



**WCHS Board Meeting Agenda**  
**July 19, 2016 at 6:00pm**

1. Welcome to Board Meeting
2. Leadership Announcement
  - (a) Board Appreciation of Kathy Gaffney
  - (b) Ratification of New Principal
3. Academic Report
  - (a) Curriculum Update
  - (b) Summer Programming
    - i. Summer School
    - ii. Summer Bridge Program
    - iii. College Program
4. Development and Community Outreach Update
5. Teacher, Student, and Parent Representative Reports
6. HR Update
7. Enrollment Report
8. Finance
  - (a) Financial Disclosure Forms
9. Facilities and Safety Updates
10. Accountability and Compliance Update
  - (a) DOE Annual Comprehensive Review Edits
  - (b) NYSED Annual Report
11. Approval of June Minutes
12. Next Board Meeting Dates
13. Adjournment

## 7-Steps to Our Curriculum Revision/Development Process

### Curriculum:

- 1) Defines what we want students to know
- 2) Defines what we want students to be able to do
- 3) **Defines what experiences we want students to have**
- 4) Defines the order in which we will teach content and skills
- 5) **Defines how we will teach content and skills**
- 6) **Defines at what level we want students to demonstrate their learning**
- 7) **Defines how we want students to demonstrate their learning**
- 8) Defines what we will do when students are not learning

<b>Step 1</b>	<b>Looking at Our Data</b> Our accountability data reveals that we need to increase our college and career readiness index score (in addition to increasing Regents scores). Our internal data reveals that while students are mostly compliant; they are not engaged at rigorous levels.
<b>Step 2</b>	<b>Training Department Leaders</b> Typhani Harris (Instructional Coach) held a Backwards Planning workshop series with all department leaders from January-June. Topics included: 21 <sup>st</sup> Century Skills, Planning a Course, and Performance Tasks. Implementation of these research-based approaches will lead to more student engagement.
<b>Step 3</b>	<b>Developing Curriculum Goals</b> Department leaders developed curricular goals for their departments. The Assistant Principal of Instruction provided feedback.
<b>Step 4</b>	<b>Planning Summer Curriculum Work: ELA, Math, History</b> Department leaders are working with some teachers in their departments to begin the curriculum revision/development process. ELA, Math, and History DLs submitted 3yr curriculum plans, 1yr curriculum plans, and a summer work proposal. This will ensure that the work is continuous.
<b>Step 5</b>	<b>Establishing Curriculum Development Goals and Expectations</b> Expectations and the "WHY" will be communicated to all teachers during August orientation. Major areas of focus: -Create assessments first -Unit plan requirements -Lesson plan requirements
<b>Step 6</b>	<b>Training Teachers</b> Department leaders will utilize tools from the Backwards Planning workshop series to provide curriculum development training.
<b>Step 7</b>	<b>Curriculum Development Continues</b> Teachers will work on unit and lessons plans during department meetings and common planning periods throughout the year. This will create teacher investment and lead to teacher retention.

## WCHS Mathematics Three-Year Curriculum Plan Overview

**Teachers** are moving from a *constructionist approach that builds from scratch up to a final goal to a more rigorous development process that establishes the end goal early and allows teachers to thread enduring understandings from Year 1 through Year 4 classes.*

**Students** had *difficulty connecting ideas through units and classes as they had no clearly established end goal early on, whereas now, because all teachers are developing a 4-year plan with assessments and extended modeling in mind, students have a clearly defined end goal and thread to follow through their courses and tenure at WCHS.*

