 Identify programs and, as appropriate, suggest possible funding sources for activities such as afterschool, clubs, arts and athletic programs, conferences, festivals and tournaments that serve to expand HCCPS students' connections beyond our school. |                                                                                                            |             |             |             |             |             | Rd          | Yw          |             |             |             |             |             | The hiring of Program Support/CSL in FY2018 is supporting this initiative |
| 4 Evaluate current length of school day and school year, and make recommendations as needed.                                                                                                                                                                |                                                                                                            |             |             |             |             |             | Rd          | Rd          |             |             |             |             |             | Is this something that could be done during the Summer?                   |
| <b>Goal/Activity</b>                                                                                                                                                                                                                                        | <b>Accountability</b>                                                                                      | <b>FY12</b> | <b>FY13</b> | <b>FY14</b> | <b>FY15</b> | <b>FY16</b> | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>Comments</b>                                                           |
| <b>Goal 4: Academic Affiliation</b>                                                                                                                                                                                                                         | Director of Teaching and Learning                                                                          |             |             |             |             |             |             |             |             |             |             |             |             |                                                                           |
| 1 Develop academic affiliations including placing teacher interns in the school and identifying professional development opportunities for existing HCCPS staff.                                                                                            |                                                                                                            |             |             | Gn          | Gn          | Gn          | Gn          | Gn          | Gy          | Gy          |             |             |             |                                                                           |
| 2 Assess the pilot program.                                                                                                                                                                                                                                 |                                                                                                            |             |             |             |             |             |             | Gn          |             |             |             |             |             |                                                                           |
| 3 Identify other opportunities and develop relationships with organizations to increase access to professional development for HCCPS teachers and to allow HCCPS teachers to disseminate best practices.                                                    |                                                                                                            |             |             |             |             |             | Gn          | Yw          |             |             |             |             |             |                                                                           |

Notes:

Key

- Completed **Gn**
- On Track **Yw**
- Needs Attention **Rd**
- Upcoming/Continuing Tasks **Gy**
- Revise **Be**

**GABS to Review in April for May BOT Meeting & November for December BOT Meeting**

**Building Community**

| Goal/Activity                                                                                                                                                                                                           | Accountability                                                                   | FY12        | FY13        | FY14        | FY15        | FY16        | FY17        | FY18        | FY19        | FY20        | FY21        | FY22        | FY23        | Comments                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Goal 1: Community Team</b>                                                                                                                                                                                           | Director of Community & Family Engagement<br>Community Team                      |             |             |             |             |             |             |             |             |             |             |             |             |                                                                                                                         |
| 1 Starting in 2013, assemble a Community Team that includes the Director of Community & Family Engagement, teach, student, and parent representatives                                                                   |                                                                                  |             | Gn          | Gn          |             |             |             |             |             |             |             |             |             |                                                                                                                         |
| 2 Regularly solicit input from students                                                                                                                                                                                 |                                                                                  |             | Rd          | Rd          |             |             |             | Yw          |             |             |             |             |             | BoT agreed to change this language from "solicit input from student council" to "solicit from students" (December 2017) |
| 3 Develop methods to connect class parents, Friends of Hilltown, staff, and students.                                                                                                                                   |                                                                                  |             | Gn          | Gn          |             |             |             |             |             |             |             |             |             |                                                                                                                         |
| 4 Build structures and communication tools that enhance access to volunteer opportunities.                                                                                                                              |                                                                                  |             | Gn          | Gn          | Gn          | Gn          | Gn          | Yw          | Gy          | Gy          | Gy          | Gy          | Gy          | email and newsletter                                                                                                    |
| 5 Develop strategies to better share the HCCPS experience with parents who are unable to be physically present during the day.                                                                                          |                                                                                  |             | Gn          | Gn          | Gn          | Gn          | Gn          | Yw          | Gy          | Gy          | Gy          | Gy          | Gy          | new website and portal- this will be further developed throughout FY18                                                  |
| <b>Goal/Activity</b>                                                                                                                                                                                                    | <b>Accountability</b>                                                            | <b>FY12</b> | <b>FY13</b> | <b>FY14</b> | <b>FY15</b> | <b>FY16</b> | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>Comments</b>                                                                                                         |
| <b>Goal 2: New Student/Family Integration</b>                                                                                                                                                                           | Director of Community & Family Engagement<br>Education Coordinator               |             |             |             |             |             |             |             |             |             |             |             |             |                                                                                                                         |
| 1 Evaluate and improve beginning of the year and summer community building activities to help build connections among existing families and integrate all new families, particularly those with students in grades 6-8. |                                                                                  |             |             | Gn          | Gn          | Gn          | Gn          |             |             |             |             |             |             |                                                                                                                         |
| 2 Develop and implement an orientation program (employing significant student assistance) for incoming older students and their families.                                                                               |                                                                                  |             |             | Gn          | Gn          | Gn          | Gn          | Yw          | Gy          | Gy          | Gy          | Gy          | Gy          | previously developed, being implemented and updates as needed                                                           |
| 3 Assess and develop recommendations for opportunities throughout the year to enhance parent connection to the school community.                                                                                        |                                                                                  |             |             | Gn          | Gn          | Gn          | Gn          |             |             |             |             |             |             |                                                                                                                         |
| <b>Goal/Activity</b>                                                                                                                                                                                                    | <b>Accountability</b>                                                            | <b>FY12</b> | <b>FY13</b> | <b>FY14</b> | <b>FY15</b> | <b>FY16</b> | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>Comments</b>                                                                                                         |
| <b>Goal 3: Traditions Supporting School Culture</b>                                                                                                                                                                     | Director of Community & Family Engagement<br>Community Team                      |             |             |             |             |             |             |             |             |             |             |             |             |                                                                                                                         |
| 1 Build structures, activities, or processes that maintain a sense of unity within the school and implement beginning in 2013, and continuing as the new middle school model is implemented.                            |                                                                                  |             |             | Gn          | Gn          | Gn          | Gn          |             |             |             |             |             |             |                                                                                                                         |
| 2 Starting in 2013, work with stakeholders to develop and put in place structures and activities that build strong connections and sense of identity among students in grades K-5 and 6-8.                              |                                                                                  |             |             | Gn          | Gn          | Gn          | Gn          |             |             |             |             |             |             |                                                                                                                         |
| 3 Develop an appropriate transitional ritual for moving from grades 5 to 6 once full second 6th grade is added.                                                                                                         |                                                                                  |             |             | Be          | Be          | Be          | Be          | Be          |             |             |             |             |             |                                                                                                                         |
| <b>Goal/Activity</b>                                                                                                                                                                                                    | <b>Accountability</b>                                                            | <b>FY12</b> | <b>FY13</b> | <b>FY14</b> | <b>FY15</b> | <b>FY16</b> | <b>FY17</b> | <b>FY18</b> | <b>FY19</b> | <b>FY20</b> | <b>FY21</b> | <b>FY22</b> | <b>FY23</b> | <b>Comments</b>                                                                                                         |
| <b>Goal 4: Leadership Training</b>                                                                                                                                                                                      | Director of Teaching and Learning<br>Purples & Prisms Teachers<br>Community Team |             |             |             |             |             |             |             |             |             |             |             |             |                                                                                                                         |
| 1 Beginning in 2015, establish concrete and visible leadership roles for 7/8th grade students.                                                                                                                          |                                                                                  |             |             |             | Rd          | Rd          | Rd          | Rd          | Gy          |             |             |             |             | We are optimistic based on changing Prism structure                                                                     |
| 2 Beginning in 2015, assess student participation and effectiveness in creating meaningful linkages between older and younger students.                                                                                 |                                                                                  |             |             |             | Gn          | Gn          | Gn          | Yw          | Gy          |             |             |             |             |                                                                                                                         |

Notes:

Key

|                           |    |
|---------------------------|----|
| Completed                 | Gn |
| On Track                  | Yw |
| Needs Attention           | Rd |
| Upcoming/Continuing Tasks | Gy |
| Revise                    | Be |



**GABS to Review in April for May BOT Meeting & November for December BOT Meeting**

**Sustainability**

| Goal/Activity                                                                                                                                                           | Accountability                                         | FY12 | FY13 | FY14 | FY15 | FY16 | FY17 | FY18 | FY19 | FY20 | FY21 | FY22 | FY23 | Comments                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|---------------------------------------------------------------------------|
| <b>Goal 1: Site</b>                                                                                                                                                     | Director of Administration<br>Site/Finance Committees  |      |      |      |      |      |      |      |      |      |      |      |      |                                                                           |
| 1 Fully explore the feasibility of purchasing the Brassworks as a permanent home. Decision regarding lease vs. purchase will be made in 2013.                           |                                                        |      | Gn   | Gn   | Gn   |      |      |      |      |      |      |      |      |                                                                           |
| 2 Renegotiate a long term lease at Brassworks if purchase is disadvantageous or unsuccessful.                                                                           |                                                        |      | Gn   | Gn   | Gn   |      |      |      |      |      |      |      |      |                                                                           |
| 3 Site assessment and improvement plans should include environmental and economic sustainability planning.                                                              |                                                        |      |      |      |      |      | Yw   | Rd   | Gy   | Gy   | Gy   | Gy   | Gy   | Does new Capital Plan do this?                                            |
| <b>Goal 2: School Finance</b>                                                                                                                                           | BOT<br>Finance Committee<br>Director of Administration |      |      |      |      |      |      |      |      |      |      |      |      |                                                                           |
| 1 Adopt a policy that requires maintenance of a contingency fund of 12% of operating budget at the start of every fiscal year.                                          |                                                        |      | Gn   | Gn   | Gn   | Gn   | Gn   |      |      |      |      |      |      |                                                                           |
| 2 Commit to approval of zero-balanced annual operating budgets, including an account designated for unanticipated, non-negotiable, and necessary expenses.              |                                                        |      | Gn   | Gn   | Gn   | Gn   | Gn   |      |      |      |      |      |      |                                                                           |
| 3 Annually designate a capital expenditures fund for building improvements and equipment, that fall outside the scope of an annual operating budget.                    |                                                        |      | Gn   | Gn   | Gn   | Gn   | Gn   | Yw   | Gy   | Gy   | Gy   | Gy   | Gy   |                                                                           |
| 4 Assess sustainability of current employee compensation methodology.                                                                                                   |                                                        |      | Gn   | Gn   | Gn   | Gn   | Gn   | Yw   | Gy   | Gy   | Gy   | Gy   | Gy   |                                                                           |
| 5 Support the efforts of FOH to make an annual, undesignated donation to HCCPS operating budget [CUT: with a desired 5% annual increase in the size of their donation.] |                                                        |      | Gn   | Gn   | Gn   | Gn   | Gn   | Be   | Yw   | Gy   | Gy   | Gy   | Gy   | BOT approved removing language relating to FoH donation amount (Dec 2017) |

**Notes:**

**Key**

|                           |    |
|---------------------------|----|
| Completed                 | Gn |
| On Track                  | Yw |
| Needs Attention           | Rd |
| Upcoming/Continuing Tasks | Gy |
| Revise                    | Be |

**GABS to Review in April for May BOT Meeting & November for December BOT Meeting**

**Administrative Capacity and Succession Planning**

| Goal/Activity                                                                                                                                                                                                                                                                                                                                                                                                                |                             | FY12 | FY13 | FY14 | FY15 | FY16 | FY17 | FY18 | FY19 | FY20 | FY21 | FY22 | FY23 | Comments                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------|------|------|------|------|------|------|------|------|------|------|------|---------------------------------------------------------------------------------------|
| <b>Goal 1: Maximize Administrative Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                         | BOT                         |      |      |      |      |      |      |      |      |      |      |      |      |                                                                                       |
| 1 Review and revise current job descriptions and duties of the coordinators.                                                                                                                                                                                                                                                                                                                                                 |                             |      |      |      |      |      | Gn   |      |      |      |      |      |      |                                                                                       |
| 2 In light of above plans, adjust administrative support for purposes of relieving the coordinators of some portion of these duties. Consider recruiting and training several staff to serve in leadership roles for the purposes of 1. assisting in eventual transition and 2. minimizing the disruptiveness of an unfilled vacancy or long-term unplanned absence 3. serve as school leaders when coordinators are absent. |                             |      |      |      |      |      | Gn   | Yw   |      |      |      |      |      | Reminder- need to discuss possibility of FT Director of Community & Family Engagement |
| <b>Goal/Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Accountability</b>       | FY12 | FY13 | FY14 | FY15 | FY16 | FY17 | FY18 | FY19 | FY20 | FY21 | FY22 | FY23 | Comments                                                                              |
| <b>Goal 2: Plan for Administrative Succession</b>                                                                                                                                                                                                                                                                                                                                                                            | BOT<br>Current Coordinators |      |      |      |      |      |      |      |      |      |      |      |      |                                                                                       |
| 1 In conjunction with the findings discussed in Goal 1 above for revision of coordinator duties, develop a (simple) manual outlining each of the coordinators' duties, schedules, etc.                                                                                                                                                                                                                                       |                             | Rd   | Rd   | Rd   | Rd   | Rd   | Gn   |      |      |      |      |      |      |                                                                                       |
| 2 If no staff members have been appointed as a result of Goal 1 above, recruit and train several staff to serve in leadership roles for the purpose of 1. assisting in the eventual transition and 2. minimizing the disruptiveness of an unfilled vacancy or long-term unplanned absence.                                                                                                                                   |                             | Be   | Be   | Be   | Be   | Be   | Gn   |      |      |      |      |      |      |                                                                                       |
| 3 Develop with current coordinators a satisfactory transition plan anticipating their role in recruitment and training of a successful candidate.                                                                                                                                                                                                                                                                            |                             | Yw   | Yw   | Yw   | Yw   | Yw   | Gn   |      |      |      |      |      |      |                                                                                       |

Notes:

Key

|                           |    |
|---------------------------|----|
| Completed                 | Gn |
| On Track                  | Yw |
| Needs Attention           | Rd |
| Upcoming/Continuing Tasks | Gy |
| Revise                    | Be |



**Proposal to the Voting Membership of the Cooperative  
From  
The Board of Trustees**

**Date** May 15, 2018

**Priority Level:** high

**Proposal to be presented by:** Amy Reesman, Board Clerk

The Board of Trustees is delighted to present for individual vote the following candidate, to serve a two or three year term as a Community Member on the HCCPS Board of Trustees (Community Members may elect to serve either a two or three year term):

**Liz Preston**

The Board of Trustees of the Hilltown Cooperative Charter Public School is delighted to present for individual vote the following new candidates to serve three-year terms as a Parent Member on the HCCPS Board of Trustees:

**Noelle Stearn  
Matthew Dube**

The Board of Trustees is delighted to present for individual vote the following candidate, to serve a two year term as a non-voting Staff Member on the HCCPS Board of Trustees:

**Paula Ingram**



The mission of the Hilltown Cooperative Charter Public School 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.

Thank you for your interest in serving on the Board of Trustees of the Hilltown Cooperative Charter Public School (HCCPS). We appreciate your time and enthusiasm and we hope that this proves to be a good fit all around.

The Board of Trustees holds the school's charter from the Commonwealth of Massachusetts and is responsible for the school's overarching philosophies, direction and policies. It operates using a consensus model and is accountable for all legal and fiscal matters affecting the school, including the hiring of Domain Coordinators, and approving the lease, the annual budget and all organizational and personnel policy decisions. Members of HCCPS elect Trustees at their annual meeting in the late spring. Board members of HCCPS serve up to two 3-year terms and, if they are a parent in the school, are expected to serve on the finance, personnel, site, or governance and board sustainability committees (GABS), or serve as president, vice president, treasurer or clerk. Community members on the Board may choose a two year term and do not have the same committee expectations. The board meets at the school in Easthampton on the second Wednesday of every month, usually excluding August, from 6:30PM until about 8:30PM.

Please complete this form, using an additional sheet if necessary, and return it with a current CV or resume to the chair of the GABS committee, Terra Misseldine (terramissildine@gmail.com ) or via US mail to the school's Community Coordinator, Deirdre Arthen at:

Hilltown Cooperative Charter Public School  
1 Industrial Parkway  
Easthampton, MA 01027

A GABS committee member will then contact you to talk about your interest in the Board and next steps. Each year, when openings on the Board become available, the Committee presents

a slate of interested candidates to the full board and then to the Cooperative for a vote. The voting takes place at our annual meeting in May.

If you would like to know more about Hilltown, visit our website: [www.hilltowncharter.org](http://www.hilltowncharter.org), or feel free to contact a school coordinator at 413-529-7178 with any questions that come up.

### **HCCPS Board of Trustees Interest Form**

**Date:** January 31, 2018

**Your Name:** Elizabeth Preston

**Address:** 91 Montague Road, Westhampton, MA 01027

**Best phone number:** 413.552.6275 (cell)

**Best email:** elizabethpreston@comcast.net

**What is your current or most recent employment and what position do/did you hold?**

Professor, Department of Communication, Westfield State University

**How did you hear about and connect with HCCPS?**

Through Lara Ramsey

**What interests you most about the school or about education in general?**

I have worked in public higher education for my entire professional career, and my perspective has been shaped by almost three decades spent working at one of the original “normal schools” founded by Horace Mann to train teachers and elevate public education in support of the common school movement. Because I believe so deeply in the importance of education, my service activities have often involve educational initiatives: I am an executive producer of the high school quiz show *As Schools Match Wits (ASMW)*, an academic competition originally created in the early 1960s by a teacher as a way to encourage learning in his students; I serve on an advisory board at the Putnam Vocational-Technical Academy in Springfield; and I have led several media literacy programs for elementary and secondary school educators.

My specific interest in HCCPS stems from the school’s mission, which resonates deeply with my own educational priorities.

**Why are you interested in serving on this board?**

I am impressed with the school and its mission, and believe that my background and experience will enable me to make a constructive and positive contribution. My time in senior administration taught me a great deal about the functioning of boards, and I look forward with working the HCCPS trustees to help steward the school.

**What skills do you hope to bring to the organization (please check any and explain below)?**

|                                                                                  |                                                                                   |                                                                                                           |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Finance ✓<br>Real Estate<br>Leadership ✓<br>Non-profit experience<br>Education ✓ | Writing/editing ✓<br>Development ✓<br>Volunteering<br>Commitment to school<br>Law | Public Relations ✓<br>Community Building ✓<br>Creativity ✓<br>Charter School Policy<br>Corporate<br>Other |
|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

Please see the attached CV.

**When is the earliest you would be available to serve?**

June 2018

**If there is no space available on the Board of Trustees, are you interested in serving on a committee or in another way? Yes No ✓**

**Which committees or groups most interest you? Please check as many as you like.**

BoT Finance ✓

BoT Personnel ✓

BoT Site ✓

BoT Governance / Board Sustainability

Friends of Hilltown (501-c fundraising organization)

**The HCCPS Board uses consensus process for decision-making. Are you familiar or experienced with consensus process? If yes, please tell us where you have used it before. If not, do you think you'd be open to learning and using it?**

I am familiar with the process, but have never been part of an organization that used it for decision-making. I am very open to using it.

**Please tell us about your prior Board experience?**

As vice president for academic affairs and interim president at Westfield State University, I had extensive experience with the university's BoT, including recruiting individuals to sit on the Board, revision of the Board's by-laws, and so forth. However, I have never served on a board.

**Is there anything else you think we should know?**

*Thank you very much for your time and interest.*

## ELIZABETH H. PRESTON

91 Montague Road  
Westhampton, MA 01027  
(413) 552-6275  
epreston@westfield.ma.edu

### EDUCATION

Ph. D., Communication, University of Massachusetts/Amherst, 1993  
M. A., Communication, University of Massachusetts/Amherst, 1987  
B. A. (cum laude), English, Bates College, 1981

### TEACHING EXPERIENCE

**Professor**, Department of Communication, Westfield State University, 2002 - 2008;  
2017 - present

**Associate Professor**, Department of Communication, Westfield State University, 1997 - 2002

**Assistant Professor**, Department of Communication, Westfield State University, 1990 - 1997

#### Courses taught

Introduction to Mass Communication  
Issues in the Media Industries  
Media Criticism  
Issues in Advertising  
Media Literacy  
Introduction to Video Production

Video Studio Production  
Advanced Video Production  
Media, Technology, and the Future  
Community Television Programming  
Electronic Journalism

**Department Chair**, Communication Department, Westfield State University, 1996 - 2005,  
2006 – 2008 (acting)

The department chair is responsible for coordinating the development, review, and assessment of the department's curriculum and for overseeing the implementation of curricular revisions. The chair develops course schedules and faculty teaching assignments; is responsible for full-time and part-time faculty and staff recruitment, hiring, and evaluation; and supervises the department's administrative assistant and production facilities coordinator. The chair has responsibility for oversight of the department's production facilities, including a television studio and digital video and audio labs (note: in 2007, the vice president for academic affairs shifted management for the department's production facilities to Media Services/Information Technology as part of an administrative reorganization).

## **ADMINISTRATIVE EXPERIENCE**

**Vice President for Academic Affairs (on paid leave),** February 2016 – December 2016

**Interim President, Westfield State University,** November 2013 – January 2016

The president serves as the chief executive officer of the university and reports directly to an eleven-member Board of Trustees. Westfield State University is a comprehensive public university, one of 9 state universities in a system of 29 public institutions in the Commonwealth of Massachusetts. The university enrolls approximately 5,600 undergraduate and 700 graduate students and employs 1,500 full and part employees. The president directs all operations of the institution and is responsible for providing strategic direction for academic programming, enrollment, student life, advancement, and government and community relations, and for advancing the priorities set by the Massachusetts Department of Higher Education. The president upholds and communicates the mission, vision, and values of the university to internal and external constituencies.

### ***Key accomplishments:***

In October 2013, the Board of Trustees voted to place the university's past president on leave amidst an ongoing investigation into his spending by the Massachusetts Office of the Inspector General (OIG). The president resigned in November 2013, and filed state and federal lawsuits against the university, members of the Board of Trustees, and the Commission of Higher Education at that time. In January 2016, with the investigations and lawsuits resolved and the university in a significantly stronger position, a new permanent president was sworn in, completing a successful recovery. Specific accomplishments during this period include:

- Managed the university's response to the OIG investigation and the lawsuits while restoring stability and morale on campus, rebuilding the reputation of the university, and reestablishing relationships with external communities, including elected officials, business leaders, our neighbors, and our donors and alumni.
- Invited the Massachusetts Office of the Comptroller to conduct a transition audit of the university's financial policies, procedures and practices. Implemented recommendations, and worked with the Board of Trustees to create an audit committee of the Board and an associate director of risk management position for the university, strengthening internal controls, oversight of financial transactions, fraud prevention, and enterprise risk management.
- Restructured the Division of Advancement and University Relations; successfully proposed that the Board of Trustees create an Advancement Committee to facilitate board and board member participation in advancement, resource development, and fundraising activities and provide oversight and support for university advancement. Deployed Raiser's Edge and overhauled dashboard metrics and goals for tracking/reporting fundraising results. Achieved one hundred percent giving by Board of Trustees, Foundation board, Alumni Relations board, and senior administration for the first time, and accepted the university's first \$1 million gift.



- Provided executive leadership for the revision of the university's budgeting process, shifting from incremental to zero-based budgeting and engaging the campus community in discussion of university finances and financial priorities. Increased university reserves from \$23.9 million to \$35.1 million, improving the primary reserve ratio from 24.9% to 33.0%.
- Prioritized regional partnerships to improve access and facilitate student success, including the Commonwealth's first \$30k degree partnerships between a state university and regional community colleges (Springfield Technical Community College and Holyoke Community College); an online degree articulation agreement with Holyoke Community College, allowing students to complete a bachelor's degree at an affordable cost entirely online; and new transfer transition initiatives (including early, enhanced on-site advising) with Springfield Technical Community College and Holyoke Community College aimed at boosting persistence and graduation rates among transfer students.
- In partnership with the Springfield, MA public schools (SPS), launched the "Reach to Teach" program, designed to identify, train, and nurture students in a carefully structured "grow your own" teacher preparation initiative that will support up to 20 SPS high school students/year as they navigate high school, matriculate and graduate from Westfield State, and return to SPS with guaranteed jobs as teachers.
- Recruited a seasoned program director and established the first public Physician Assistant Studies graduate program in New England (currently in the ARC-PA accreditation process); provided leadership for the development and launch of an RN to BSN program and development of interdisciplinary undergraduate and post-baccalaureate degrees in Health Sciences.
- Continued prioritizing of efforts initiated as vice president to improve the university's already high retention and rates and eliminate gaps in student success. From AY13 to AY15, the six-year graduation rate rose from 58.5% to 62.7% and the four-year graduation rate improved from 47% to 52.6%. For the cohort of students enrolling in fall 2014, the first year retention gap between white students and students of color fell to less than 1%; the gap for Pell-eligible students was 1.5%, and the gap between female and male students was just 1.2%.
- Provided executive oversight for the construction of \$53 million, 54,000 s.f. science and technology building (opening September 2016) and feasibility study and design for preliminary renovation of former elementary school into the Catherine Dower Center for Performing and Fine Arts (opening January 2017).
- Restructured the Department of Information Technology (IT) into two separate departments: Information Technology, reporting to the vice president of administration and finance and containing administrative systems, infrastructure, and telecom; and Academic Technology Services (ATS), reporting to the vice president of academic affairs. Created/filled the position of Dean of Academic Information Services to oversee ATS and the Library; created/filled the position of Information Security Officer in IT and supported implementation of recommendations of external IT security risk assessment report commissioned by a consortium of public colleges and universities in Massachusetts.

- Established sustainability as a key institutional priority; received Henry P. Kendall Foundation grant to increase use of locally sourced food as part of broader focus on food-related initiatives including expanded campus gardens and an expanded farm-share program.
- Recognized as 2016 Guest of Honor at the Westfield State Foundation's annual Interfaith Breakfast for leadership and support of the revitalization of the Westfield State University Foundation's Interfaith Council and \$100k renovation of the Albert and Amelia Ferst Interfaith Center. Pledged the university to participation in the President's Interfaith and Community Service Campus Challenge and initiated creation of a food pantry (Common Goods) serving the needs of students living in hunger or food insecurity, operated by the Interfaith Council and the university's Interfaith Programming Committee.
- Created and filled position of Director of Non-Discrimination and Compliance position (Title IX Coordinator); supported development and implementation of statewide EEO policy responsive to changes in federal policies.

**Vice President for Academic Affairs\***, Westfield State University, June 2012 - November 2013  
**Interim Vice President for Academic Affairs**, Westfield State University, April - July 2008;  
 January 2011 – May 2012

The vice president for academic affairs serves as a member of the President's Cabinet and is the university's chief academic officer. The vice president has responsibility for leadership and oversight for the University's academic departments, the Division of Graduate and Continuing Education, Library Services, Information Technology, Center for Instructional Technology, Office of Academic Achievement (including the Academic Advising Center, the Banacos Academic Center, the Reading and Writing Center, TRiO Student Support Services, and the Urban Education Program), Office of the Registrar, Office of Institutional Research and Assessment, Office of International Programs, and Office of Grants and Sponsored Programs. The vice president has direct supervisory responsibility for the dean of undergraduate studies, dean of faculty, dean of education, and dean of graduate and continuing education; chief information officer; director of Library Services; and academic department chairs. The vice president for academic affairs serves as the chief executive officer in the president's absence.

The vice president facilitates communication and cooperation within and among administrative units of the Division of Academic Affairs, develops the division's budgets in collaboration with academic leadership and the university's budget and finance committee, and provides stewardship over the division's \$11 million operating budget. The vice president provides recommendations to the president on all academic appointments and personnel actions, including tenure and promotion, and ensures that the processes comply with the terms of the bargaining agreement.

***Key accomplishments:***

- Led the university through the institution's successful decennial reaccreditation by the New England Association of Schools and Colleges (NEASC), including the self-study

process, creation of an electronic evidence workroom containing over 4,800 documents, and the evaluation team visit.

- Led the development of a five-year Strategic Plan, including the revision of our mission, vision, and values statements, tying the development of the plan to the reaccreditation self-study for the first time.
- Expanded the Office of Institutional Research and Assessment to support expanded data-based decision-making and enhanced collection of data for program assessment; developed and supported faculty liaison for assessment position to provide support for academic program assessment initiatives and to strengthen communication with department chairs and key faculty on departmental assessment efforts; initiated participation in the Delaware Study of Instructional Costs to benchmark and analyze academic program costs.
- Managed the launch of a new Bachelor of Science in Nursing program, including the hiring of faculty, admission of the inaugural class of students, and Commission on Collegiate Nursing Education (CCNE) accreditation.
- Spearheaded the space needs and planning/design phases of planning new science and technology building, the first new academic building on campus in over 30 years.
- Guided and supported development and completion of a comprehensive library renovation, included new spaces for students to study, collaborate, and create; installation of a Google Earth-based Liquid Galaxy system; and migration to a new web-scale cooperative library management system, hosted by OCLC (the Online Computer Library Center).
- Supported the development and launch of the university's first online degree completion programs. In 2012, U.S. News and World Report ranked Westfield State as one of the top four online education programs nationally in its inaugural rankings of online programs, with Westfield State ranked number one in faculty credentials and training.
- Prioritized and supported the comprehensive revision of the university's student success programming for first year students, including implementation of a new early alert and case management system including mid-term grade reports for many first-year students and intensive case management for at-risk students and the launch of *Connections: First Year Forward*, a package of first-year initiatives from the strategic plan that resulted from a 2011 Foundations of Excellence self-study. New programs included first year course sections for all incoming students, a common read program centered in the English Composition program, a first year student convocation, and extensive new resources for first year students and their parents.
- Established civic learning/community engagement as key priority. Secured 3-year Department of Higher Education Performance Incentive Fund grant to transform campus culture and curriculum, including the development of new or substantially revised courses with a significant civic and/or service learning component.
- Advanced expansion of the International Programs Office, including significant Increased participation in *all* IPO programs, including short-term courses, international exchange programs, and National Student Exchange. New direct enrollment and

exchange opportunities included creation of a direct enrollment program with the Florence University of the Arts in Italy and a direct exchange agreement with Jade University in Germany.

- Supported and managed the reorganization of the university's veteran's services program and the hiring of the first full-time veteran's support coordinator.
- Promoted and administered the development and implementation of the university's Inclusive Concurrent Enrollment Initiative (ICEI) program.
- Established new internal grants program to support faculty scholarship and creative work.

#### **Dean of Faculty\***, Westfield State University, July 2008 - December 2010

The dean of faculty provides leadership and support for twenty-three academic departments, including program review, accreditation, budgeting, and the training and supervision of support staff. The dean is responsible for the day-to-day management of the operating budget of the Division of Academic Affairs and has direct supervisory responsibility for the Center for Instructional Technology, the Office of Faculty Grants and Sponsored Programs, and Office of Institutional Research and Assessment, and oversight of the Institutional Review Board (IRB) and Institutional Animal Care and Use Committee (IACUC). The dean collaborates closely with the Faculty Center for Teaching and Learning and the Center for Instructional Technology to promote faculty development in teaching and research, and facilitates faculty recruitment, retention, and professional advancement.

#### ***Key accomplishments:***

- Provided oversight and support for the creation and filling of twenty-two new tenure-track faculty lines; redesigned faculty orientation process and revised faculty handbook.
- In collaboration with the Dean of Multicultural Affairs/Director of Affirmative Action, revised faculty hiring processes and provided training for all department conducting searches as part of a comprehensive effort to increase faculty diversity.
- In partnership with the faculty director for the Faculty Center for Teaching and Learning, expanded the university's faculty development and mentoring programs and supported ongoing trainings for department chairs around the creation of healthy academic department culture.
- Supported the development of new academic majors in Ethnic and Gender Studies, Chemistry, and Spanish through the Board of Trustees and Department of Higher Education approval process.
- Provided leadership and supervision for the reaccreditation of several academic programs, including Athletic Training (CAATE - Commission on Accreditation of Athletic Training Education), Computer Science (ABET - Accreditation Board for Engineering and Technology) and Social Work (CSWE – Council on Social Work Education); revised and expanded academic program review and assessment activities.
- Oversaw the establishment of the Office of Grants and Sponsored Programs and increase in the number of faculty grant applications and awards.

- Oversaw the creation of the Institutional Animal Care and Use Committee (IACUC) and established protocols for the training of committee members; provided administrative oversight of university's chemical safety program and Institutional Review Board (IRB).

## **RELEVANT PROFESSIONAL EXPERIENCE**

**Executive Producer**, *As Schools Match Wits*, Westfield State University, 2006 – 2013; 2016-present.

**Writer and judge**, *As Schools Match Wits*, Westfield State University, 2008-2011.

*As Schools Match Wits* is a joint production of Westfield State and WGBY Springfield, produced at the university and shown weekly on WGBY (the program is also available On Demand, and as a podcast on WGBY.org). Originally broadcast on WWLP, the program has been on the air since 1961, and moved to Westfield State/WGBY in 2006.

The executive producer acts as liaison between the university, the Westfield State University Foundation, and WGBY management on all matters, including the development of contracts; constructs and oversees the production budget; and works with the Foundation and WGBY development office to coordinate program sponsorship agreements. The executive producer is responsible for hiring and supervising key staff; oversees the program planning process, including set design, program structure and content, and production/distribution schedules; edits all scripts; and coordinates marketing activities, including production of graphics, press releases, and other promotional activities.

The writer/judge is responsible for developing the content of each program, for assuring that the material is consistent with curriculum standards approved by the Massachusetts Department of Elementary and Secondary Education (DESE), and for acting as judge during the taping of each episode.

\*The Westfield State University administrative structure has undergone a number of significant changes since I served as Dean of Faculty and Vice President for Academic Affairs. The position descriptions provided here reflect the responsibilities of each position at the time I held it.

## HCCPS Board of Trustees Interest Form

Date: JANUARY 22, 2018

Your Name: MATT DUBE

Address: 27 CLARK ST.  
EASTHAMPTON, MA 01027

Best phone number: 413-695-6558

Best email: matthewpdube@gmail.com

What is your current or most recent employment and what position do/did you hold?

VP, BUSINESS DEVELOPMENT - MERRIAM-WEBSTER, INC.

How did you hear about and connect with HCCPS?

SON'S ENROLLMENT, JAN 2017 (EMMETT)

What interests you most about the school or about education in general?

LOVE THE HCCPS COMMUNITY - ADMINS, TEACHERS, STAFF + KIDS.  
EXPERIENTIAL LEARNING, AND CREATING GOOD CITIZENS OF THE  
VALLEY + THE WORLD.

Why are you interested in serving on this Board?

MY GOAL IS TO ASSIST THE SCHOOL IN THE BEST WAY  
I CAN - PLUS, AMY AARON TOLD ME I HAD TO. 😊  
I BELIEVE MY EXPERIENCE ON BOARDS & WITH  
CONSENSUS-BASED GOVERNANCE CAN ADD VALUE TO AN  
ALREADY GREAT BOT.

What skills do you hope to bring to the organization? (Please check any and explain below)?

|                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> • Finance</li> <li>• Real Estate</li> <li><input checked="" type="checkbox"/> • Leadership</li> <li><input checked="" type="checkbox"/> • Non-profit experience</li> <li>• Education</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> • Writing/editing</li> <li><input checked="" type="checkbox"/> • Development</li> <li><input checked="" type="checkbox"/> • Volunteering</li> <li><input checked="" type="checkbox"/> • Commitment to school</li> <li>• Law</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> • Public Relations</li> <li><input checked="" type="checkbox"/> • Community Building</li> <li>• Creativity</li> <li><input checked="" type="checkbox"/> • Charter school policy</li> <li><input checked="" type="checkbox"/> • Corporate</li> <li>• other</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

When is the earliest you would be available to serve?

ASAP.

If there is no space available on the Board of Trustees, are you interested in serving on a committee or in another way?

- Yes - CURRENTLY SERVING ON FINANCE.
- No

Which committees or groups most interest you? Please check as many as you like.

- BoT Finance
- BoT Personnel
- BoT Site
- BoT Governance / Board Sustainability
  
- Friends of Hilltown (501-c-3 fundraising organization)

The HCCPS Board uses consensus process for decision-making. Are you familiar or experienced with consensus process? If yes, please tell us where you have used it before. If not, do you think you'd be open to learning and using it?

YES - WAS A BOARD (HUB) MEMBER OF FLYWHEEL FOR MANY YEARS -  
CONSENSUS-BASED NON-PROFIT IN EASTHAMPTON.

Please tell us about your prior Board experience?

- FLYWHEEL - BOARD MEMBER
- CITY SPACE - PRESIDENT, VP, TREASURER, BOARD MEMBER. (NON-PROFIT THAT DEVELOPED & RUNS OLD TOWN HALL IN EASTHAMPTON)

Is there anything else you think we should know? (Attach paper if needed)

**Thank you very much for your time and interest.**

Please return this form to Deirdre Arthen at school or at: [darthen@hilltowncharter.org](mailto:darthen@hilltowncharter.org)

## **Dube, Matt**

27 Clark Street, Easthampton, MA – 413-695-6558 – matthewpdube@gmail.com

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### **History**

#### **Vice President, Business Development**

Merriam-Webster, Inc, Springfield, MA

*November 2012 –Present*

Oversaw development of and increased revenues for all digital assets: branded apps, eBooks, and licensing. Created and maintained P&Ls, budgets, and team goals.

Successfully launched API program, still showing explosive revenue growth in its fifth year.

Managed all strategic partnerships, including those with Google, Apple, Amazon, Barnes & Noble, Hasbro, and others.

Published Official Scrabble Players Dictionary, 5<sup>th</sup> Edition in print, app, and eBook formats.

Handled all translation and localization projects, including successful launches in China and Korea.

Managed all legal matters—contract negotiation and execution, domains, trademarks, and copyrights.

Worked closely with Marketing, Sales, Editorial, and Finance on a weekly basis.

#### **Director, Business Development; Head of Online Marketing**

Merriam-Webster, Inc, Springfield, MA

*March 2008 – November 2012*

Successfully launched online marketing department; all social media accounts for brand; programed and created Editorial engagement content for suite of websites.

Grew Word of the Day marketing program every year;

Worked closely with Print sales and marketing teams to create successful multi-platform launches.

#### **Director of Operations**

Turn It Up, Northampton, MA

*October 2000 – March 2008*

Directed all day-to-day business operations for all locations, including international purchasing and HR.

Grew revenues by over 25%.

#### **Director of Development**

Informu.com, Northampton, MA

*February 1998 – January 2000*

Managed all mid-sized client portfolios, including overseeing sales and product management. Worked closely with engineers and design team to deliver enterprise websites and backend solutions.

### **Education**

#### **BA, English.**

The College of William & Mary, Williamsburg, VA

June 1996



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[Your Name]  
[Street Address, City, ST ZIP Code] [phone] [e-mail]

## HCCPS Committee Interest Form

Date: 1/13/18

Your Name: Noelle Barrist Stern

Address:

Best phone number: 917-513-7817

Best email: nbarrist@gmail.com

What is your current or most recent employment and what position do/did you hold?

*Please see attached.*

How did you hear about and connect with HCCPS?

Which committees or groups most interest you? Please check as many as you like.

- |                                        |                                                                                 |
|----------------------------------------|---------------------------------------------------------------------------------|
| <input type="checkbox"/> BoT Finance   | <input type="checkbox"/> BoT Governance / Board Sustainability                  |
| <input type="checkbox"/> BoT Personnel | <input type="checkbox"/> Friends of Hilltown (501-c-3 fundraising organization) |
| <input type="checkbox"/> BoT Site      |                                                                                 |

What interests you most about the school or about education in general ?

What skills do you hope to bring to the organization? (Please check any and explain below)

|                                                |                                               |                                                |
|------------------------------------------------|-----------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Finance               | <input type="checkbox"/> Writing/editing      | <input type="checkbox"/> Public Relations      |
| <input type="checkbox"/> Real Estate           | <input type="checkbox"/> Development          | <input type="checkbox"/> Community Building    |
| <input type="checkbox"/> Leadership            | <input type="checkbox"/> Volunteering         | <input type="checkbox"/> Creativity            |
| <input type="checkbox"/> Non-profit experience | <input type="checkbox"/> Commitment to school | <input type="checkbox"/> Charter school policy |
| <input type="checkbox"/> Education             | <input type="checkbox"/> Law                  | <input type="checkbox"/> Corporate             |
|                                                |                                               | <input type="checkbox"/> other                 |

**What is your current or most recent employment and what position do/did you hold?**

Judicial Case Manager, Hampshire Probate and Family Court, Northampton, MA. Please see attached resume.

**How did you hear about and connect with HCCPS?**

Both of my children (Skyler Myint--Yellows/Warren Myint--Blues) attend HCCPS.

**Which committees or groups most interest you? Please check as many as you like.**

- |                                                   |                                     |                                                        |
|---------------------------------------------------|-------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> BoT Finance              | <input checked="" type="checkbox"/> | BoT Governance/Board Sustainability                    |
| <input checked="" type="checkbox"/> BoT Personnel | <input type="checkbox"/>            | Friends of Hilltown (501-c-3 fundraising organization) |
| <input checked="" type="checkbox"/> BoT Site      |                                     |                                                        |

**What interests you most about the school or about education in general?**

I have a personal connection to HCCPS because both of my children attend the school. I am grateful for their educational experience at HCCPS and eager to contribute.

I am also committed to serving Hampshire County families. At the Hampshire Probate and Family Court, one of my focus areas is community collaboration. Traditionally, the court has operated in a “silo system,” separate from others serving families in conflict, such as mental health professionals and community service providers. I have worked to reconnect the court to these groups so that families receive the out-of-court services they need. I consider serving on an HCCPS board committee as another way to contribute to Hampshire County’s children and the community.

**What skills do you hope to bring to the organization? (Please check any and explain below)**

- |                                                |                                     |                      |                                     |                       |
|------------------------------------------------|-------------------------------------|----------------------|-------------------------------------|-----------------------|
| <input type="checkbox"/> Finance               | <input checked="" type="checkbox"/> | Writing/editing      | <input type="checkbox"/>            | Public Relations      |
| <input type="checkbox"/> Real Estate           | <input type="checkbox"/>            | Development          | <input checked="" type="checkbox"/> | Community Building    |
| <input type="checkbox"/> Leadership            | <input checked="" type="checkbox"/> | Volunteering         | <input type="checkbox"/>            | Creativity            |
| <input type="checkbox"/> Non-profit experience | <input checked="" type="checkbox"/> | Commitment to school | <input type="checkbox"/>            | Charter school policy |
| <input type="checkbox"/> Education             | <input checked="" type="checkbox"/> | Law                  | <input type="checkbox"/>            | Corporate             |
|                                                |                                     |                      | <input type="checkbox"/>            | Other                 |

**Please tell us something about prior committee work or other related experience you have.**

I have served on various committees in my professional and personal life. A few of these include:

- Massachusetts Probate and Family Court Rules Committee (2015-present): Serve with judges, court staff, and attorneys to review and provide guidance on all proposed changes to rules affecting the Commonwealth’s Probate and Family Courts.
- Smith College Center for Early Childhood Education, Parent-Teacher Organization (2012-16): organized events for a pre-school community.
- NYC Bar Association Committee on Education and the Law (2000-03): Served on a committee of attorneys focused on education law. Published a report on “Ending Discrimination in the New

**NOELLE BARRIST STERN**

31 Middle Street, Florence, MA 01062 ♦ 917-513-7817 ♦ nbarrist@gmail.com

**LEGAL EXPERIENCE**

**Hampshire Probate and Family Court, Northampton, MA**

*Judicial Case Manager, 2015-present*

- Manage the court's daily judicial operations; supervise staff; collaborate with judges and staff on court policies and procedures; and coordinate with the Administrative Office of the Massachusetts Trial Courts to implement new rules, policies, and goals.
- Created and oversee the "Family Resolutions Specialty Court," a community-based problem-solving specialty court designed to reduce the harmful effects of family conflict on children.
  - Obtained specialty court approval from the Massachusetts Trial Court.
  - Implemented all aspects of the specialty court, including staffing, education, policies and procedures, record keeping, and docketing.
  - Secured grant and community funding.
  - Collaborate with mental health professionals, community service providers, attorneys, and mediators working with families in crisis.
  - Work with social scientists to collect and analyze data.
  - Presented the specialty court at Massachusetts Continuing Legal Education's Cutting Edge Legal Issues (Springfield, MA, March 2017), the Annual Conference of the Association of Family and Conciliation Courts (Boston, MA, May 2017), and the World Congress on Family Law and Children's Rights (Dublin, Ireland, June 2017).

Court Award: Outstanding Team Service to the Administration of Justice, 2016

**Berkshire Probate and Family Court, Pittsfield, MA**

*Judicial Case Manager, 2013-2015*

- Provided legal and procedural information to judges, staff, attorneys, and *pro se* litigants.
- Worked with the Pittsfield Public Schools, the Berkshire Athenaeum, and Berkshire County Head Start to create "Enhancing Families Through Literature," a court-based family-literacy program for families in conflict.

**United States Court of Appeals for the Second Circuit, Staff Attorneys' Office, New York, NY**

*Supervisory Staff Attorney, 2005-2013*

- Recruited, hired, and trained attorneys and law student interns. Reviewed attorneys' legal work, managed their caseload, and monitored their work performance.
- Subject matters included: federal and appellate jurisdiction, criminal law, constitutional law, immigration law, and labor and employment law.
- Special projects included: restructuring the staff attorney hiring process to focus on diversity outreach and streamlining interviewing procedures; developing a specialized attorney unit that eliminated a backlog of 5000 immigration asylum cases; and working with the Administrative Office of the U.S. Courts to allocate decreased funding.

*Staff Attorney, 2000-03*

- Conducted legal research and prepared bench memoranda and opinions for judges.

Court Awards: Sustained Excellence Awards, 2002, 2003, 2007, 2012  
Special Achievement Award, 2006

**Sapir & Frumkin, LLP, White Plains, NY**

Associate, 2003-05

- Advised disability rights organizations and helped their members gain access to voting booths and public schools and buildings.
- Represented clients in labor disputes and employment discrimination and fair pay cases.

**EDUCATION**

**Northeastern University School of Law, Boston, MA, J.D., May 2000**

\*Northeastern does not provide traditional grades or class rank and does not have a law review.

Internships: Eisner & Hubbard, P.C., New York, NY, Spring 2000  
Kotin, Crabtree & Strong, LLP, Boston, MA, Summer 1999  
Massachusetts Department of Education, Legal Office, Malden, MA, Winter 1998-99  
Massachusetts Teachers Association, Legal Services Division, Boston, MA, Summer and Fall 1998

Independent Project: Greater Boston Legal Services, Employment Unit, Winter 1999-2000:  
Prepared report on tax incentives available to Massachusetts businesses to support a GBLS campaign for living wages.

**University of Massachusetts, Amherst, MA**

B.A., *summa cum laude*, in Legal Studies and Natural Resource Studies, May 1997

Honors: Commonwealth Scholar, Dean's List, Phi Beta Kappa, Outstanding Senior Award, "Top-Ten" Writing Award

Honors Thesis: University Ombuds Offices in North America

Study Abroad: Sussex University, Falmer, England, 1995-96

**BAR ADMISSIONS**

Massachusetts, 2013  
New York, 2001  
S.D.N.Y., 2003  
E.D.N.Y., 2013  
N.D.N.Y., 2013

**PROFESSIONAL ASSOCIATIONS**

Massachusetts Probate and Family Court Rules Committee: Review and provide guidance on all proposed changes to the Massachusetts Rules of Domestic Relations Procedure and the Supplemental Rules of the Massachusetts Probate and Family Court.

National Association of Appellate Court Attorneys: Planned a 200-person conference, San Diego, CA, 2011.

Federal Judicial Center: Planned a 100-person conference, Chicago, IL, 2010.

NYC Bar Association, Committee on Education and the Law: Published a report on "Ending Discrimination in the New York City Public Schools," 2003.

National Employment Lawyers' Association: Prepared an amicus brief for the U.S. Supreme Court in *Central Laborers' Pension Fund v. Heinz*, 541 U.S. 739 (2004), a case involving pension benefits.

York City Public Schools” in 2003, which focused on discrimination in the city’s gifted education programs.

- 34-36 Westview Ave., Tuckahoe, NY Co-Op Board (2005-08): Served on a co-operative housing board and handled all issues relating to managing the co-op (*e.g.*, finance, maintenance).

I have extensive legal and management experience. I have practiced employment and labor law and managed union and non-union employees (hiring, training, and progressive discipline).

Although it was some time ago, while in law school (1997-2000), I worked in the legal department of the Massachusetts Teachers Association, the legal office of the Massachusetts Department of Education, and for Kotin, Crabtree & Strong, LLP, a firm focused on special education.

**When is the earliest you would be available to serve?**

As soon as needed.

**Would you also be interested in serving on the Board of Trustees if or when members are needed?**

Yes.

**Is there anything else you think we should know?**

HCCPS Board of Trustees Interest Form

Date: May 7, 2018

Your Name: Paula Ingram

Address: 73 Huntington Rd  
Hadley, MA 01035

Best phone number: 413-207-1361

Best email: pingram@hilltowncharter.org

What is your current or most recent employment and what position do/did you hold?

*I am currently the Purple's (grade 6) math + science teacher at Hilltown*

How did you hear about and connect with HCCPS?

What interests you most about the school or about education in general?

*I love Hilltown's collaborative teaching spirit.*

Why are you interested in serving on this Board?

*A place was opened on the Board for a teacher representative and I heard the call!*

When is the earliest you would be available to serve?

*Immediately*

What skills do you hope to bring to the organization? (Please check any and explain below)?

|                                                                                                                                                                 |                                                                                                                                                                    |                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Finance</li><li>• Real Estate</li><li>• Leadership</li><li>• Non-profit experience</li><li>• <u>Education</u></li></ul> | <ul style="list-style-type: none"><li>• Writing/editing</li><li>• Development</li><li>• Volunteering</li><li>• <u>Commitment to school</u></li><li>• Law</li></ul> | <ul style="list-style-type: none"><li>• Public Relations</li><li>• Community Building</li><li>• Creativity</li><li>• Charter school policy</li><li>• Corporate</li><li>• other</li></ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

If there is no space available on the Board of Trustees, are you interested in serving on a committee or in another way?

- Yes
- No

Which committees or groups most interest you? Please check as many as you like.

- BoT Finance
- BoT Personnel
- BoT Site
- BoT Governance / Board Sustainability
- Friends of Hilltown (501-c-3 fundraising organization)

The HCCPS Board uses consensus process for decision-making. Are you familiar or experienced with consensus process? If yes, please tell us where you have used it before. If not, do you think you'd be open to learning and using it?

*Yes, we use it at staff meetings.*

Please tell us about your prior Board experience?

*None*

Is there anything else you think we should know? (Attach paper if needed)

**Thank you very much for your time and interest.**

Please return this form to Deirdre Arthen at school or at: [darthen@hilltowncharter.org](mailto:darthen@hilltowncharter.org)



# Paula Ingram

130 Plumtree Rd Sunderland, Massachusetts 01375  
413-207-1361 [paulaisingram@hotmail.com](mailto:paulaisingram@hotmail.com)

## Education

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### **Lesley University**

Cambridge, Massachusetts  
College Coursework only - No Degree  
**Major:** No major  
Attended January 2015 to June 2015

### **Fitchburg State University**

Fitchburg, Massachusetts  
Master of Education  
**Major:** Education  
**GPA:** 3.500  
**Credit Hours:** 36  
Attended September 2010 to May 2013  
Degree conferred May 2013

Transcript  
(included)

### **Eastern Connecticut State University**

Willimantic, Connecticut  
Bachelor of Science  
**Major:** Mathematics  
**GPA:** 3.300  
Attended September 1999 to May 2004  
Degree conferred May 2004

Transcript  
(included)

## Experience

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### **Bellamy Middle School**

8th Grade Math Teacher  
Chicopee, MA

Aug 2014 - Present

I teach three sections of Common Core Aligned mathematics to heterogeneously grouped 8th graders. Participate in daily team planning meetings. Contact and meet with parents as necessary. Collaborate with teaching colleagues as well as administration and guidance about students.

I also have taught a PARCC after school tutoring session this year.

**Supervisor:** William Holt (4132562745)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

### **Granite Valley Middle School**

8th Grade Math Teacher  
Monson, MA

Aug 2011 - Aug 2014

- Teaching two blocks of grade 8 Common Core math including inclusion class.
- Teaching one block of Algebra I to advanced students

- Attending and participating in 504 and Individualized Educational Plan meetings with parents and other various professionals
- Participate in daily team meetings and weekly content area curriculum meetings

**Supervisor:** William Lataille (413-267-4155)  
**Experience Type:** Public School, Full-time  
Please **do not** contact this employer

---

**Center for Human Development**

Jun 2009 - Aug 2011

Teacher

Westfield, MA

- Teaching basic computational math skills, Pre-Algebra, Algebra I & II, Geometry to incarcerated adolescent males ages 12-20 in a secure facility
- Working with students to build basic and advanced math literacy skills
- Working with students to promote critical thinking skills
- Administer educational assessment using The Adult Basic Education (TABE) exam and Career Decision Maker (CDM)
- Present individual educational assessment findings to client's team (consisting of parents/guardians, educational liaison, caseworker, attorney, clinician, etc.)

**Reason for leaving:** Offered position at Granite Valley Middle School

**Supervisor:** Michael McCarthy (413-732-3470)

**Experience Type:** Independent School, Full-time

It is **OK** to contact this employer

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**Dennis Gero/Ameriprise Financial**

Dec 2006 - Jun 2009

Assistant to the Financial Planner

Northampton, MA

- Assist Financial Planner to create plans forecasting probabilities of future financial success, including writing various detailed financial instructions and creating financial portfolios for recommendation.
- Balancing client accounts and recommending trades based on advisors fund choices within client's risk tolerance

Various clerical duties involving confidential financial record keeping and data storage

**Reason for leaving:** Offered position at CHD

**Supervisor:** Dennis Gero (413-737-9600)

**Experience Type:** Other, Part-time

Please **do not** contact this employer

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**Holyoke Community Charter School**

Dec 2005 - Dec 2006

6, 7th grade math teacher

Holyoke, MA

- Academic Quality Control (AQC) - oversee grade 6 through 8 academic program and oversee teachers, observe classes, monitor test results and perform teacher evaluations
- Teaching grades 3-5, 6-8 Math and Science using the SABIS method of instruction
- Tutoring and monitoring progress for students not proficient in math concepts

**Supervisor:** Sonia Correa-Pope (413-533-111)

**Experience Type:** Public School, Full-time

It is **OK** to contact this employer

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**Center for Educational Services / DYS**

May 2004 - Dec 2005

Teacher

Northampton, MA

- Teaching basic computational math skills, Pre-Algebra, Algebra I & II, Geometry to incarcerated adolescent males ages 12-20 in a secure facility
- Working with students to build basic and advanced math literacy skills
- Working with students to promote critical thinking skills

**Supervisor:** I cannot remember! (413-586-4900)

**Experience Type:** Independent School, Full-time

It is **OK** to contact this employer

**DOMAIN COUNCIL MEETING MINUTES**  
**2 May 2018**

Attending: Penny Leveritt, Dan Klatz, Deirdre Arthen, Scott Remick, Lara Ramsey

Meeting Start: 5:15 pm

Location: HCCPS School, Mt. Holyoke Room

**Domain Council Meeting Agenda:**

- BOT Agenda
- FY2018 Budget
- Stipend Proposal
- Equity Team
- Education Domain Report

May BOT Meeting Agenda:

LRP status update

Capital budget proposal

Review the draft FY19 budget

Monique stipend proposal

Finalize board and committee roles

Possible topics for June BOT meeting:

recap on annual meeting

Equity team

Lara's Teaching and Learning Domain report

FY2018 Budget:

As the full line item budget is very detailed, Dan offered a template for a condensed summary version to be included as a cover sheet to the full itemized budget presented to the Board.

A new PPE projection came out from DESE and the projections are yet an additional increase above what the current FY19 budget draft includes (the current FY19 budget draft already includes a PPE increase based on earlier recent projections.) Based on the data we could potential increase the total PPE for the FY19 budget by an additional \$60K, but we may want to refrain from incorporating the additional increase nonetheless, especially as the current draft already includes some expense increases that can benefit the school.

The P/E staff line has been increased to full-time. This is to accommodate the plan to increase P/E time for students, as well as additional classroom support outside of P/E. (NOTE: some portion for this additional staff position would be in the TA line.)

The draft budget includes a proposal to make the Kids Club Coordinator position a Kids Club Coordinator/Admin support position, and the budget is increased accordingly.

Professional Development was bumped up to \$20K based on previous Domain Council discussions.

The latest FY19 budget draft therefore has an Over/Under balance of \$0.

But it was recommended to increase the database line by to \$8500 to cover additional expenses (actual expense amount TBD) relating to a development portion of the database, as indicated by the goals in Deirdre's Evaluation Report. So Dan – in order to maintain the balanced budget – will find \$2500 worth of discretionary expenses to reduce. (NOTE: plenty of draft FY19 budget lines already included increases, so this should not be difficult.)

Stipend Proposal:

Dan presented a proposal for the \$2500 stipend for Monique to come out of the FY17 budget – as discussed at the previous Domain Council meeting. A couple of minor changes were suggested to the wording of the proposal – it will be presented by Scott and Penny at the next BOT meeting.

Equity Team:

Lara spoke with members of the Equity Team, and they agree that they would like to come to the board to share what they are/have been doing. Lara will invite them for the June meeting and suggest 10 min.

Education Domain Report:

At the June BOT meeting Lara will present the annual report on the achievements of the Education Domain – the report should be about 30 minutes.

DC Meetings Schedule:

Meetings for the remainder of FY18:

Tuesday, May 15

Tuesday, June 5

Wednesday, June 20

Next Meeting:, May 15, 2018, at 5:15pm.

6:15 pm – Meeting ended

Respectfully Submitted

Penny Leveritt



## **Domain Coordinators Report to the Board of Trustees May, 2018**

1. Hiring update: we have an internal applicant for the position of special education teacher for 7<sup>th</sup> & 8<sup>th</sup> grade, which has been filled by a long-term substitute this year. We had no internal applicants for either the PE position or the one-year reading teacher position (our reading teacher is taking a one-year leave of absence next year). The reading and PE positions are now posted on School Spring. The PE position will also be posted at Springfield College and Westfield State University, and on our website.
2. We are fully enrolled for next year. There was very little attrition from this year's group, so almost all new enrollments are in Kindergarten and Grade 6. This year, we hosted an evening for new families in April to begin to orient them to the school. It was very successful and we plan to do it again next year.
3. Grandparents' and Special Friends' Day was a grand success again this year. More than 100 visitors came to the school to see what the students are doing in their classes and get to know the school a little better. We love including multiple generations in our school community! The Music Festival was wonderful as well - such a range of styles and performances. It was great to be able to include our visiting artist Bisko Kaba's students in the lineup. Each year this is one of the very best events. Marguerite and J did a fabulous job with support from a number of parent volunteers.
4. The Prisms 7th graders completed their Compassion in Action curriculum by facilitating a whole school event, A Day Without Hate. They invited people to dress in blue on that Friday as a symbol of peace and unity and on the day, they led activities in each the classrooms that were connected with the theme of diversity, compassion, peace and inclusiveness. They planned and led an All School assembly, decorated the building and facilitated the creation of an "I Am Wall" for which each student was invited to complete the sentence I am..... by writing something on a paper "brick". Those bricks were then assembled and affixed to an actual wall so that we could all see our community in its colorful diversity. The words students and staff chose ranged from fun to quite moving and the Wall is remaining up for a full week so we can appreciate it fully. In the All School assembly, each class participated in some way - with a poem or some work from their classroom and the Hilltown Harmonies performed and led the whole school in a song. They did a great job.
5. All ELA MCAS tests have been completed and returned to the central office. Math MCAS tests are midway through completion. There will be two days of Science MCAS for 5<sup>th</sup> & 8<sup>th</sup> graders next week. The on-line tests have gone smoothly with very few hiccups. Only third graders and students with exceptions are taking paper-based tests this year.



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

6. Next year, we will have a total of four graduate interns working in classrooms. In addition to one intern entering their second and final year with the school, we will have three new interns beginning their first year at the school with two doing the program for a year, and the other committing to two years. These interns are all from Smith College. Additionally, we expect to have a number of “student teachers” working for some part of the year in the school.

# Hilltown Cooperative Charter Public School

## Finance Committee Minutes Wednesday, April 25, 2018

**Present:** Carla Clark, Lisa Plaza, Dan Klatz, Matthew Dube, Kate Saccento, Maureen Mahar, Deb Jacobson  
**Regrets:** Chris Greenfield

| <b>Topic</b>                                 | <b>Discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Action(if necessary)</b>                                                                 |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>Review Capital Replacement Assessment</p> | <p>Lisa presented draft of Capital Replacement Assessment. Looking for feedback: Does the format work? Questions and considerations that arose as she was creating draft: Shows \$1,000,000 cost over next 10 years. What years does HVAC system replacement start? (Top left corner shows HVAC items.) How many fixtures in the building? Does internal sprinkler system need replacement? (It was put down because there were problems when we moved in.) Number on sheet will need to be changed, because it reflects an outside sprinkler system. The internal will not need to be replaced; it will need to be repaired, so this item can come off of the replacement assessment.</p> <p>Is leveling/drainage part of playground or is that part of different time frame? We would need to go to conservation commission if we were to do any leveling work.</p> <p>There's a difference between improvement and replacement, so sprinkler and solar panels should come off.</p> <p>Everything in interior is replacement. Create a furniture line in operating? Also, painting, brush clearing and playground are part of maintenance.</p> <p>Painting update: it is possible that some veterans from Soldier On can come and paint this summer.</p> <p>Will some of older windows need to be replaced? The older windows are currently functioning fine. There should be money budgeted for replacement for when they do fail. This is lower priority.</p> <p>Does amortized amount need to be separated? Or can it be pulled out? Depends on our current policy. Board to revisit and make recommendation (a percentage). There should be a plan with defining exactly what the contingency fund is for. When can it be used? Also, considering how much insurance would cover in a specific situation. To consider: contingencies, emergencies and capital replacement plan.</p> | <p>Lisa will revise draft based on feedback, including removing operating budget items.</p> |



|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                              |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                                                                        | <p>We should have a systems replacement fund and transfer some of the contingency fund into it.</p> <p>Contingency fund balance as of March 31, 2018: \$282,915 (12% of approved June budget).</p> <p>Recommendation of putting some additional amount each year (even as small as \$10,000/year) into the contingency fund to fund replacement costs.</p>                                                                                          |                                                                                                                              |
| <p>Review 3rd Quarter FY2018 Financials and draft of FY2019 Budget</p> | <p>We are anticipating that we are going to have a \$52,000 surplus for FY18.</p> <p><b>Projected</b> FY19 PPE: about 4% increase based on conservative numbers.</p> <p>Working FY19 budget shows teachers and TAs getting new salary scale; administrative salary adjustments; some additional educational programming.</p> <p>Reviewed and voted to accept Q3 financials. (DJ moved,MD second the motion, no questions or blocking concerns.)</p> | <p>R Q3 financials to be recommended to Board.</p>                                                                           |
| <p>Review of Capital Budget</p>                                        | <p>Greatest item is fresh air exchange. Parents will install panels. If we receive funds in Bill Farkas' memory, these funds may boost funds for panels/materials.</p>                                                                                                                                                                                                                                                                              | <p>Reviewed and voted to accept amount to be spent. (DJ moved, MD second the motion, no questions or blocking concerns.)</p> |
| <p>Confirm remaining FY2018 Finance Committee meeting dates</p>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Next meeting May 30<sup>th</sup> 8:30 am.</p> <p>If budget finalized in May, will not need a June meeting.</p>            |

## **GABS Meeting Minutes: April 30th, 2018**

5:00 PM - HCCPS

**Attendees:** Amy, Tim, Susannah, Deirdre

**Attendees Remote:** none

**Regrets:** Terra

### **Planned April Meeting Agenda:**

1. Finalize Voting Membership By-law- no changes are needed
2. Confirm documentation for slate of potential BoT members
3. Approve GABS annual report- approved and submitted
4. Review LRP
5. Make BoT Tracker a Google Sheet
6. How Does Proposal get to BoT - table to May GABS meeting

### **Finalize Voting Membership By-law Change**

The BoT did not request any changes to the proposal and Amy updated the format to align with the other by-law change document.

### **Confirm Documentation for Slate of Potential BoT Members**

Deirdre will review her files to ensure that she has everything needed for the Annual Meeting Packet.

### **Approve GABS Annual Report**

Terra's draft report was approved with minimum edits.

### **Review LRP**

The LRP Tracking file was opened and updates were made. Red highlights in the notes section indicate areas to address during the upcoming BoT meeting.

### **Update GABS BoT Recruitment Tracker for 2018**

We updated this tracker to show the status of all potential 2018 BoT members. We also added a BoT Term tab to this file so that we have a clear picture of upcoming recruitment needs.

### **BOT Recruitment Updates**

| Person        | Have Interest Form | Sent BOT job description? | Discussed BOT role: detailed conversation | Attended BOT meeting? |
|---------------|--------------------|---------------------------|-------------------------------------------|-----------------------|
| Noelle Stern  | Yes                | Yes - Deirdre             | Tim (complete)                            | Yes- March            |
| Liz Preston   | Yes                | Yes - Deirdre             | Terra (to do)                             | Yes - Jan             |
| Matt Dube     | Yes                | Yes - Deirdre             | Terra (to do)                             | Yes- March            |
| Gillian Fahmy | Yes                | Yes - Deirdre             | Yes - Deirdre (interest uncertain)        | April?                |
| Paula Ingram  | (early interest)   | Yes - Deirdre             | Susannah (complete)                       | Yes - Dec-March       |

**Possible Agenda Items for Next Meeting:**

- How to celebrate retiring BoT meetings
- How Does Proposal get to BoT
- Plan new member orientation

**Upcoming Meeting Dates:**

- 5/30/18 5:00 pm at HCCPS

**Hilltown Cooperative Charter Public School**

**SITE COMMITTEE**

**May, 14, 2018 at 8AM**

Dan's Office

**Present: Dan Klatz, Charles Wiemeyer, Steve Schrems, Micheal Filas and Karen Sise**

**Regrets: David Stauffer**

**Notetaker: Charles**

**Guests:**

| <b>Topic</b>                                   | <b>Discussion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Action<br/>(if necessary)</b>                                                                                               |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Fresh Air second floor capital proposal</b> | <b>How to proceed with HVAC companies to provide cost estimate - Have a variety of options presented by companies with a better understanding of certain areas of concern. Mapping out controllers. How to create an understanding how to monitor fresh air quality. AC vent control per classrooms- sensors in the hallways- heat increase by sunlight on East side of the school compared to the West side but again sensors are in the hallways</b> | <b>Charles to contact All Season for proposal and have sent to Dan- Dan to contact the plumber that we are using presently</b> |
| <b>Lighting and painting</b>                   | <b>Not a long term capital replacement item. Discussion of different types of bulbs, colors and wattage- Starting with changing bulbs with 3500K type- not splitting fixtures with wall switches</b>                                                                                                                                                                                                                                                   | <b>Dan to follow up light type/ color with teachers and installation by VA</b>                                                 |

|                      |                                                                                                                                                                                                                                                                                                                               |                                                                                         |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Sound</b>         | <b>Pricing of sound boards- for the All school space-mounted on the ceiling in a determined pattern by volunteers - panels are nearly twice as thick as what is installed now- panels are paintable ( pre painting of panels or ordering them colored)- 6” from sprinkler head</b>                                            | <b>Dan to place order for panels to arrive just before installation over the summer</b> |
| <b>Door security</b> | <b>How secure classrooms- we have doors with windows and windows into the classroom - how is our population compare to those incidents that have happened in high school and colleges - toll on children completing drills for school lockdown procedures . Have automatic hallway doors to seal off parts of the school.</b> |                                                                                         |
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| <b>Adjournment</b>   |                                                                                                                                                                                                                                                                                                                               |                                                                                         |

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