Office of Innovative School Models

Charter Schools

Renewal Report

School: Elmwood Village Charter School (EVCS)			
Date of Site-Visit:	September 14, 2010	**Members of Site-Visit Team:**	Susan Gibbons, LoriAnn Curtin, Andrew McGrath

1. CAN THE SCHOOL DEMONSTRATE THE ABILITY TO OPERATE IN AN EDUCATIONALLY SOUND MANNER?

MISSION OF THE SCHOOL	
Mission	The school is faithful to the mission, vision, and educational philosophy defined in the charter application and subsequent approved amendment(s), if applicable.

"Elmwood Village Charter School will provide a stimulating and engaging learning environment that recognizes student capability, fosters their connectedness to their immediate and broader communities, and offers them ways to contribute to school life. It will aim to meet or exceed state performance standards through a strong curriculum and a rigorous academic program that will be enhanced by the school's focus on social responsibility and community. We will achieve this by 1) offering small class sizes, 2) valuing individual learning styles, and 3) implementing both the Responsive Classroom approach to teaching and the Cooperative Discipline model developed by Rudolph Dreikurs. Fostering students' social and emotional development is a prerequisite for academic success. In order to enhance students' sense of connection to school and community life, EVCS will draw on the rich cultural, historical, and educational resources available in Buffalo and the region. By creating a sense of belonging, it will generate a vital school culture where the teaching of classic academics becomes highly effective. EVCS believes that all students can and will learn at high levels when provided with the right learning conditions."

Evidence:

- Small class size is mentioned in the mission statement. The renewal visit team observed class sizes of as many as 26 students; however, there were between two and four adults in each classroom.
- The school's culture of caring and community is felt and demonstrated by all; each focus group interviewed said that the school atmosphere felt like "a family."
- The mission statement mentions a connectedness to the immediate and broader communities. Focus groups gave multiple examples of efforts in this regard, including

staff/student/family interactions, community events, carpooling, riding the public transportation system, field trips and numerous active partnerships with local entities.

- Based on classroom observations, interviews with school leaders, the Board of Trustees, teachers, and parents, it is clear that the school is living its mission.

EDUCATIONAL PROGRAM	
Academic Program	The school establishes an academic program, including pedagogical approach, curriculum, assessment, and other unique elements of the educational philosophy defined in the charter application or subsequent approved amendments.
Student Services	The school provides services for all students, including but not limited to those with special education, English Language Learner needs and those eligible for the federal free- and reduced-price lunch program, as defined in the charter application or approved amendments and as required by law.
Enrollment	The school's student recruitment and enrollment process is faithful to that intended in the charter and as defined by statute and regulation.

Evidence:

- The following academic programs and curricula are being implemented according to the charter and subsequent amendments to the charter:
    - Open Court for ELA
    - Everyday Mathematics
    - Lucy Calkins' Writer's Workshop
    - The Responsive Classroom
    - Cooperative Discipline
- The renewal visit team reviewed samples of textbooks and teaching materials provided in the visitors' room, as well as observed evidence of the above mentioned teaching strategies and curricular materials utilized by teachers during classroom observations.
- The renewal visit team observed differentiated instruction in most classes. Teachers encouraged students to respond to "why" and "how" as well as "what" questions. Students discovered new information through reading and analysis of a variety of genres. The team found lesson content to be related to the students' individual and collective experience. Teachers demonstrated high expectations for all students, and with the additional adults in each classroom, every student had the attention needed to reach those high expectations. Students were engaged in their lessons.
- School leadership made a change to the writing program following ongoing review of curriculum content, and school leaders stated that the writing program needed to challenge the students more. The teachers stated that they review curriculum annually to ensure that it is sufficiently rigorous. They ensure that the curriculum is aligned to the standards

and create appropriate pacing charts. The site visit team observed this alignment and the pacing materials.