	Year 1	Year 2	Year 3
<b>Standards</b>  What do students need to learn and be able to do?  At what level do they need to demonstrate mastery in order to be successful on Regents exams and to be college and career ready?	Unpack standards into “I can” statements OR <b>learning objectives</b> for all content area courses. “I can” statements are utilized to <b>check for understanding</b> .	“I can” statements or learning objectives are revised for core courses. “I can” statements are created for all elective courses. Learning objectives are used to develop <b>mastery quizzes</b> .	Finalized “I can” statements are available for all courses. All assessments (quizzes, exams, projects) are <b>mastery based</b> .
<b>Assessments</b>  How will we ensure that we are planning for students to be successful?	Backwards Planning: Unit Plans (exemplars provided by DL)  Unit pre-assessments  Established number of assessments  Assessments aligned to standardized exams	Revised Year 1 assessments. Develop Mastery Quizzes / Mastery Exams to give students multiple opportunities and situations to demonstrate learning.  Create a performance task per year.	Create performance task for each unit.
Planning: <b>Unit Plans</b>	Unit plans follow the given structure and include: quizzes, CFU, HW, etc.	Unit plans are revised based on work done in Professional Learning Teams.	Unit plans are continuously based on work done in Professional Learning Teams.
Planning: <b>Lesson Plans</b>	Lesson plans will follow the given structure and will be shared on Google Drive. Will include next steps	Lesson plans are revised based on work done in Professional Learning Teams. Impact of instructional strategies will be included.	TBD
<b>Instructional Strategies</b>	Increase Wait Time  Posing Meaningful Questions  Increased modeling of utilizing the calculator	Teaching students to pose meaningful questions	Utilizing technology meaningfully



## Social Studies 3 Year Curriculum Plan Outline

	Year 1	Year 2	Year 3
Entire Department	<ul style="list-style-type: none"> <li>Develop theme-based projects that align with the scope and sequence</li> <li>Finding stimulus (documents, graphs, maps charts, cartoons)</li> <li>Begin creating performance task</li> </ul>	<ul style="list-style-type: none"> <li>Incorporating stimulus as the center of lessons</li> <li>Implement and modify performance task</li> <li>Begin creating Interdisciplinary Lessons/Projects</li> </ul>	<ul style="list-style-type: none"> <li>Creating Experiential Learning Scenarios</li> <li>Implementing Interdisciplinary Lessons/Projects</li> </ul>
Global 1/2	<ul style="list-style-type: none"> <li><b>Create new stimulus based assessments</b></li> <li>Create lessons centered on teaching 21<sup>st</sup> century skills</li> <li><b>Create lessons centered around analyzing stimulus</b></li> </ul>	<ul style="list-style-type: none"> <li>Analyze and revise assessments</li> <li>Revise lessons</li> <li>Revise performance task</li> </ul>	<ul style="list-style-type: none"> <li>Revise Scope and sequence</li> <li>Revise Assessments</li> <li>Revise Interdisciplinary Lessons/Projects</li> </ul>
Global 3/4	<ul style="list-style-type: none"> <li>Collect stimulus and organize by unit</li> <li>Gather additional stimulus</li> <li>Create lessons centered on teaching 21<sup>st</sup> century skills</li> </ul>	<ul style="list-style-type: none"> <li>Create new stimulus based assessments</li> <li>Create lessons centered on teaching 21<sup>st</sup> century skills</li> <li>Create lessons centered around analyzing stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and revise assessments</li> <li>Revise lessons</li> <li>Revise performance task</li> </ul>
U.S. History	<ul style="list-style-type: none"> <li>Collect stimulus and organize by unit</li> <li>Gather additional stimulus</li> </ul>	<ul style="list-style-type: none"> <li>Revise scope and sequence</li> <li>Organize new and old stimulus by unit</li> </ul>	<ul style="list-style-type: none"> <li>Create new stimulus based assessments</li> <li>Create lessons centered on teaching 21<sup>st</sup> century skills</li> <li>Create lessons centered around analyzing stimulus</li> </ul>
Economics	<ul style="list-style-type: none"> <li>Create Scope and Sequence (<b>focus on Personal Finance</b>)</li> <li>Create assessments based on 21<sup>st</sup> Century skills</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and revise assessments</li> <li>Revise lessons</li> <li>Revise performance task</li> </ul>	<ul style="list-style-type: none"> <li>Revise Scope and sequence</li> <li>Revise Assessments</li> <li>Revise Interdisciplinary Lessons/Projects</li> </ul>
Participation in Government	<ul style="list-style-type: none"> <li>Create Scope and Sequence</li> <li>Create assessments based on 21<sup>st</sup> Century skills</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and revise assessments</li> <li>Revise lessons</li> <li>Revise performance task</li> </ul>	<ul style="list-style-type: none"> <li>Revise Scope and sequence</li> <li>Revise Assessments</li> <li>Revise Interdisciplinary Lessons/Projects</li> </ul>

