



New York State Education Department Charter School Office

2021-2022 Mid-Term Site Visit Protocol



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Purpose and Overview of the Mid-Term Site Visit

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

NYSED supports charter schools submitting supplemental data for their mid-term site visits to demonstrate the work they have been doing in support of all 10 Performance Framework Benchmarks during the current crisis. This supplemental data may include, but is not limited to, school administered interim assessment data, protocols to support continued high-quality teaching and learning, student, staff, and family engagement efforts and measures, and differentiated efforts to ensure the continuity of board and organizational capacity-including the continued differentiation between governance and management. NYSED's Charter School Local Assessment Plan is one way in which the Department will be looking at supplementary data to help create a complete picture of the work happening in your school.

The Charter School [Performance Framework](#)¹ is part of the [Board of Regents' Oversight Plan](#) that is described in the charter agreement for each Board of Regents-authorized school. It outlines performance benchmarks for school quality in three areas:

1. The school's **academic success** and its ability to operate in an educationally sound manner;
2. The school's **organizational viability** and its ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and its **adherence to applicable laws and regulations**.

Reference your school's charter agreement to determine if your school is being evaluated under the 2015 or the 2019 Charter School Performance Framework (Performance Framework). In evaluating a school's performance, the NYSED Charter School (CSO) site visit (SV) team will summarize key findings; and include an assessment of whether the charter school meets, approaches, or falls far below the performance benchmarks². The ten Charter School Performance Framework benchmarks, listed below, should be used by schools for self- assessment and planning purposes, and are used by the NYSED CSO to frame the mid- term site visit

The purpose of a remote mid-term site visit is to provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the standards set forth in the Performance Framework. The mid-term site visit also serves to provide information used at the end of the charter term in determining the school's renewal outcome. We hope this site visit, and the ensuing report, will help to continue the conversation between the CSO and the charter school around the Performance Framework and how we can both support high quality educational options for all students.

The mid-term site visit is also an opportunity for the CSO to discuss Board of Regents standards pertaining to full-term, short-term, and non-renewals. Charter schools not meeting Performance Framework standards should make a serious evaluation of the ongoing efficacy of their educational

model and may consider targeted improvement strategies, partnerships with other educational service providers, as well as not submitting a renewal application at the conclusion of the charter term. It is best practice to consider these improvement strategies as early in the charter term as possible and not in the last year of the school's charter term.

To provide this report and feedback, the CSO SV team will gather evidence before and during the site visit of the school's performance relative to the Performance Framework benchmarks, identify trends that emerge from the evidence, and summarize its findings. The CSO team will also answer any questions that arise from the review of the school's academic and enrollment data and submitted materials, address any questions the school may have, and review the Performance Framework with school leadership.

Mid-term site visits are usually conducted at the mid-point of a school's charter term, generally in year three of a school's full five-year charter term. However, for those charter schools having short-term renewals, the mid-term site visit may occur in years 1, 2, or 3 of that term. They are usually completed in one or one-and-one-half days depending upon the size, location, or other characteristics of the school. The CSO team conducting the site visit is usually comprised of two or more members; and may interview school stakeholders, observe classroom instruction, review documents, and evaluate other aspects of the school's operations. The CSO encourages charter schools to use their mid-term site visit reports, action plans resulting from these reports, and the Performance Framework, to ensure that they are on track for a full-term renewal.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the remote mid-term visit, look for evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices. For example, does the school:

1. Define the community being served (community is more than just the students, staff, and families the school serves)? Community usually includes all the people and groups who are affected by school activities and outcomes, who have influence or power over the school's direction, or have an interest in its successful or unsuccessful outcomes;
2. Ensure that the perspectives, input, and "voice" of that community are authentically solicited and included in school-level decision making, including on the school's board of trustees; and
3. Implement a design, policies, and practices that, both academically and social-emotionally, support the needs of, and are responsive to, the community. This should be a dynamic and ongoing, not static, process.

