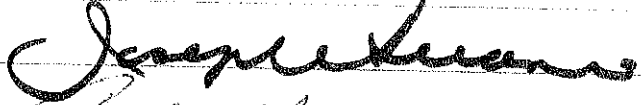

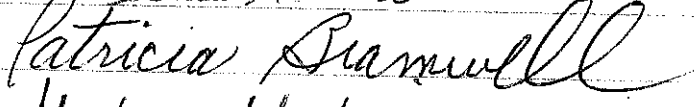
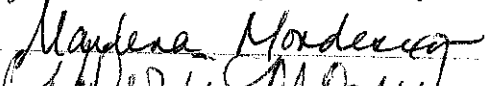



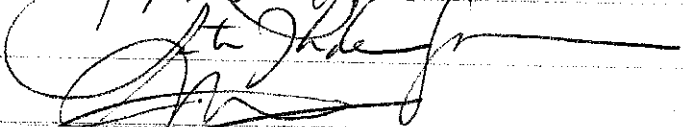
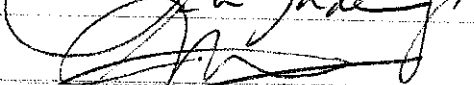


ATTENDANCE - BOARD OF
BSNBCS
4-19-13

NAME PRINT

NAME SIGN

- | | | |
|---|-------------------------|--|
| 1 | JOSEPH SCIAME |  |
| 2 | Joseph A. Russo |  |
| 3 | PATRICIA BRAMWELL |  |
| 4 | Martena Mondroic |  |
| 5 | Valerie Moriz |  |
| 6 | Kashani Sotkey |  |
| 7 | Kevin Nesbitt |  |
| 8 | Leticia Theodore-Greene |  |
| 9 | Adrian Moore |  |

EXCUSED

ANGEL CHARLEV (excused)
MIKE NIEVEJ

KAREN JONES (mrs)

GUEST-

Louis C. Mosley

**MEETING OF THE BOARD OF TRUSTEES
FOR THE
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL
THURSDAY, APRIL 18, 2013
6:00-8:00PM**

Bedford Stuyvesant New Beginnings Charter School
82 Lewis Avenue
Brooklyn, New York 11206
(718) 453-1001

AGENDA

- 1. Call to Order by Chair Joseph Sciame**
- 2. Review and approval of minutes of April 2, 2013**
- 3. Update on School Status**
 - A. Interim Executive Director's Report and Update**
 - B. Academic Leader's Report**
 - C. Support Services Report**
 - D. Operations Report**
- 4. Report of Permanent Committees to Board of Trustees**
 - A. Executive Committee – Chair Joseph Sciame**
 - B. Education Committee – Cecelia Russo**
 - C. Financial/Operations Committee – Angel Charriez**
 - D. Engagement/Outreach – Kevin Nesbitt**
 - E. Development – Josh Morales**
- 5. Old Business**
- 6. New Business – Future Organizational Structure in Upper Grades**
- 7. Public Comments**
- 8. Adjournment and Next Meeting THURSDAY, MAY 16, 2013 at 6pm**

Recap of terms of office for Board Members, as previously elected:

2011-2014	Joseph Sciamè Cecelia Russo Angel Charriez
2012-2015	Patricia Bramwell Victor Rivera
2010-2013	Kevin Nesbitt Leticia Theodore Thorn
2012-2013	Marlena Mondesir

There being no further business, the meeting concluded at 8:00pm.

Submitted by notes taken by Chair Joseph Sciamè, and respectfully submitted.

**Joseph Sciamè
Chair, BSNBCS**

Hi Josh,

Here's a chronological view of the Parent Organization for the SY 2012-2013:

- 8/23/12: Meet the Teacher Night (PO Nominations) - Roberts, Moniz, Weekes
- 9/5/12: First Parent Organization Meeting (PO Elections: postponed because nominees did not attend) - Roberts, Moniz
 - It was decided that the "traditional" PO structure would be abandoned, and that parents would lead "committees" on various events
 - It was also suggested that parents take on roles as grade level leaders (host publishing parties, etc.)
- 10/16/12: Second Parent Organization Meeting – Roberts, Moniz
 - Several events were discussed (Thanksgiving Lunch, Deck the Halls, Broadway show, etc.)