## WCHS ELA Three Year Curriculum Plan Overview

	Year 1	Year 2	Year 3
<b>Curriculum Maps/ Unit Plans</b>	Revise grade level curriculum maps to ensure vertical alignment and create thematic foci for each grade level	Create an interdisciplinary curriculum coordination program	Ensure opportunities for real world application (with physical participation of students in the community)
<b>College and Career Readiness</b>	Begin integrating PSAT and SAT preparatory work into 9 <sup>th</sup> and 10 <sup>th</sup> grade  Title and design senior ELA class to include contemporary controversial issues	Align college application process with Grade 11 and 12 curriculum	Create a senior intern course for second semester of senior year
<b>Assessments</b>	Follow the designated <b>TYPE</b> and <b>NUMBER</b> of assessments.  <b>Create assessments before launching unit.</b> Develop pre-assessments.  Design and implement at least one performance task per grade level throughout the year	Add an interdisciplinary component to performance tasks	TBD
<b>Vocabulary Instruction</b>	Revisit vocabulary instruction by creating and adding domain vocabulary to unit plans	Implement strategies from Keys to Literacy Vocabulary Routine.  Revise vocabulary instruction based on PSAT/SAT data.	TBD
<b>Student Portfolios</b>	Implement student writing portfolios	Update requirements of portfolio and align to performance tasks	TBD



## **Principal's Report July 2016**

**Kathleen Gaffney**

- ❖ **Teacher Recruitment**
- ❖ **Evaluation of Staff**
- ❖ **Graduation Audits/Diploma distribution**
- ❖ **WCHS Recruitment**
- ❖ **Meeting With Tanisha Lavette Williams**
- ❖ **Updating School Manuals**

### **Weekly/Biweekly Meetings/Monthly Meetings:**

- Met with Kathy Fernandez regarding budget and PD
- Met with Human Resources regarding, vacancies and postings
- Met with Raymond James ,Val ,and Tamisha Johnson regarding Safety and Fire Drills
- Meetings biweekly and daily check-ins with AP of Instruction regarding vacancies , professional development, and teacher evaluations
- Meetings biweekly and daily check-ins with AP of Student Support regarding uniform and covenant, planning professional development
- Weekly Calendar Meetings with Val, Kentia, Roberta ,Charisse, Tamisha and Raymond
- Daily Meetings with Val on daily management
- Meetings with Donny Brusca on school data and scheduling

### **Tasks:**

1. Conducting Interviews
2. Staff End of Year Evaluations
3. Professional Development Calendar for August
4. Meeting to review, WCHS Covenant, Personnel and Teacher handbook
5. Onboarding the new principal

## **Assistant Principal of Instruction, Kentia Coreus**

### **Primary Tasks**

- Facilitate all remaining teacher, DL (and IC) evaluation meetings (14)
- Complete all remaining teacher, DL (and IC) evaluation documents
- Teacher recruitment: vet candidates, attend (~10) demo lessons, review credentials/resumes (~15), send hire recommendations to HR, etc.

### **Other Tasks**

- Reviewed recruitment software with Human Resources
- Participated in Principal search process
- Planned and facilitated SNAS DL recruitment
- Met with Math, ELA, and History DLs to review curriculum plans and process proposals and to provide feedback.



- Updated DL job description and evaluation tool
- Created peer coach job description and evaluation tool
- Participated in Webinar: Supporting Classrooms Where Math Makes Sense
- Provided feedback on ASCD Teacher Leadership Grant proposal (KT)

### **Meetings Attended/Meeting Topics**

- DL Transition meetings (MW, RB, MP)
- Academic RTI
- Substitute Checklist (VJ)
- Academic Overview (TW)
- Transition Meeting: Planning (TW, RS)
- 2016-17 Calendar
- Teacher Handbook
- August PD schedule
- Teacher recruitment (PB)

### **Operations Department Task List 2016-17, Operations Office, Val Jacobson**

- Coordinate and manage business and operations in the following areas:
  - ***Enrollment and Admissions:*** Supports lottery and admissions for new students in compliance with the charter law and other regulations.
  - ***Student Transportation:*** Ensures the application and expedient processing of requests for student metrocards and bussing as per State & NYCDOE guidelines.
  - ***School Meals Program:*** Oversees the school's meals program and lunch staff, determination of free and reduced-price lunch eligibility, and collection of meal payments from families.
  - ***Facilities:*** Coordinates custodial services as needed.
  - ***Health & Nursing Services:*** Coordinates Health Service and ensures compliance with all laws affecting the health and safety of students. Ensures that students receive all required immunizations and health assessments, that proper student health records are maintained and that staff are trained in emergency medical procedures.
  - ***Data, Record Keeping and Student Files:*** Maintains relevant data and student information systems as required and directed by regulatory and educational entities, laws and guidelines, including attendance.
  - ***Systems and Information Technology:*** Works with Technology managers to ensure that the school's information systems are fully operative and meet the requirements of the instructional and operational model.
  - ***Vendors, Contracts and Procurement:*** Works with Finance team to coordinate processes of procurement of goods and services, in accordance with governing law and policies.
  - ***Security and School Safety:*** Coordinates with security guard(s) and ensures that all school safety policies are followed and that students and staff are fully trained in fire and emergency procedures.
  - ***External Reporting and Compliance:*** Ensures strict compliance with state and federal regulations. Ensures that all information is submitted in a timely and accurate manner to stakeholders.
  - ***Payroll & Attendance:*** Collects and distributes timely payroll reports to Finance team. Ensures enforcement of time and attendance for staff. Distributes payroll checks and stubs.

- Ensure that student attendance data is updated by staff in a timely manner, including:
- Ensure that student attendance procedures run smoothly and efficiently, including ensuring proper distribution of Late Passes, daily auto-calls, effective follow up with absent/late students, etc.
- Supervises Grade Administrative Associates in creating standard reporting systems to provide attendance data to the Director of Instruction, Director of Operations, Grade Managers and school leadership as follows:
- Create systems to ensure that all students have appropriate permission slips prior to attending scheduled trips and activities and follow up as necessary.
- Ensure that school's facilities needs are addressed in a timely manner, including conducting weekly facilities walk-throughs.
- Create systems to ensure that all staff have substitute lesson plans on file and assist Director of Instruction/Grade Team follow up as necessary.
- Maintain Daily Teacher Coverage lists
- Assists in troubleshooting of operational systems with regards to Copy Center, Mail Room, Book Room(s), and Shipping/Receiving Department as necessary
- Assists with processing space permits for and operation of school events, including Report Cards, Parent-Teacher Conferences
- Maintains the WCHS calendar to assist in communicating all events/locations and deadlines
- Monitors, tracks, and disburses Petty Cash and liaises with Finance as needed for school wide petty cash needs
- Testing Coordinator- Supervision of state wide regents and RCT tests

### **Attendance & Records**

- Coordinates the school's student records
- Contact incoming students schools for relevant paperwork and files for student's records
- Inputs and verifies data pertaining to the students of the school, including personal information, demographics, attendance and *check-list* items
- Liaises with parents to ensure the completion and accuracy of student records
- Manages school data and information held in the **ATS** and **Blackbaud** systems
- Ensures student records comply with all state and city policies and requirements
- Manages the Grade administrative associates in the tracking, collection and certification of lunch forms
- Ensures that students receive all required immunizations and health assessments, that proper student health records are maintained

### **Mail Room**

- Prepares and executes mass mailings, mass copying and mass faxing for school staff.
- Performs administrative duties (including filing, copying, faxing, scanning files, converting files to PDFs).
- Maintains WCHS equipment and supplies (orders and inventories office equipment and supplies) and distributes supplies to teachers.
- Maintains employee mailboxes and distributes announcements and other documents as needed.
- Receives, records, inventories, and prepares for distribution incoming packages and deliveries
- Assists in creation of purchase orders and liaison with Finance for purchase order tracking.



- Provides administrative and basic technical support for the Operations Team and WCHS employees.
- Answers phones and directs calls as well as takes and distributes messages.
- Picks up and drops off mail and packages daily at the post office, FEDEX and UPS

### **Library Media Center/Book Room**

- Maintains the Library Media Center as a students and parent resource/work center, including monitoring students' school work and computer activity and assisting students and parents as needed. Assist students and staff in locating and using materials in the library media center by answering questions, gathering materials, demonstrating use of equipment and software and operating av and production equipment for media center and the school.
- Manage Book Room and student/teacher book distribution and collection of all textbooks
- Maintains the card or computer catalog, shelf list and other library media files; includes data entry for automated circulation and catalog systems and all book POs.