¹ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Charter School Performance Frameworks

2015 Charter School Performance Framework Benchmarks

Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p> <p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p> <p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p> <p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p> <p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p> <p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p> <p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p> <p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>

2019 Charter School Performance Framework Benchmarks

Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>
	<p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with State law and generally accepted accounting practices.</p>
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure and has clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.</p>
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>

Planning and Scheduling the Mid-Term Site Visit

The CSO SV team lead will contact the school leader and board chair to discuss site visit and required documentation.

School Leader Responsibilities:

- Finalize a site visit date with the CSO SV team lead.
- Review this Mid-Term Site Visit Protocol in its entirety. Share with all stakeholders.
- Review the [Performance Framework](#) (2015 or 2019, whichever is applicable). Share with all stakeholders.
- Speak with school staff about the purpose of the mid-term site visit, what to expect during the site visit, and coordinate their involvement in focus groups and/or classroom observations.
- Discuss with the CSO SV team lead the number and types of focus groups necessary; and determine the times that work best for all stakeholders. Examples of focus groups are school leadership, special population staff, parents, board of trustees, and teachers.
- Work with the CSO SV team lead on developing the site visit schedule and the classroom observation schedule (see samples below). You may be asked to create the schedule.
- Upload required documents to the CSO portal, as indicated below.
- If you have any questions, contact your CSO SV team lead.

Schools Uploading Documents to the CSO Portal:

In order to get the best overview of the school, the CSO SV team may request and will review documents prior to, during, and after the visit. Document reviews include those relevant to the school's performance and operations during the charter term, such as charter information, the Annual Report, and site visit memos/reports from previous years.

Please upload these documents to the CSO portal by **April 8, 2022**:

1. **2015 OR 2019 Self-Evaluation Template: ONLY complete if you did not submit an Action Plan to the CSO.** Email CharterSchools@nysed.gov if you have questions.
2. **Surveys: School-Developed Teacher, Parent, and/or Student Survey Results.** Upload.
3. **2021-2022 Organizational Chart.** Upload ONLY a chart showing all key staff positions and their names, along with arrows to show the reporting structure. Lists will not be accepted.
4. **2021-2022 Master School Schedule.** Upload a schedule that lists every class (including ELL and SWD), grade or course, teacher, classroom number, and A/B days.
5. **Board Materials:** Upload the current strategic plan, the current BoT roster, and a narrative describing the board's self-evaluation process.
6. **Process used to evaluate school leadership.** Upload a narrative.
7. **Process school leadership uses to evaluate teachers.** Upload a narrative.
8. **Progress and efforts made toward reaching its enrollment and retention targets.** Upload a narrative describing this information for the overall, SWD, ELL, and ED enrollment and retention. Also describe the evaluation process and results of your efforts.
9. **Admissions and Waitlist.** Upload the number of new students who submitted an application for enrollment for 2021-2022, the number of new students admitted in 2021-2022 SY, and the number of students currently on the wait list for 2021-2022.
10. **Supplemental BM 1 data.**
11. **Other documents requested by the CSO liaison.**

Preparing the Mid-Term Site Visit Schedule

The CSO SV team lead will discuss with you the SV activities and may ask that you create the schedule. This sample mid-term site visit schedule is intended to be a flexible guide for the SV and may be adjusted as needed.

Sample Mid-Term Site Visit Schedule

Time	Activity	Teacher/Classroom	Link/Meeting ID/PW*
8:00 AM – 8:30 AM	CSO Team meets with school leader	xx	XXXXXX
8:30 AM – 9:30 AM	Leadership Focus Group	xx	XXXXXX
9:30 AM – 11:00 AM	Classroom Observations	xx	XXXXXX
11:00 AM – 11:45 AM	Board Focus Group	xx	XXXXXX
11:45 AM – 12:45 PM	Classroom Observations	xx	XXXXXX
12:45 PM – 1:45 PM	Special Populations Focus Group	xx	XXXXXX
1:45 PM – 2:00 PM	Closing Meeting (Optional)	xx	XXXXXX
CSO team members may attend a BoT meeting. (See Appendix B of this document.)			