Here's also a list of Parent Events we've hosted this year (and who has attended/hosted them):

- 10/21/13: Breast Cancer Walk: Weekes
- 12/8/12: Deck the Halls – Roberts, Morales
- 1/23/13: Parent Workshop (Helping Your Child with Their HW) - Moniz, Del Sherpa, Valdes
- 2/5/13: Charter School Advocacy Day – Moniz, Roberts, Galloway, Scurry
- 2/15/13: From the Heart Dance – Moniz, Weekes, Roberts
- 4/12/13: Parent Workshop (Parenting Challenges/Resources) - Rogers, Brown, Weekes, Moniz

I am in favor of re-building the PO next year, but we need consistent participation and follow-up with parents by the Parent Coordinator. Parents have few outlets for voicing their concerns to school leadership without a traditional PO. Our parent events have served to increase our parent *involvement*, but not necessarily parent *engagement*. I would also suggest having the teachers be more involved – by calling it a PO and not PTO, we are essentially taking out a portion that really *rates* parents to engage with the school community.

If you or the Board have any questions or concerns, please let me know.

Thanks,

--

Valerie Moniz
 Director of Support Services
 Bedford Stuyvesant New Beginnings Charter School
 82 Lewis Avenue, Brooklyn, NY 11206
 (718) 453-1001 (Main Office) / (347) 782-2914 (Cell)
www.bsnbcs.org

BSNBCS 2013-14 Lottery, Admissions, Enrollment Report

Thursday, April 18, 13

	Seat Target #	# of Retentions	# Available Seats	# of Seats Filled	# of Applications Received	# of Waitlist Applications
Kindergarten	75		75	69	237	168
Grade 1	75		75	58	73	15
Grade 2	75		75	62	43	(19)
Grade 3	75		75	60	52	(8)
Grade 4	52		52	48	95	47
Grade 5	52		52	48	39	(9)
Grade 6	52		52	44	40	(4)
Grade 7	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8	n/a	n/a	n/a	n/a	n/a	n/a
Total	456	0	456	389	579	190

Survey Finds Rising Job Frustration Among Principals

Teacher morale also seen to be declining

By Liana Heun

A new national survey finds that three out of four K-12 public school principals, regardless of the type of schools they work in, believe their job has become "too complex" and about a third say they are likely to go into a different occupation in the next five years.

The 29th annual MetLife Survey of the American Teacher, based on telephone interviews with 1,000 K-12 public school teachers and 500 principals, tells a story of enduring budget problems in schools and declining morale among both teachers and school leaders. The MetLife Foundation provides funding to *Education Week Teacher* to support its capacity to engage teachers interactively in a professional community.

According to the survey, conducted for MetLife Inc. by Harris Interactive, a majority of principals say school leadership responsibilities have changed significantly over the last five years. Nearly half of principals surveyed indicated that they "feel under great stress several days a week." And job satisfaction among principals has decreased notably, from 68 percent indicating they were "very satisfied" in 2008 to 59 percent saying so in this year's survey.

While watched to be demanded

In addition, only 43 percent of principals say they have control when it comes to removing teachers, while just 42 percent say they have control over curriculum and instruction.

More than three-fourths of principals, however, do acknowledge having control over teacher hiring and schedules. Even as they report a lack of control over key factors, principals report feeling a great sense of responsibility for day-to-day goings-on in their buildings. Nine in 10 principals indicate that "the principal should be held accountable for everything that happens to the children in his or her school."

"That's an old feeling if it happens in your building, you're responsible—you're the captain of that ship," said Bruce Hambar, the associate executive director for advocacy, policy, and communications for the Alexandria, Va.-based American Association for School Administrators.

Mr. Tozer characterized the sense of accountability among school leaders as "a good thing," noting that his university's principal-preparation program looks for candidates with "an exaggerated sense of personal responsibility."

During the press webinar, however, Mr. Riddle argued the "autonomy gap" is part of what makes it difficult to be a school leader. Principals see themselves as accountable, the public sees them as accountable, but they have a lack of control in many areas.

When asked about the most important experiences and skills for a principal, 85 percent of the principals surveyed rated using "data about student performance to improve instruction" as very important, putting it at the top of the list. Below that, they ranked developing strong teachers and evaluating teacher effectiveness as important. Teachers, on the other hand, rated experience as a classroom teacher as the most critical attribute for principals.

Despite the many challenges they say they face, three out of four principals indicate their training prepared them well for the job. Mr. Tozer questioned the value of that finding, saying that it's difficult for school leaders to say they are not well-prepared without it reflecting poorly on their performance.

According to the survey, the majority of teachers—85 percent—think their principals are doing a "good" or "excellent" job. And 98 percent of principals think the same of their teachers.

In a possible sign of evolving school structures, more than half of teachers indicate that they hold leadership positions in their schools, such as "department chair, instructional resource, teacher mentor, or leadership team member." And 51 percent of teachers are at least somewhat interested in taking on

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teaching and other responsibilities in their school or district.

At the same time, teacher job satisfaction is on a downward slide. Only 39 percent of teachers indicated they are very satisfied with their jobs, down 8 percentage points from last year, making it the lowest the survey has recorded in 25 years. Half of teachers say they are under great stress at least several days a week. Teachers with lower job satisfaction, the data show, are more likely to teach in schools in which the budget, professional development, and time to collaborate with other teachers have decreased in the last year.