### **Director of Facilities, Raymond James**

- Replaced carpet with tiles in Room 701, 713 and 430.
- Replaced carpet in Principal office and hallway hub
- Replaced carpet with rubber mats in Room 330 weight room
- Cleaned windows and shampooed office carpets floors 7, 6 & 5

### **July Testing Coordinator Task List, Kristy Sung-Kim**

- Review June Regents results
- Post June Exam grades by ID #.
- Create August Regents rosters
- Order August Exams
- Request Spanish Version of Regents Exams
- Organize and post exam rooms.

### **Director of Student Life, Andre M. Sanford**

#### **What projects/ objectives did you complete this month (include meetings, phone calls, trainings)?**

- Assist the summer Principal with any issues including discipline
- Provide uniforms for any student in summer school
- To mend uniforms if necessary
- Observe summer school classroom behavior
- One on one counseling

#### **What projects/ objectives will you be working on next month?**

- Preparing for the upcoming school year protocols
- Training Mr. Dor in key communication skills
- Meeting with Mr. Dor regarding new ideas for The Student Life Dept

**Director of Information Technology, David Medina**

- Wrap up recabling of network closets throughout the building
- Finish programming of new switches
- Coordinate with Verizon to get Fiber Optic Internet line installation finished
- Migrate existing server instances to new machine
- Set up user accounts for new staff and students
- Terminate user accounts for former staff and students
- Map out network jacks in offices/classrooms to corresponding jacks in network closets
- Run needed updates on school computers
- Catalog older equipment to recycle

**SNAS July Task List, Melissa Wade**

- Teacher Recruitment: Phone Interviews; Demo Lessons/in-person interviews
- Printing finalized IEPs
- College Board Accommodations update
- 2016-17 Planning:
  - Review incoming IEPs (after ATS rollover)
  - Update master grid with any changes - teacher schedules/course options
  - Print/file IEPs & any other available documentation
  - Send information to 2020 Grade Team & Admin
  - Send related service needs to agencies

**Data/Accountability Manager, Katie Manion**

- DOE Annual Comprehensive Review Edits (Due 7/15)
- NYSED Annual Report (Due 8/1)
- NYSED VADIR Report (Due 8/1)
- College visit research
- Board meeting coordination
- Principal Search Committee file maintenance
- Charter School Database Survey

**Development and Community Outreach, Patrick Kern**

- Title I, Title II Application
- Walentas: Final Report / Application for Team Green Wolverine
- SUNY Grant
- SouthSide Closure: Grant draw down \$175K

**Director of Recruitment, Darnell Pierre**

- Summer Bridge Program
- Registration
- Submission



## Memorandum of Understanding

This Memorandum of Understanding (“MoU”) between Jordan Fletcher (“Fletcher”) and Williamsburg Charter High School (“WCHS”) sets forth the terms pursuant to which Fletcher will lend to WCHS his K. Kawai baby grand piano for use by WCHS students and staff, and is effective as July 19, 2016.

- 1. Piano.** Fletcher agrees to lend to WCHS one K. Kawai baby grand piano in black (the “Piano”), in exchange for WCHS’ agreement to hold the Piano in its care, custody, and control in a safe and secure space in the WCHS building, located at 198 Varet Street in Brooklyn, NY.
- 2. Term.** The term of the loan shall last as long as determined solely by Fletcher. Fletcher may terminate the loan and retake the Piano at any time. However, absent mistreatment or damage of the Piano while in WCHS’ care, Fletcher will endeavor to reclaim the Piano at a time that will not disrupt WCHS’ use of the Piano for its music curriculum during a given school year.
- 3. Use.** While housed at WCHS, the Piano may be used by WCHS staff, students, and guest musicians, however such use shall occur only under the direct supervision of WCHS music program staff. Anyone using the Piano shall receive instruction in its safe use and care prior to being provided access.
- 4. Security.** The Piano shall be housed by WCHS at all times in a room that is locked when not in use and that is accessible only by WCHS staff. The Piano shall be secured via clamp lock when not in use. WCHS shall pay the cost of purchase and installation of the clamp lock, in consultation with Fletcher.
- 5. Moving Cost.** Fletcher shall pay all costs involved in moving the Piano to and from WCHS. Notwithstanding the foregoing, in the event of mistreatment or damage of the Piano by WCHS students or staff, WCHS shall pay the cost of the Piano’s removal by Fletcher, up to \$500.
- 6. Tuning.** WCHS shall provide for the tuning of the Piano as necessary to keep the Piano in tune as advised by a professional tuner, and in any event no less than one (1) time per year. The first tuning shall occur two (2) to three (3) weeks after delivery of the Piano to WCHS. WCHS shall pay all costs associated with tuning, which shall be performed by a professional piano tuner recommended by the service department at Faust Harrison Pianos, telephone number (917) 357-1303, [info@FaustHarrisonPianos.com](mailto:info@FaustHarrisonPianos.com).
- 7. Ownership.** Fletcher represents that he is the sole owner of the Piano. This MoU shall not be construed as to affect title of the Piano in any way.
- 8. Wear-And-Tear.** Fletcher and WCHS acknowledge that the Piano may be subject to normal wear-and-tear, which may not be the result of negligence or mistreatment by WCHS staff or students.
- 9. Insurance.** WCHS agrees to add the Piano to its liability insurance policy and to insure the Piano for Fletcher’s benefit.

