

# Notice of Public Meeting

**Hilltown Cooperative Charter Public School:  
Annual Meeting**

**Date and time:** Wednesday, March 26, 2025 at 6:30-8 p.m

**Location:** Hilltown Cooperative Charter Public School, 1 Industrial Pkwy, Easthampton, MA 01027

**Agenda:**

**6:30 Welcome, agenda and procedure**

**Mission Statement**

**Approval of last year's minutes**

**Chorus Performance**

**6:45 Community Activity: What does it look like to be part of a Cooperative School?**

**7:35 Hilltown Harmonies Performance**

**7:40 Business**

**Reports:**

- **Board President Statement**
- **GABS Committee Report**
- **JEDI Committee Report**
- **Finance Committee Report**
- **Personnel Committee Report**
- **Facilities Committee Report**
- **Friends of Hilltown Committee Report**
- **Special Education Parent Advisory Council**

**Appreciations**

**Proposal + Election of New Board Members (Slate)**

**Rock Band Performance**

**Meeting Wrap up and Thank You**

**8:00 Adjourn**

**Hilltown Cooperative Charter Public School**  
**Annual Meeting**

Board of Trustees Meeting Minutes – Wednesday, May 22, 2024, 6:30 pm FINAL

**Location:** HCCPS, All School Space

<b>Topic</b>	<b>Discussion</b>	<b>Action</b>
<b>Welcome, agenda and procedure – Kathleen Hulton</b> <b>Read Mission Statement</b>	Kathleen H. welcomed people to the meeting, and reviewed the agenda and procedure.  Ben was assigned as listkeep.  Tiffany read the mission statement.	
<b>Approval of 2023 Meeting Minutes</b>	Emily asked if anyone had changes to the 2023 annual meeting minutes included in the meeting packet. No changes noted.	Matt moved to approve the minutes; Tala seconded; the minutes were approved by consensus.
<b>Chorus Performance</b>	Introduced by Tiffany, with thank yous to our music and arts' staff.  Chorus, as led by Seana, performed two songs.	
<b>Group Activity: Kelly and Tiffany</b>	Kelly and Tiffany presented an activity around the question of: <i>What does an excellent Arts-based Curriculum look like?</i>  Cyndy Sperry, k/1 art teacher, spoke about the arts program at Hilltown. She cited some examples of when she felt the arts program was at it's best - the energy of an truly arts-integrated curriculum.  Kelly talked about how this conversation can help shape and inform other conversations - around new hires, grade reconfiguration.  Community had small group discussions, and came back together for larger discussion and	

	sharing.	
<b>Hilltown Harmonies Performance</b>	Hilltown Harmonies, as led by Felicia, performed two songs.	
<b>Reports: Statement from Board President (Matt) GABS</b>	<p>Matt Dube, Board President, made a statement.</p> <p>Emily presented committee members and descriptions, roles and responsibilities of each committee.</p> <p>Full reports, including goals and accomplishments, are included in the meeting packet.</p>	.
<b>Appreciations: Lily</b>	<p>Lily offered gratitude to all the staff.</p> <p>Appreciations To Departing Leaders:</p> <p>Kate Saccento</p> <p>Laura Davis</p> <p>And departing Board Members:</p> <p>Kate Ewall</p> <p>Stacy Guifre</p> <p>Matt Dube</p>	
<b>By-laws: Emily</b>	<p>One by-law amendment was proposed (see full texts of by-laws in meeting packet).</p> <p>Emily proposed a change of an increase of two staff places on the board to three staff places on the board.</p> <p>A vote was taken to approve the by-law change, and was passed by simple majority.</p>	