*In-person SVs are preferred; however, if a remote SV is to be conducted, please complete the “Link” column.

Introductory Meeting with School Leader

- The CSO SV team lead introduces the team members and reviews the purpose of the mid-term site visit.
- The school leader briefly orients the team to the school including a general overview of what the school leader hopes the team will see during its site visit.
- The CSO SV team lead answers any questions the school leader has and ensures that s/he is familiar with its relevant 2015 or 2019 [Performance Framework](#).

Focus Group Interviews

- During each focus group, the CSO SV team lead introduces the purpose, members, and asks questions relevant to the Performance Framework. Focus groups may be comprised of school leadership, special population staff, parents, board of trustees, and teachers.

Conducting a Remote Mid-Term Site Visit (Most are In-Person)

- Let the CSO TL know if the classroom observations will be synchronous or asynchronous:
 - Synchronous (**students and instructors are online at the same time**--all students must be online at that exact time to participate in the class.)
 - Is a system in place to assure that students are focused and on-task (e.g. co-teacher or TA messages students who are off-task or a screen monitoring system, such as Go Guardian, is used)?
 - Should we expect to see students share work?
 - Should we expect to see parents/guardians during the observations?
 - Asynchronous (**students complete their work on their own time**. Students are given a timeframe during which they need to connect to their class at least once or twice per day.)
 - If asynchronous instruction, discuss the system in place for tracking attendance and for tracking student engagement.
- Discuss if the focus groups or classroom observations will be viewed live, live streaming, or recorded.
- Discuss the online conferencing to be used: Zoom, Google Meet, Google Hangout, other.
- Discuss the learning management system used (files/file sharing, videos, assignments, chat, announcements) such as Class DoJo, Schoology, Google Classrooms, other.
- Discuss online content creation/curriculum tools used/observed such as Zearn Math, ABC Reading, Khan Academy, Classkick, or Nearpod.

Sample Remote Classroom Observation Schedule

School provides this information to the CSO SV team.

TIME	GR	CLASS SUBJECT and TYPE	LIVE or VIEWED RECORDING?	TEACHER(S)	Online Info	JOIN FROM ZOOM SITE	ZOOM PERSONAL MTG ID	ZOOM PW
9:30-9:45		Pre-Observ (as per Class Obs Wksht)			xxx Meeting Room		999999	55555
9:50-10:05	1	ELL small group-ELA	Live – Synchronous lesson	Washington	ELL ZOOM Link	zoom.us/join	999999	55555
10:10 – 10:25	5	Whole group math	Viewed Recording of Students connected to class after asynchronous lesson using Zearn Math	Feldman	NA	NA	NA	NA
10:30-10:45		Post-Observ (as per Class Obs Wksht)			xxx Meeting Room		999999	55555

Notes:

1. Eliminate yellow-highlighted information when in-person.
2. Leave time in between observations in order to access them.

3. You can schedule pre- and post-observations individually before and after each observation, or collectively if that situation works better.

Classroom Observations

Note: The CSO SV team selects a representative sample of classrooms to observe.

- The CSO SV team will not conduct observations of short-term substitute teachers; but may observe classes taught by long-term substitute teachers.
- CSO SV team members will observe classroom instruction together with the instructional leader for that subject area or grade-level, whenever possible. Ideally, the instructional leader provides regular feedback to the teacher being observed. Generally, CSO SV team members separate to observe different classrooms simultaneously.
- As per the Classroom Observation Worksheet (Appendix A), prior to each classroom observation, the instructional leader will frame the observation by responding to the pre-visit prompt. Each classroom observation lasts approximately 15-20 minutes. After each classroom observation, the instructional leader responds to the post-visit prompt.