The report also explores principals' and teachers' perceptions on common-standards implementation, finding that more than 90 percent of principals and teachers say they are knowledgeable about the standards. Nine out of 10 also say that the "teachers in their schools already have the academic skills and abilities to implement the common core in their classrooms."

All the same, only about 20 percent of teachers and principals say they are very confident the new standards will improve student achievement or better prepare students for college and careers.



Scan this tag with your smartphone for a link to The MetLife Survey of the American Teacher.

ADMINISTRATIVE DEVELOPMENTAL REVIEW
BEDFORD STUYVESANT NEW BEGINNINGS CHARTER SCHOOL
SPRING 2012

Name _____ Functional Team _____

Position _____ Supervisor _____

Bedford Stuyvesant New Beginnings Charter School (BSNBCS) is committed to fostering employee growth, productivity and development. This Developmental Review is a tool to facilitate conversation to this end.

The review process begins with employees evaluating themselves by completing this Review. Employee and supervisor then meet to discuss accomplishments, strengths and plans for development.

I. RESPONSIBILITIES AND OBJECTIVES

A. WHAT ARE YOUR BIGGEST CONTRIBUTIONS TO THE ORGANIZATION?

Employees list their work objectives in the left column. In the right column, input accomplishments that demonstrate your performance towards these work objectives.

	Work Objectives	Performance Against Objectives
1		
2		
3		
4		
5		

B. WHAT CAN HELP YOU BE MORE SUCCESSFUL AT YOUR JOB? WHAT KIND OF SUPPORT/RESOURCES DO YOU NEED TO MEET YOUR GOALS AND RESPONSIBILITIES? Use space below to complete your answers.

Leadership

Integrity

- Builds trust by demonstrating consistency between words and actions
- Takes responsibility for own actions and follows through on commitments

Team Building

- Interacts in a way that builds strong working relationships with colleagues inside and outside of the operations division
- Understands and encourages others, giving recognition to team mates
- Exhibits positive attitude, and generates enthusiasm within team
- Assists others in their problem solving
- Acts as team thought leader and is sought out by others for advice

- Exceptional
- Strong
- On Par
- Building
- Below Expectations

Areas of Strength:

-
-
-

Areas for Development:

-
-
-

Effectiveness / Drive for Results

Approach

- Uses own time efficiently, balancing multiple demands and competing priorities
- Understands key BSNBCS goals and approaches
- Has a sense of perspective—ability to see both big picture and details, and understands how to balance the two

Persistence

- Strives for both continual improvement and excellence
- Shows persistence and determination in the face of obstacles
- Demonstrates professionalism and follow-through to completion of tasks
- Makes constant effort to increase team accomplishments

- Exceptional
- Strong
- On Par
- Building
- Below Expectations

Areas of Strength:

-
-
-

Areas for Development:

-
-
-

Initiative / Entrepreneurship

Goal-Setting

- Establishes challenging goals and objectives
- Is self-started in attaining objectives of job
- Is constant learner— seeks to broaden understanding and knowledge base

Adaptability

- Anticipates change, and proactively shapes work to changing conditions
- Actively identifies how own tasks overlap with work of colleagues
- Has ability to negotiate acceptable resolutions to conflict

- Exceptional
- Strong
- On Par
- Building
- Below Expectations

Areas of Strength:

-
-
-

Areas for Development:

-
-
-

2013 ELA Testing Recap

✓Likeness to I-Ready: A couple of teachers pointed out the many similarities to I-Ready. They mentioned the questions were worded the same. One of the fifth grade passages was even in one of the I-Ready practice test booklets.

✓Day 2 Tests 3 and 4: Many teachers felt that Day 2, Tests 3 and 4, were the easiest out the all of the tests. Book 2 was only one story and very few multiple-choice questions. Book 3 contained short response questions. There was a passage that was both on the Third Grade and Fourth Grade tests.

✓Text Complexity: As promised by the state, many of the selections this year were higher in rigor than in the past. There was Non-Fiction texts, some authentic texts, and a good amount of figurative language and complex vocabulary words.

✓Testing Protocol: Everything ran smoothly without any problems. All proctors followed protocols.

✓Makeups: Two students were absent day one and two students (siblings) were absent day two. They will be doing their makeups tomorrow, Friday the 19th.

✓Timing: Although the tests were longer and more difficult than years past, all but a few were able to finish. There have been a number of reports citywide that students were unable to complete their tests in a timely manner.

✓Performance Anxiety: No proctors reported any students having a negative emotional reaction to the tests. Everyone seemed to try their best and stay focused.

✓Accommodations: All students with IEP's and 504's received their appropriate accommodations. There were two groups from each grade who received separate locations and additional time.