**10. Damage.** In the event that WCHS discovers any mistreatment or damage to the Piano whatsoever, WCHS shall notify Fletcher immediately and provide Fletcher and/or his agents an opportunity to inspect the Piano and assess the extent and cause of damage. Should WCHS' insurance carrier fail to cover the damage (either based on the claim or because the deductible has not been drawn down), or should WCHS elect not to submit a claim to its insurance carrier regarding any damage, WCHS shall reimburse Fletcher for the cost of inspection and any necessary repairs not caused by normal wear-and-tear in an amount up to \$2,000.

**11. Right of Inspection.** Upon reasonable advance notice, WCHS shall provide Fletcher with access to inspect the condition and WCHS' care of the Piano. Fletcher will perform such an inspection at least approximately one (1) time each year.

**12. Notices.** All notices under this MoU shall be provided at the contact information below. If the WCHS representative named below ceases her/his employment at WCHS, WCHS shall provide Fletcher with contact information for a newly-responsible WCHS staff member.

Jordan Fletcher  
55 Bethune Street  
New York, NY 10014

Email: [jfletch787@gmail.com](mailto:jfletch787@gmail.com)  
Phone: (415) 308-6353

Jennifer Parker-Sparks  
Music Teacher  
Williamsburg Charter High School  
198 Varet Street  
Brooklyn, NY 11206

Email: [jparkersparks@thewcs.org](mailto:jparkersparks@thewcs.org)  
Phone: (360) 561-8222

EXECUTED:



\_\_\_\_\_(signature) 7/18/2016 (date)  
Jordan Fletcher

WILLIAMSBURG CHARTER HIGH SCHOOL

\_\_\_\_\_(signature) \_\_\_\_\_(date)  
Name:  
Position:





## Student Admissions Department Enrollment Report

Tuesday, July 19, 2016

### **Current Student Enrollment as of 07/19/16**

Blackbaud grade levels- 944

9th - 453

10th - 248

11th - 214

12th - 29

ATS cohorts - 943

9th - 210

10th - 322

11th - 157

12th - 254

*\*Number discrepancies in ATS and Blackbaud is based on cohorts and grades enrolled*

### **2016-2017 Student Admission Lottery:**

#### **Accepted**

9th- 200 Freshmen

167 Registered

#### **Wait list**

9th - 0

10th - 87

11th - 35

12th - 10

**Total - 132**

Ongoing Task: Registration July 26, 2016 and July 27, 2016

**MINUTES**  
**Board of Trustees Meeting**  
**June 22, 2016**

**The meeting was held at:** 198 Varet Street, Brooklyn, NY 11206

**PRESENT**

Lourdes Putz, Chair  
David Fier, Staff Rep  
John Witherspoon, Trustee  
Charles Hobson, Trustee  
Belkis Sosa, Student Rep  
Samuel Rivera, Vice Chair  
Joseph Cardarelli, Trustee  
Akil Bello, Treasurer

**GUESTS**

Kathleen Gaffney, Principal	Ellen Eagen, School Attorney
Mary Kenny, Minutes Transcriber	Kate Manion, Staff
Kathy Fernandez, Staff	Darnell Pierre, Staff
Princess Barimah, Staff	Raymond James, Staff
Roberta Smith, Staff	

**EXCUSED**

Marcenia Johnson, Trustee; Evans Barreau, Parent Rep

The meeting was called to order at 9:07pm.