Closing Meeting and Mid-Term Site Visit Reports

The mid-term site visit may end with a brief closing meeting between the school leadership (which may include members of the board of trustees) and the CSO SV team. In the closing meeting, the CSO SV team lead may:

1. Identify additional information or documents needed to be reviewed in order to complete the assessment of performance;
2. If possible, share preliminary high-level information regarding mission or key design elements and/or instruction solely based on the observations made during the site visit. The CSO SV team needs time to review and discuss their collective observations and notes prior to providing the school details of the site visit;
3. If possible, provide the school with a list of applicable NYSED resources;
4. Address remaining questions from school leadership; and
5. Review the process for finalizing the mid-term site visit report.

Following the mid-term site visit, and using the CSO online portal, the CSO SV team lead will send the school leader and the BoT chair a final draft mid-term site visit report to review and provide factual corrections within a reasonable timeframe (typically one week). Once the CSO reviews the factual corrections submitted by the school, it will incorporate those determined to be acceptable, and will send a final report. At this time, the school may submit evaluative comments, which will be attached to the final report. Along with the final report, the CSO SV team lead will also send the school leader/BoT chair a 2021-2022 action plan template to complete. The school may be asked to submit an action plan within three weeks of receipt of this template. This action plan will serve as a tool for the school and the CSO to continue discussions regarding the school's implementation of strategies used to meet all meeting all ten Performance Framework benchmarks.

Appendix A: CSO Learning Classroom Observation Evidence Worksheet
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School name:	Date:	CSO team observer name:		
Class title/subject area:	Grade:	Was a school rep observing with you?	School rep name:	School rep title:
Type of class: <input type="checkbox"/> Gen ED <input type="checkbox"/> ICT <input type="checkbox"/> SETTS/Resource Room <input type="checkbox"/> Stand-alone ENL <input type="checkbox"/> Pull-out/break-out room <input type="checkbox"/> Dual language <input type="checkbox"/> Other				
# of adults in the classroom:	Role(s): <input type="checkbox"/> Teacher <input type="checkbox"/> Lead teacher <input type="checkbox"/> Co-teacher(s) <input type="checkbox"/> Teaching Asst. <input type="checkbox"/> SPED teacher <input type="checkbox"/> ENL Teacher <input type="checkbox"/> Other (Social Emotional Staff):			
Total number of students:	Duration of observation (minutes):	If Remote, technical difficulties experienced or observed?		
Do the minutes/hours of instruction provided in this class align to the class information provided in the charter? <input type="checkbox"/> Yes <input type="checkbox"/> No				
How many minutes/hours of daily instruction are provided in this class? _____				

PRE-OBSERVATION (with school administrator):

Question to school staff member viewing with observer: **What should we expect to see in this classroom in terms of staffing, instruction, content, key design elements, differentiation, student engagement (if remote, and if a student is not on camera, how is engagement measured), and other norms for students and teachers while they are in this class?**

COMMENTS:

DURING OBSERVATION:

LEARNING ENVIRONMENT

Metric	2 = observed, 1 = partially observed, 0 = not observed	Notes (If Needed)
A. Lesson organization and preparation evident (i.e. lesson plans available, posted agenda or objectives, prepared materials, or other)	2 1 0	
B. Students demonstrate awareness of class and online rules, procedures, and expectations	2 1 0	
C. Students are remote learning ready (e.g. available for check-in; dressed as expected by the school; on time; and have the tools necessary to engage in classwork)	2 1 0	
D. Online learning appears well-managed by the teacher	2 1 0	