<p><b>Proposal + Election of New and Continuing Board Members (GABS)</b></p>	<p>Kelly presented the candidates who would be new to the Board:</p> <ol style="list-style-type: none"> <li>1. Kate Aleo</li> <li>2. Neal Teague</li> <li>3. Grace Mrowicki</li> <li>4. Rebecca Belcher-Timme</li> <li>5. Andrea Hermans</li> </ol> <p>Each candidate made a statement about why they would like to join the BOT and what they would bring.</p> <p>A vote was taken and the slate was approved to the board by simple majority.</p> <p>Kelly presented the candidates who would be serving a second term:</p> <ol style="list-style-type: none"> <li>1. Emily Boddy</li> <li>2. Kathleen Hulton</li> </ol> <p>A vote was taken and the members serving a second term were approved to the board by simple majority.</p>	
<p><b>Closing Remarks: Kelly</b></p>	<p>Kelly thanked people for coming</p>	
<p><b>Adjournment: Kathleen H</b></p>	<p>Meeting adjourned at 8 p.m.</p>	
<p><b>Extra note, Count</b></p>	<p>About 65 adults attended; 47 adults stayed for the business/voting portion of the event.</p>	

## **Good evening, members of the Hilltown Cooperative!**

It's an honor to help frame this year's community question. This time gives us a unique opportunity not just to reflect on our mission, but to look forward, together, with intention.

Tonight, we are invited to consider a simple but profound question:

### ***What does it mean to be a cooperative public school?***

To begin, it might help to zoom out. The idea of a cooperative—of people coming together to meet shared needs through collective ownership and democratic decision-making—has deep roots in American life.

From farmers' co-ops to credit unions to local grocery stores, these institutions emerged to counterbalance the isolating and sometimes exploitative forces of industrial capitalism. Cooperatives have always been, at their heart, about people reclaiming power and connection—making decisions together, building trust, and sharing responsibility.

In 1995, a group of parents, educators, and community members imagined a school that could do just that. They didn't want an institution *for* families and children—they wanted a school built *with* them. They wrote a charter that embedded cooperation as a central value, not just in governance, but in the daily experience of school: **shared leadership, volunteerism, collaboration between parents and teachers, a belief in the power of student voice, and a deep commitment to community.**

To be clear – it was a radical vision then—and, in many ways, it is even more so now.

This is part of what makes tonight's question so important. In the last 30 years, the world has changed greatly, and the forces that gave rise to cooperatives have not disappeared—they've just evolved.

Earlier this week, I came across an article called *The Anti-Social Century*, which paints a vivid and troubling portrait of where we are – and where we might be headed – as a society.

Americans are spending more time alone than at any point in modern history. Increasingly we eat alone, we work alone, we watch television alone, we shop alone. It's all very convenient.

Technology, for all its benefits, has rewired our habits of connection—especially for young people. The result is a culture where solitude is not just common, but often preferred. Where “being needed” by others is no longer a given. Where community is optional.

That is the culture our children are growing up in. And it is precisely why the work of this school—*this cooperative*—is arguably more urgent than ever.

Here, we can offer an alternative model of being. We teach children that belonging takes effort. That their voice matters—but so does listening to their neighbors. That learning is not just about

personal achievement, but about making something together. That real community is not always easy—but always worth it.

We, the adults, are called to model that too. Whether by volunteering time, joining a committee, sharing a tough conversation, or simply showing up tonight, we reaffirm something powerful: that schools are not just delivery systems for curriculum. They are **communities of care** that cannot be outsourced.

So – as we dive into tonight’s conversations, I invite you to bring your whole self: your questions, your stories, your frustrations, your hopes and your ideas.

Let’s reflect together both on what it *meant* to be a cooperative when Hilltown was founded — but what it must mean **now**.

Our Director & Teaching and Learning, Rebecca, will now share some thoughts and lived experience of how the cooperative has practiced its principles over the years...

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**Closing remarks:** We have a chance, today and every day, to make that choice—to choose cooperation over convenience. We’re so grateful to be in that work with you all!!



## **President's Report to the School Community**

### ***March 2025***

Dear Hilltown Community,

I'm excited to share an update on the Board's work this past year. As the governing body of Hilltown Cooperative Charter Public School, the Board of Trustees is responsible for overseeing the direction of the school and ensuring its financial health and continued success. We hold the school's charter, which was granted by the Massachusetts Department of Elementary and Secondary Education (DESE), and it is our responsibility to ensure the school remains true to its mission and values. This year, we have worked diligently to fulfill these responsibilities in a variety of ways.