**1. WELCOME TO BOARD MEETING**

Ms. Putz welcomed everyone.

**2. BUDGET/HR REVIEW AND APPROVAL**

Ms. Fernandez and Ms. Barimah presented a proposal generated by the Finance Committee for approval. It consisted of:

- The 2017 budget, which would include a 4% salary increase for all non-instructional staff, a math consultant, an IT consultant, and \$30,000 for curriculum work;
- Masters +30;
- Contract date change: contracts will now start October 30<sup>th</sup> and February 29<sup>th</sup> as opposed to September 30<sup>th</sup> and January 30<sup>th</sup>.
  - Mr. Rivera made a Motion to approve the recommendations from the Finance Committee. Mr. Bello seconded. All were in favor.

**3. ACADEMIC REPORT**

(a) Ms. Gaffney presented:

- Graduation Statistics: 83% of seniors are graduating this year, which is the highest WCHS has had. By August it is projected that 90% of seniors will have graduated.
- Regents: The scores from this year show major progress; Algebra 1 and 2 as well as Geometry have all increased. The Board congratulated staff for their hard work this year.
- Vacancies: There are still a number of vacancies and Ms. Barimah is working to fill them.

The Board thanked Ms. Gaffney for her dedication to WCHS and commended her hard work throughout her tenure as Principal.

**(b) Disciplinary Actions**

The Board met prior to the meeting to discuss disciplinary actions for students who participated in a senior prank.



#### **4. GOVERNANCE**

Mr. Bello announced his resignation from the Board. Mr. Cardarelli expressed that he would be resigning in the near future. The Board thanked Mr. Bello for his service. Both he and Mr. Cardarelli agreed to help if needed in the future.

##### **(a) Election of 2016-2017 Board Officers**

Ballots were handed out, voting occurred, and the Election Committee collected all votes. The Executive Officers for the 2016 – 2017 Board of Trustees as voted are:

- Chair – Lourdes Rivera-Putz
- Vice Chair – Samuel Rivera
- Treasurer – John Witherspoon
- Secretary – Charles Hobson

Committees:

- Education – Lourdes Rivera-Putz and Marcenia Johnson
- Accountability and Finance – Samuel Rivera and Joseph Cardarelli
- Development and Fundraising – Samuel Rivera and Charles Hobson
- Committee on Trustees – Charles Hobson and Marcenia Johnson
- Executive – Elected Executive Officers

##### **(b) Board Meeting Dates 2016 – 2017**

Ms. Manion will send a Google Form with tentative dates for the upcoming year. Meetings are currently scheduled to be the third Tuesday of each month.

##### **(c) Principal Search Committee**

Ms. Eagen summarized the Principal Search Committee process for the Board. She explained that the posting was created, focused on the key skills identified by the Board. The Assistant Principals, Principals and HR vetted the posting. A Principal Search Committee was created; it consisted of teachers, staff, and administration who volunteered to participate. The subcommittee assessed the paperwork of 30 candidates based on a rubric that tracked the key skills identified in the posting. Candidates provided a resume, educational philosophy and cover letter. The top four candidates were vetted by phone by the Board and School Counsel. Out of the top four selected, two were chosen to visit the school and meet with a sub-committee of administration who created their own rubric to evaluate the conversation. One of those candidates, Ms. Williams, was asked to come in to provide a short demo for staff. More feedback will be collected at that time. Ms. Williams will also be invited to meet a subcommittee of parents and students. Further the candidate's references will be contacted. The Board will make a definitive decision after the demo and a review of further feedback/evaluation. Another candidate is being considered for a curriculum or math consultant opportunity.

Ms. Sosa announced that she is graduating and that it has been an honor to serve as Student Representative. She said that she has learned a lot and thanked the Board for including her.

#### **5. APPROVAL OF MAY BOARD MINUTES**

Ms. Putz asked to remove James Lema's name from "Excused" because he was no longer on the Board.

- Mr. Rivera made a motion to approve the May Board Minutes with the amendment. Mr. Hobson seconded. Mr. Bello and Mr. Cardarelli abstained. All the rest were in favor.

## **6. ADJOURNMENT**

Mr. Bello made a motion to adjourn. Mr. Witherspoon seconded. All were in favor.