INSTRUCTION

Metric	2 = observed, 1 = partially observed, 0 = not observed	Notes (If Needed)
E. Effectively communicates objective(s) to students	2 1 0	
F. Assessment tools used to check for student understanding	<input type="checkbox"/> questions <input type="checkbox"/> observations <input type="checkbox"/> classwork <input type="checkbox"/> rubrics <input type="checkbox"/> homework <input type="checkbox"/> exit tickets <input type="checkbox"/> polls <input type="checkbox"/> peer review <input type="checkbox"/> individual conferences <input type="checkbox"/> quizzes or tests <input type="checkbox"/> Other:	
G. Differentiates lesson to meet needs of all students	2 1 0	
H. Provides feedback to students	2 1 0	
I. Students are engaged, as defined by the school, and are participating in learning activities	2 1 0	
J. Class time is maximized for learning	2 1 0	

POST OBSERVATION (with school administrator):

Question to school staff member viewing with observer **Was the observed instruction aligned with the school's instructional model and key design elements? What feedback would you give the teacher based on what was just observed?**

COMMENTS:

NYSED Charter School Office

Appendix B: Charter School Board of Trustees (BoT) Meeting Checklist

Note: This tool is optional for mid-term reports but mandatory at the time of renewal. The NYSED CSO strongly encourages all schools to utilize this framing tool to work towards meeting, or maintaining to meet, all ten Performance Framework benchmark standards.

School Name:	Posted Scheduled BoT Meeting Start Time:
Date of BoT Meeting:	Actual BoT Meeting Start Time:
Location of Meeting:	BoT Meeting End Time:
Observation By:	<ul style="list-style-type: none"> • Is Quorum Met? (Y/N) If not, is meeting still held? (Y/N) • Are votes taken? (Y/N)

<ul style="list-style-type: none"> • The board meeting is accessible pursuant to ADA at all sites. (Y/N) • All board members can see and hear one another during the meeting, including those board members participating via videoconference. (Y/N) • Only board members who have been approved by the NYSED CSO vote. (Y/N) • Actions taken by the board are clearly articulated. Board members are clear about what they are voting on. (Y/N) • The meeting generally follows the approved agenda. (Y/N) • If the board goes into Executive Session, the board votes to do so (and the agenda and minutes show a valid reason to do so). * (Y/N) 	
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**Valid reasons to go into Executive Session are: (a) matters which will imperil the public safety if disclosed; (b) any matter which may disclose the identity of a law enforcement agent or informer; (c) information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed; (d) discussions regarding proposed, pending or current litigation; (e) collective negotiations pursuant to article fourteen of the civil service law; (f) the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation; (g) the preparation, grading or administration of examinations; and (h) the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.*

Effective Practices for Strong Boards	Notes:
<ul style="list-style-type: none"> • The meeting starts on time. (Y/N) • There is a participant sign-in sheet. (Y/N) • Meeting materials, if any, are distributed to all present. (Y/N) • Members of the community attend the meeting, such as parents, school staff, CBOs/partners, and students. (Y/N) • The board ensures that community voice has a presence at the meeting. (Y/N) • All board members present participate in the meeting. (Y/N) • The board’s legal counsel is present or referred to regarding any needed follow-up. (Y/N) • The board makes use of its committees. (Y/N) • School leadership presents information regarding academics and culture/climate. (Y/N) • School finance leads presents information regarding financial standing. (Y/N) 	

Performance Areas Discussed:	Notes:
<ul style="list-style-type: none"> • Academic performance related to Benchmark 1 (Y/N) • The school's financial performance, including the school's budget (Y/N) • Plans for board training and development or discussion related to recent training attended by one or more board members (Y/N) • The board's strategic plan (Y/N) • The status of any Corrective Action Plans the school has developed, if issued by the NYSED CSO (Y/N) • The school's current enrollment in relation to the school's maximum approved enrollment (Y/N) • The school's enrollment of SWDs, ELLs, and ED students in comparison to the district of location (If applicable, strategies toward achieving equitable enrollment of subgroup populations in relation to the DoL) (Y/N) <p>Other topics of discussion:</p>	

Review of the minutes generated after the meeting. Do they accurately reflect the meeting?

Areas of concern:

Required Follow-up:

Other General Notes: