

Hilltown Cooperative Charter Public School

Board of Trustees Meeting Minutes – Wednesday, June 26, 2024, 6:30pm

Location: Zoom

Present:

In-person: All virtual

By Zoom: Emily Boddy, Matt Dube, Kathleen Szegda, Kathleen Hulton, Lily Newman, Ben Carlis, Tala Elia, Kelly Vogel, Grace Mrowicki, Rebecca Belcher-Timme

Regrets: Kylan Mandile, Stacey Giufre, Kate Ewall, Kate Saccento, Laura Davis, Tiffany Ross

Guests: Andrea Hermans

Facilitator: Kathleen Hulton

Notetaker: Emily

List keeper: Grace

Timekeeper: Lily

Mission statement read by: Lily

Topic	Discussion	Action (if necessary)
<p>Welcoming (read mission statement) (Kathleen H.)</p> <ul style="list-style-type: none"> ● Announcements ● Agenda Check: Appoint timekeeper, list keeper ● Approve minutes from two Board Meetings on June 24 	<p>Announcements: None</p> <p>Agenda Check</p>	<p>Ben motioned to approve minutes from June 24. Matt seconded.</p>
<p>Public Comment (Kathleen H.)</p>	<p>None</p>	
<p>Board Interview with Director of Teaching and Learning Candidate (30 mins):</p> <ul style="list-style-type: none"> ● Introductions ● Q & A with Board and Head of 	<p>Q What is something you’ve heard from or noticed with students that you would take forward into the role? A Thinking about the school climate survey, students who feel disenfranchised or disconnected from the school. Interested in tackling on a school wide level, and wants to get to know the older students better and understand how they might feel more</p>	

<p>School Candidate</p> <ul style="list-style-type: none"> • Candidate questions for Board <p>Kathleen H., Lily (Discussion)</p>	<p>connected, how that can affect school culture. Big piece of work will be around 12-14 year old buy-in, which will likely address some of the school culture issues that are apparent.</p> <p>Q What ways might you go about getting to know older kids? A Spend time in classrooms, advisories. Would like to know more and have a regular presence in addition to front-door/blacktop, more casual spaces. Will be hard to effectively collaborate unless she knows the students well. Will need to be engaged systematically across the whole school, rather than just coming into classrooms for evaluations.</p> <p>Q Even though 'behavior' not part of this role anymore, it will come into play. How do you perceive your role to be in service to that? A Feels she might be able to partner with Jess to cover more of the behavior stuff in the lower grades, and as it pertains to T&L. Understands that behavior will be part of her role, and hopes behavior can be addressed at a culture level, which she would like to be involved in.</p> <p>Q How do you see the shift from classroom to this role? A Has a close relationship with colleagues, hopes that those good relationships will extend into this role. Hopes to be supportive, helpful and that her transition from classroom to this role will help with buy-in. She'd like to see teachers supported in a different way, especially in light of the most recent challenges. Cites questions she's considering in relationship to those challenges.</p> <p>Q what are your goals and ideas around supporting development for teachers proactively? References the gaps teachers have reporting in PD. A Would like to know more about what challenges teachers are facing, particularly in the upper grades (quite familiar with the needs/wants of teachers in the lower grades, cites examples). Would like to pay more attention the bigger professional goals and interests teachers hold. She'd also like more cross-age discourse, will have to do a lot of listening.</p>	
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	<p>Q What kinds of support do you think you'll need in this new role - from the board, budget, staff? A Grace and space to make mistakes. Not clear specific support, but would like time managing her calendar around school events eg MCAS, ordering materials, etc ; Will need help understanding special ed.more robustly; Will have procedural questions for the board.</p> <p>Supportive environment and has always been able to get collaborative support and hopes this would happen on a larger scale.</p> <p>Questions from the candidate:</p> <p>When would this job be starting? There would be a discussion about what makes most sense for all parties. Rebecca says she'd like to start as soon as possible in order to post and hire her replacement as soon as possible.</p>	
<p>Head of School Decision (30 mins) Kathleen H., Lily, Hiring Committee (Discussion + Decision)</p>	<p>The hiring committee underwent a rigorous process and recommends Chris Kusek to be hired as the Head of School.</p> <p>Hiring committee members present (Grace, Emily, Kathleen, Lily) gave feedback about what evidence the decision was based on .</p> <p>Connecting with kids - through Task and on the Zoom Monday night. Discussion about the way he has balanced complex roles with many parts before in other roles. Knowledge of special education, behavior very strong.</p> <p>Example of a way he interacted with a student during the Zoom session: He got a lot of questions and interaction from the students, which showed he was approachable. A student asked what he likes to do and he talked about a new thing he is doing, growth mindset, starting something new and not being great at it right away. Tala adds that she loved the question a student asking if he'd done a job like this, referenced that</p>	<p>Tala motioned to hire Chris Kusek as Head of School; Matt seconded; the Board approved by consensus.</p> <p>Matt offers a friendly amendment to offer Chris Kusek a salary of \$120k per year; Tala accepts the amendment.</p> <p>Consensus vote approved by roll call. (Voting members)</p> <p>Matt Dube - yes Emily Boddy - yes Kathleen Hulton - yes Kathleen Szegda - yes Ben Carlis - yes Kelly Vogel - yes Tala Elia - yes Lily Newman - Abstain</p>

	<p>just like she will be new to 5th grade, he will be new and that all the work that he’s done up to now has prepared him, just like all the work she’s done has prepared her. And that he’s excited and also a little nervous.</p> <p>Emily added that he recognized his gaps and how he would collaborate and be open to seeking out conversations to understand what he needs to know.</p> <p>Kathleen adds that she feels like his skill set covers so many of the needs we mapped out prior to meeting candidates.</p> <p>Committee was unanimous and didn’t have to go through a lot of trying to come to consensus, which also aligned with data from the community.</p> <p>Nod to Lily for ensuring that student engagement happened in the process.</p> <p>Lily explains that she knows candidate personally, and as such stepped back from leading with this candidate - Kathleen had the screening call. Lily abstained from voting on this call due to this personal connection.</p> <p>Salary question. Decision was made with the hiring committee and in close communication with Carla. Reviewed the increased responsibilities from current role (previously divided) and salary in current role. Looked for something doable and achievable.</p>	
<p>Meeting Wrap-up</p> <ul style="list-style-type: none"> ● Minutes Finalization ● Summary of Next Steps 	<p>Next Steps:</p> <ul style="list-style-type: none"> ● Kathleen will connect and offer Chris the job, will report back. ● Tomorrow night BoT meets to make a decision about the Director of T&L. ● Board Leadership will verify the offer, negotiating start date and any related details. Working with current leaders around succession planning, and transition plan. 	
<p>Review Action Items</p>	<p>Reviewed action items.</p>	

Adjournment	Meeting adjourned at 7:44 pm	Emily B motioned to adjourn; Tala seconded; the meeting was adjourned.
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