This year, we focused on several key areas of work that will strengthen Hilltown's foundation for years to come.

A key priority has been ensuring the school's financial health, which we take very seriously. On both an annual and quarterly basis, we reviewed the budget and financial reports, to make sure we are on track. We reviewed and approved an annual audit by an external accountant, which found our financials to be accurate, our governance to be consistent with recommended practices, and our fiscal health to be sound. We continued to allocate resources toward initiatives that directly benefit our students, including the approval of funding for the development of a new playground.

A major focus this year was the leadership transition following the sudden resignation of our previous school leaders. In May 2024, the Board restructured the school's leadership model to the Head of School structure. We worked diligently to hire new leadership and provided ongoing support to ensure their success. We are pleased to report that Chris and Rebecca have exceeded our expectations with their leadership acumen this year. They have navigated the school through complex processes such as the renewal of our charter, which happens every five years, as well as decision-making processes on intricate issues like grade realignment, the school schedule, and the length of the Wednesday school day. Thank you, Chris and Rebecca - Hilltown is lucky to have you.

As always, the success of Hilltown is driven by our dedicated and talented teachers and staff. Your passion, creativity, and expertise are at the heart of this school, and we are incredibly grateful for all that you do. This year, during a time of significant change, your resilience and unwavering commitment have been essential in ensuring a smooth transition. On behalf of the Board, thank you. A special thank you to our administrative team for their invaluable support during this leadership shift – we couldn't have done it without you.

In addition to supporting this transition, the Board continued to advance Hilltown's strategic plan and made important updates to school policies. These included revisions to the family handbook, updates to our Civil Rights policies, and the approval of the school's Justice, Equity, Diversity, and Inclusion (JEDI) statement.

The Board is committed to increasing transparency and communication with the wider school community. We provide monthly updates regarding our board meetings in the school newsletter. Meetings of the Board of Trustees and all Board committees public meetings open to everybody. Minutes for all meetings are posted on the school's website, and we encourage you to read them for a deeper understanding of our work.

In service to this school and its mission,  
Kathleen Hulton  
President, Board of Trustees, 2024-2025  
Hilltown Cooperative Charter Public School





## Facilities Committee

### Annual Meeting Report

May 26, 2025

**Committee Members:** Kelly Vogel (Chair), Nan Childs, Chris Kusek, Alex Niemiec, Alex Porter, Rick Stultz

- A. **Purpose:** The Facilities Committee (1) assists Directors with the maintenance and improvement of the school building and grounds; (2) pursues goals such as securing adequate playing fields and improving access to area resources (e.g., the bike trail, public bus stops, and Arcadia) (3) works with the Directors to make the operations of the school property as efficient and cost effective as possible; and (4) explores long-term site control options.
- B. **Goals:**
- Review ways to sustainably address facilities issues
  - Produce a document with long-term capital/component replacement needs
  - Use the created document to inform future capital spending priorities
- C. **Additional projects/priorities:**
- **Playground:** The facilities committee has overseen plans and implementation for a new playground, scheduled to be installed spring/summer 2025
  - **Long term capital assessments and replacement proposals:** The committee addressed a need to sustainably address long-term capital assessments and is exploring options
  - **Inspections:** Reviews/schedules ongoing site inspections (fire, backflow, etc.)
  - **Building emergency support:** Ensuring readiness of necessary keys and blinds
  - **On-going building maintenance:** Created a “fix-it” form for all staff to report any maintenance issues, with alerts going to committee/working-group members for immediate response.
  - **JEDI Integration:** JEDI principles are woven into all discussions to ensure all aspects of site are inclusive and equitable for all bodies.
- D. **Transition from BOT Committee to Working Group:** On February 6, 2025, the BOT voted to transition the Facilities Committee to a working group rather than a BOT committee. This group has selected a volunteer to liaise with the Finance committee, which is necessary to review and approve of many/most site projects. The removal of the Facilities Committee frees up Board resources for increasing capacity in other domains of governance, particularly in developing a more formalized focus on academic achievement.



## **Finance Committee**

### Annual Meeting Report

March 26, 2025

**Finance Committee (FC) Members:** Kylan Mandile (Chair and Treasurer), Chris Kusek, Carla Clark, Andrew Tilbe, Lisa Plaza, Grace Mrowicki, Alex Porter

**Purpose:** Our mission is to oversee the school's budgeting and financial reporting to help ensure the school's fiscal health and viability for the short and long term.

#### **Responsibilities and Goals:**

- The Head of School, Chris Kusek, and the Finance Manager, Carla Clark prepare the annual and quarterly budget and financial statements. The FC reviews the budget and financial statements quarterly, and provides the Head of School and Finance Manager with feedback.
  - The FC recommends approval of the budget and financial statements to the Board of Trustees (BoT).
  - The FC provides regular updates regarding the school's financial condition to the Board of Trustees.
- JEDI (Justice, Equity, Diversity, and Inclusion) work is integrated into the FC goals and objectives.
- FC monitors the short and long term fiscal status of the school.
- The treasurer reviews the monthly bank statements.
- FC oversees the annual audit by an external accountant, reviews the findings, and presents the findings to the BoT. The treasurer signs the annual audit after it is approved by BoT.
- FC oversees the capital and general reserve accounts. Along with school leadership, the FC makes recommendations to the BoT to use funds for capital projects.
- FC ensures the school's financial condition and budget align with the Long Range Plan.

#### **Status Updates:**

- HCCPS is in strong financial shape and able to meet the fiscal needs of the school.
- HCCPS engaged a new auditor for the 2024 fiscal year. The results indicated the school is able to cover its financial obligations, governance practices are consistent with industry standards, and there were no discrepancies or concerns. For fiscal year 2025, the Finance Committee intends to utilize the same accounting firm for the audit.
- The FY2025 budget was approved by the BoT with a deficit due to low initial estimates of state per pupil tuition. Revenue projections have since increased more than operating expenses due to an increase in state per pupil tuition. This has resulted in a projected



HILLTOWN COOPERATIVE  
CHARTER PUBLIC SCHOOL

budget surplus for FY2025, which may be used to cover one-time expenses and capital expenditures (e.g. playground project, grade realignment, sprinkler repair)

- The FC considers JEDI when reviewing the budget.
- In FY2024, the FC recommended, and the BoT approved, hiring a contractor to repair a portion of the roof. This work was completed in the summer of 2024 on time and under budget.
- The FC recommended, and the BoT approved, a proposal to spend up to \$200,000 (up to \$110,000 from the capital reserve and \$90,000 from the general reserve) to renovate the playground. The Head of School found cost savings by hiring an internship program for contractors for a portion of the work. Fundraising efforts are expected to offset a portion of the costs. The school has signed contracts and made deposits to ensure the playground project will start work in spring 2025.
- Along with the Head of School, the FC intends to engage an engineering firm to conduct a property condition assessment that will identify immediate and long-term facility needs for the school. This will allow the school to budget for preventative maintenance and save money on emergency repairs.



# Friends of Hilltown

## Report to the Cooperative 2025

Friends of Hilltown is a 501(c)(3) non-profit organization whose purpose is to raise money to sustain the programs and curriculum of the Hilltown Cooperative Charter Public School (HCCPS)

Friends of Hilltown (FoH) is a group of parent volunteers entrusted with raising and distributing money to support HCCPS in our shared mission.

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We raise money in a variety of ways, including direct contributions, corporate matching programs like Benevity, merchandise, and other community fundraising events like the upcoming Art Spark. This year, continuing our fundraising efforts from last year, we have now raised \$12,500 for the new playground (yet to be distributed to the school).

We also opened the Hilltown Spirit shop for merchandise, and have raised more than \$300 from that.

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One major way we distribute funds into the Cooperative is through our grant program. This year we have given out three grants, so far.

- Curriculum Support Grant for BLUES to fund a variety of sensory regulation equipment and materials.
- Rolling Arts grant to partially fund Artist-In-Residence Nick Kachulis
- Rolling Arts grant to fund admission for 2nd and 3rd graders field trip to Mashantucket Pequot Museum and Research Center

Our grants are available on a rolling basis throughout the school year, and we anticipate more grants distributed before this year is over.

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Right now our big focus is on the 30th Anniversary Celebration of HCCPS at this years Art Spark fundraiser (get your tickets if you haven't)!

We always appreciate new members.

Please consider joining us (especially if you're good with finances and record keeping); help host events, decide on grants, bring your fundraising ideas, email [friends@hilltowncharter.org](mailto:friends@hilltowncharter.org).



## **Governance & Board Sustainability Committee**

Annual Meeting Report

March 26, 2025

**Committee Members:** Emily Boddy (Trustee/chair), Kate Aleo (Trustee), Tiffany Ross (Staff member), Sara Schieffelin (Community Member), Lindsay Fogg-Willits (Community Member)

- A. Purpose:** GABS ensures: (1) that HCCPS governance complies with state law; and (2) the sustainability of the BOT through recruitment and succession planning for officers and committee chairs.
- B. Responsibilities:**
- Provides orientation and training to new BOT members
  - Recruits BOT members and assists with recruiting committee members
  - Integrates JEDI into work of the committee
  - Ensures adherence to the HCCPS By-Laws; assesses the need for and propose changes to the By-Laws
  - Plans and facilitates the Annual Meeting of the Cooperative
- C. Goals FY24:**
- Recruitment and Succession Planning
  - Board book - finalize, determine where it 'lives', who maintains certain pieces
  - Establish board feedback process
  - Clarify board's role in Fundraising

Consistent with these responsibilities and overarching goals, the committee set and focused on the following goals for the year:

### **Orientation for New Board Members**

- GABS held one orientation for new Board members. The orientation covered a range of topics, including: Hilltown's mission and philosophy, obligations and responsibilities of Board members, the Open Meeting Law, and the consensus process.



## **Board Recruitment & Succession Planning**

- Throughout the year, GABS worked to recruit new Board members. The recruitment process involves GABS speaking with potential Board members, soliciting and reviewing potential members' interest forms and resumes, arranging for potential members to attend Board meetings, and proposing candidates to the Board to put forward for a vote at the Annual Meeting.
- GABS recruited non-board members on to several committees, which has supported the board immensely in our work.
- GABS is pleased to propose the following candidates to the Board, which in turn is proposing the slate at the Annual Meeting: Parents Steve Sell and Lauren Ames.

## **JEDI Integration**

- GABS integrates the work of JEDI around accessibility to participate and serve, and in creating a more diverse board.
- GABS is evaluating how the Board shifts into a body that fundraises, whilst maintaining accessibility and inclusion of all who want to serve. Additionally, fundraising is a way to increase opportunities for access by all students to exemplary programming and other services that help support or increase access and equity.

## **Reviewed, assessed the need for changes to the By-Laws**

- There are no proposed by-law changes at this time.

## **Planned the Annual Meeting of the Cooperative**

- GABS planned the Annual Meeting of the Cooperative.

## **Board book Evaluation and Updates**

- GABS is working in partnership with school leadership, the board president and Grace (our IT specialist) to reorganize, update and find a way the book can be accessible to all and easy to use.

## **Establish board feedback process**

- GABS is working with Board Leadership to ensure a yearly (or more regular) way for the board to give feedback about being on the board. With JEDI in mind, we want to ensure we make changes and additions that support sustainability, accessibility, diversity and inclusion on the board.



## Justice, Equity, Diversity, & Inclusion (JEDI) Committee

Annual Meeting Report

March 26, 2025

**Committee Members:** Kathleen Szegda (chair), Chris Kusek, Rebecca Belcher-Timme, Seth Harwood (Community Member), Garrett Washington (Community Member)

- A. Purpose:** To ensure a JEDI lens is incorporated into Board of Trustees governance activities and functions. Research and recommend JEDI practices related to school governance.
- B. Responsibilities and Goals:**
- Advise Board of Trustees Committees on incorporating JEDI into their work
  - Recommend and coordinate ongoing JEDI related education and training for Board of Trustees
  - Support Board of Trustees JEDI engagement with school community
  - Research and recommend JEDI best practices related to governance or Board of Trustees activities
  - Coordinate JEDI activities with staff Equity Committee and administration to ensure continuity of JEDI activities across the school community at student and family, staff, administration and Board levels

Over the course of this school year, the JEDI Committee made progress on the following annual goals:

### Support School Leadership in JEDI Work

- The JEDI Committee worked with the Head of School and the Director of Teaching and Learning to support the school's work to embed JEDI in school practices, address situations as they arose, and identify resources in the community to support areas identified for focus in the school.





- The Committee served as a thought partner and resource for the school leadership for various activities taking place, such as the school climate survey, professional development, and ongoing education efforts.

### **Student Engagement around JEDI**

- The JEDI Committee worked with the Head of School and Director of Teaching and Learning to identify strategies to engage students around JEDI. With the help of JEDI volunteers, a survey strategy was developed to engage students, raise awareness, and identify any actions that would need to be taken to support JEDI in the school. The effort is being done collaboratively with student council members.

### **JEDI Volunteers**

- The Committee solicited additional volunteers to support JEDI work taking place in the school.

### **JEDI Plan**

- The Committee is continuing to work with the Board of Trustees and school leadership to continue to identify how JEDI can be incorporated into school policy through Board committees.

## Personnel Committee Annual Report

Presented to the Board of Trustees

March 26th, 2025

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### Committee Function and Responsibilities

The Personnel Committee is responsible for developing and applying policies related to hiring, employment conditions, and staff well-being in alignment with the school's charter and mission. Our core responsibilities include:

- Researching relevant issues and making recommendations to the Board on personnel matters.
- Improving working conditions to support staff morale and retention.
- Establishing clear and equitable personnel policies and procedures.
- Ensuring compliance with labor laws and regulatory guidelines.
- Maintaining transparency through documentation and record-keeping.

### Annual Goals for 2024/25

This year, the committee has focused on two key objectives:

1. **Evaluation of Teacher Preparation Time and Equity** – Assessing and analyzing the equitable distribution of prep time among teachers.
  2. **Enhancement of Shared Resources and Archiving Practices** – Maintaining and improving access to personnel policies, job descriptions, and best practices through an organized, sustainable archiving system.
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### Key Initiatives and Progress

#### 1. Evaluation of Teacher Preparation Time and Equity

One of our primary goals this year was to assess teacher preparation time across various grade levels and disciplines to ensure equitable allocation.

- We reviewed the existing structures and identified some variations in prep time between different teaching groups.
- After data collection and discussions, we found that discrepancies were not as broad as initially anticipated and many discrepancies will be addressed through adjustments in the upcoming master schedule.
- No specific policy recommendations were deemed necessary at this time

## **2. Succession Planning Policy**

Ensuring continuity and leadership transition planning was an early focus of the committee.

- We reviewed and refined a proposed succession plan, addressing concerns about role transitions and documentation.
- Adjustments were made to move certain financial and contact-related details to a dynamic, living document managed by the Head of School.
- The updated plan was presented to the Board and approved.

## **3. Remote Work Policy Development**

As flexible work arrangements evolve, we aimed to define clear guidelines for remote work eligibility:

- The committee developed a draft policy distinguishing between student-facing and non-student-facing roles.
- Discussions included differentiation between flex time and remote sick leave policies.
- After revisions, a policy was presented to the Board and approved

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## **Ongoing and Future Work**

Many of our initiatives remain in progress:

- Evaluation of salary administration structures, including improvements in transparency and equity across roles within the school.
  - Further improvements in personnel policy clarity and accessibility.
  - Ongoing collaboration with administration to align policies with best practices and school priorities.
  - Continued development of the job description and personnel policy archiving system to ensure long-term sustainability and accessibility.
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## Lauren Anne Ames

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### Licensure

Massachusetts Professional Elementary License (Grades 1-6) August 2007  
Massachusetts Early Childhood License (Grades Pre-K-2) August 2019  
SEI Endorsement December 2018

### Professional Experience

**Norris Elementary School, Southamptton, MA** August 2011-Present

**First Grade Classroom Teacher (2011-2018)**

**Kindergarten Teacher (2018-Present)**

- Fourteen years of experience teaching all subjects in a full-inclusion classroom
- Extensive professional development in teaching phonemic awareness, phonics, reading and writing workshop, interactive writing, and interactive read alouds
- Daily implementation of Heggerty Phonemic Awareness, Wilson Foundations, Reading and Writing Workshop, Open Court, Story Grammar Marker, TERC Investigations, Bridges in Mathematics, and Second Step
- Supervising Practitioner for Westfield State pre-practicum and practicum students
- Annual attendance at the Northeast Pre-K - 8 Literacy Conference

**University of Massachusetts, Amherst**

Spring 2022

**College of Education**

**Adjunct Professor of Education 461 Reading and Language Arts in the Elementary Classroom**

- Designed and implemented course materials
- Prepared and delivered lectures to undergraduate students
- Evaluated and graded student coursework, assignments, and exams
- Collaborated with colleagues to place students in local elementary schools
- Advised students on integrating our work into their practicum placements

**Harvard Elementary School, Harvard, MA**

August 2007- June 2011

**Second Grade Classroom Teacher**

- Four years of experience teaching all subjects in a full-inclusion classroom
- Utilized the workshop model for all core subjects, allowing for daily conferring, small group intervention and enrichment to meet every individual student's needs
- Daily multimedia lesson planning and technology integration using a Smartboard, classroom computers and lap-top cart
- Listened to and addressed parents with patience, tact, and compassion
- Developed core curriculum in Social Studies and Reading using backward design

### Education

Simmons College, Boston, MA

August 2007

Master of Arts in Teaching (Elementary 1-6)

University of Massachusetts, Amherst, MA

May 2005

Bachelor of Arts in Sociology, Cum Laude

Minor in Education, member of Kappa Delta Pi, Education Honors Society

### Leadership

Co-President of the Southamptton Teachers Association

Science Study Group, Committee Chair

Curriculum Leadership Team, Grade Level Leader



**Steve Sell**  
**26 Wilson Ave**  
**Northampton, MA 01060**  
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### **EDUCATION & CERTIFICATION**

**MAT (5/05) Secondary Education: English**, Brown University, RI  
**BFA (5/98) Writing and Literature**, Emerson College, MA Magna Cum Laude  
**New York State Professional Teaching Certificate** Secondary Education: English

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### **PROFESSIONAL EXPERIENCE**

**MAP ACADEMY Plymouth, MA**

**08/20-Present**

*Assistant Director*

- Supervise and coach instructional staff at an alternative charter high school
- Support co-directors in strategic planning, charter renewal process, dissemination of model to the field, and implementing and sustaining the school's mission
- Lead the design and development of asynchronous, competency-based curricula across the content areas
- Design and facilitate professional learning for all staff
- Regularly attend and participate in board meetings

**GREAT SCHOOLS PARTNERSHIP Portland, ME**

**03/16-08/20**

*Senior Associate*

- Provided coaching for educators, school and district leaders to support implementation of proficiency-based learning and authentic family, community engagement practices
- Designed and led PLC facilitator training for school and teacher leaders
- Facilitated action and strategic planning sessions with school and district leaders
- Planned and conducted professional development sessions on varied topics, including: designing authentic assessment; DEI; fostering student agency; project-based learning; proficiency-based learning
- Regularly attended and presented at regional and national conferences focused on educational equity, student-centered learning and project-based learning

**TEACHERS COLLEGE COLUMBIA UNIVERSITY New York, NY 06/14-03/16**

*Staff Developer/Consultant*

- Planned and conducted professional development for K-12 teachers and school leaders to support implementation of the reading and writing workshop model
- Supported teachers, school and district leaders in developing literacy curricula and instruction aligned with Common Core State Standards
- Utilized the Danielson Framework to support school leaders in establishing measures of teacher effectiveness in their buildings and districts
- Supported teachers and school leaders in using authentic, performance based assessments, project-based learning and learning progressions

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(Professional Experience Continued)

**EAST SIDE COMMUNITY SCHOOL New York, NY****08/09-06/14****English Teacher/Team Leader**

- Utilized *Understanding by Design* and backwards planning to develop curriculum and instruction
- Utilized student-centered and workshop style teaching methods such as: Socratic seminar discussions; peer editing/revising; small group instruction; book clubs; read aloud; independent reading, and conferring
- Designed authentic summative, project-based assessment
- Regularly used formative assessment to inform instruction, foster independence and growth in students
- Used school-wide and system-wide data to assess student growth
- Participated in and presented at various professional development workshops at Teachers College and NCTE
- Mentored student teachers from Columbia University, NYU and Bard

**The BROOKLYN SCHOOL for GLOBAL STUDIES Brooklyn, N.Y. 08/06-06/09****Teacher/Advisory Coordinator**

- Designed and implemented lessons for 8<sup>th</sup> and 9<sup>th</sup> grade reading and writing workshop classes
- Coordinated the development of school-wide Student-led Parent Conferences
- Coordinated school-wide Advisory Program
- Designed advisory curricula focused on academic, social, and emotional support for students
- Collaborated with Special Education teachers to differentiate instruction
- Participated in leadership groups with faculty at Teachers College

**COMMUNITY PREPARATORY SCHOOL Providence, R.I.****8/04-06/06****Teacher**

- Taught 7<sup>th</sup> Grade Social Studies (American History) and English Language Arts
- History curricula integrated visual & performing arts to teach thematic history units
- Organized and led weekly community service projects
- Participated in academic/social goal-setting conference each trimester with students and parents

**INSTITUTE OF READING DEVELOPMENT Boston, MA****5/02-9/03****Teacher**

- Taught reading enrichment programs to children and adults
- Developed and reinforced basic phonetic, word attack, and comprehension skills with elementary students
- Increased reading efficiency and comprehension skills with secondary and adult students

**(Professional Experience Continued)****EMERSON COLLEGE Boston, MA****8/98-6/99****Teaching Assistant**

- Served as a teaching assistant for two literature courses in Freshman Academic Studies Program
- Provided note taking and organizational support for learning disabled students
- Held mandatory writing conferences for all students
- Delivered small group instruction and support for students

**ADDITIONAL EXPERIENCE****Presentations**

Sell, Steve (2019) "Personalizing Beyond Pace--Valuing Depth of Learning and Student Agency." Presented at iNACOL Symposium, Palm Springs, CA.

Sell, Steve (2019) "Engaging for Equity: How Collective Ownership Can Seed and Sustain Innovation" Presented at iNACOL Symposium, Palm Springs, CA.

Sell, Steve (2015) "Teaching Argumentation Across the Curriculum to Raise the Level of Discourse, Debate and Text-Analysis." Presented at Queen Rania Teacher Skills Forum, Sweimeh, Jordan.

Sell, Steve (2015) "Teaching Students to be Talk Partners: Discourse, Feedback and the Invisible Habits of Academic Success." Presented at Queen Rania Teacher Skills Forum, Sweimeh, Jordan.

Sell, Steve (2015) "Methods for Teaching Grammar as a Joyful Part of Becoming a Writer." Presented at Queen Rania Teacher Skills Forum, Sweimeh, Jordan.

Sell, Steve (2009) "Methods for Writing about Reading." Presented at National Council of Teachers of English Conference, Philadelphia, PA.

**Conferences**

Leading for Equity Institute (NEP)	2019
Coaching for Equity Institute (NEP)	2018
School Redesign in Action Conference	2016-2019
NCTE Fall Conference Presenter	2009-2010
NCTE Fall Conference Attendee	2006-2012
Teachers College Reading & Writing Summer Institute	2006-2012
Coalition of Essential Schools Fall Forum	2007-2008

Varsity Baseball Coach	East Side Community High School	2009-2014
Co-Ed Soccer Coach	Community Preparatory School	2004-2005
Guitar Instructor	Community Preparatory School	2004-2005