- The renewal team did not observe constructivist activities in the classrooms; however, the site visit took place during the second week of the school year. Although some classes were teacher-led, small groups were used and students transitioned in and out of them with adult guidance. Students also worked independently, especially after completing a group activity.
- The school has 25 students with IEPs, and 33 with 504 plans. Special education students reflect 16% of the student body, which is consistent with the district of location (18%). The school demonstrated that it has ample services for students with disabilities and is implementing a Response to Intervention approach.
- The school has a very low population of English language learners, perhaps four or five in the second Kindergarten classroom (2%), but is providing appropriate services to those students. This ELL population is considerably less than the district of location (8%).
- The school has relatively small classes (25 students maximum) and low student-teacher ratios (two or more adults in each classroom).
- Enrollment numbers are within the parameters set forth in the current charter. The school has fulfilled its enrollment plan and now has a waiting list at every grade level.
- The school is seeking to expand vertically and horizontally through the renewal process. Each of the first two years of the renewal period a grade would be added, bringing the school to a K-8 configuration. Also, each year, commencing with the first year of the renewal period, an additional class would be added, starting with Grade 1. Strong parental and community support was a motivating factor.

STATE MANDATED ASSESSMENT	
NYS Testing Program	Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the NYS Testing Program assessments in all subject areas and at all grade levels tested for accountability purposes.
Accountability Goals	The school meets, or shows progress toward meeting, NYS Testing Program goals.
AYP	The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. The school is not identified for accountability purposes (not designated as in Needs Improvement, Corrective Action, or Restructuring).

Evidence:

- State assessment scores have risen overall in ELA and Math. Notably, with the raising of the bar for scores for the 2009-2010 school year, the ELA and Math scores diminished only slightly overall. In fifth grade for ELA and sixth grade for Math, scores actually increased. School-wide, 78% of the Elmwood students scored at the proficient level on the ELA exam,

as compared to 30% for the district of location. In Math, 84% of the Elmwood students scored at the proficient level, as compared to 30% for the district of location.

- The school has not met its goals of increasing by 10% per year the number of students who are proficient in ELA and Math; however, cumulatively, they have surpassed this goal. (This goal structure actually penalizes schools as they increase their percentages.) The goals related to surpassing the district were all met.
- Elmwood Village Charter School has a combined Performance Index (PI) of 180 for ELA and Math according to the 2009-2010 test results (State PI is 170). The school's combined PI has increased from 180 to 196 from the 2006-2007 to the 2009-2010 school year.

- The Performance Index information is shown below.

School Year	ELA - State	ELA - School	Math - State	Math - School
2007-2008	154	175	162	185
2008-2009	162	182	168	193
2009 - 2010	170	193	170	199

- Elmwood Village Charter School is currently a school in good standing in all areas and for all sub-groups.

School Year	2007-2008	2008-2009	2009-2010
ELA			
Grade 3	80%	78.3%	84%
Grade 4	80%	84%	78%
Grade 5	76%	73%	76%
Grade 6	N/A	95.8%	77%
MATH			
Grade 3	92%	95.6%	80%
Grade 4	88%	100%	84%
Grade 5	80%	91.3%	88%
Grade 6	N/A	83.3%	86%

OTHER ACHIEVEMENT, IMPROVEMENT, AND ASSESSMENT MEASURES	
Accountability Goals	The school meets, or shows progress toward meeting external assessment goals.
Internal Measures of Student Achievement	Students demonstrate progress on internal measurements linked with the school's promotion or exit standards.
Accountability Goals	The school meets, or shows progress toward meeting internal assessment goals.

Evidence:

- The school actively evaluates student performance on an individual and ongoing basis. This process was described thoroughly by administration and teachers. The school has a comprehensive approach to assessment, including DIBELS (Dynamic Indicators of Basic Early literacy Skills), TerraNovas, DORA/DOMA (Diagnostic On-line Reading/Math Assessments), Everyday Math assessments, Open Court Reading assessments, locally developed outcome assessments, screening tools, and progress monitoring.
- Benchmark assessment scores (DIBELS, DORA, and DOMA) are reviewed regularly so that information can be used to adjust teaching and learning.
- The teachers described how the school utilizes a Child Study Team to analyze student progress and adjust teaching strategies for struggling students.
- Other than accountability for making AYP on NYS Assessments, no external goals are set at this time.

CURRICULUM	
Skills and Knowledge Expectations	The school's curriculum, as implemented in the classroom, consistently addresses the skills and concepts that all students must know and be able to do to meet NYS Learning Standards, and supports opportunities for all students to master these skills and concepts.
Diverse Learners	The school's curriculum articulates the skills and concepts that all students must know and be able to do, and supports opportunities for all students to master established skills and concepts. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.

Program Evaluation	The school has systems and structures in place to regularly and systematically review the quality and effectiveness of the academic program.
Implementation of the Curriculum	The school's curriculum is documented, and teachers plan and deliver lessons directed by the school's curriculum guidelines.

Evidence:

- Internal and external assessment scores indicate that NYS Learning Standards are consistently met. As noted earlier in this report, 78% of Elmwood students are proficient in ELA and 84% in Math according to 2009-2010 data. In addition, the school out-performed the Buffalo City School District, which has a proficiency rate of 28.4% in ELA and 30.3% in Math during the same time period for Grades K-6. The school's academic records show consistent improvement over time in the level of proficiency prior to 2009-2010.
- The Responsive Classroom model, Response to Intervention within classrooms, differentiation of instruction, support and oversight by the special education coordinator, and the staff's yearly review and adjustment of the school's curriculum are all evidence that the school provides opportunities for all students to master established skills and concepts and that the needs of diverse learners are met.
- Evidence from a review of the quality and effectiveness of the academic program from the site visit includes:
    - NYS test scores continue to be high.
    - School leadership and staff review academic programming and student learning needs three times a year.
    - Data analysis meetings are held bi-weekly, alternating with teacher staff meetings.
    - Benchmark assessment scores (DIBELS, DORA, and DOMA) are reviewed quarterly so that information can be used to adjust teaching and learning.
    - Staff review and adjust the curriculum on a yearly basis. Curriculum is mapped and paced as well. Teachers and classroom staff are responsible for creating pacing calendars for all subject areas and these pacing calendars are aligned with NYS learning standards.
    - Reading and writing are reinforced across the curriculum. The Arts are a catalyst across the curriculum, and technology is integrated across the curriculum.
    - Staff members are evaluated for teaching effectiveness related to student progress three times a year; daily classroom observations are conducted by the Director. Annually, each teacher sets three to five individual professional development goals in consultation with the Director.
    - Through classroom observations it is evident that curriculum is relevant and aligned to NYS Standards.
    - Extended periods are provided for core subjects.

TEACHING AND LEARNING	
Instruction	School-wide instructional practice is aligned with the school design and student learning objectives, is consistently and effectively delivered, and conveys clear expectations to students. Teachers are purposeful in their lessons and students are engaged in meaningful learning.
Effective Teaching	There is evidence of rigor, relevance, pacing, alignment of curriculum to State Standards, and student engagement.
Assessment and Instructional Decision-Making	Teachers and school leaders use qualitative and quantitative evidence to inform and guide instructional planning and practice.

Evidence:

- The school has a seven-hour school day and provides at least one more week of instruction per year than the district of location.
- Teachers and staff maintain consistent classroom behavior standards throughout the building, and the teaching language is common across grade levels. Classroom and schoolwide observations show that expectations of appropriate behavior are clear and that follow-through is evident. Teachers were observed using similar language to voice their expectations of students, and addressed all incidents until they were satisfactorily resolved.
- Students were actively engaged in most classrooms, yet the rigor of instruction did not appear to be evident consistently throughout the building.
- The school makes use of purposeful and ongoing assessment that guides subsequent instruction. Additionally, professional development is offered to support implementation and understanding of the assessment program.

SCHOOL LEADERSHIP	
Effective Leadership	The school leader has the experience and skills needed to successfully implement the school's charter.
Leadership Development	School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.
Building Level Leadership Team	The school is utilizing its Building Leadership Team to implement school improvement.
Instructional leadership	School leaders provide teachers with feedback and guidance that leads to improved instructional practice and student achievement.

Evidence:

- The charter is currently being implemented with fidelity. The main components of the mission were observed to be practiced and achieved. There is a stimulating and engaging learning environment in the school. Connections are made by students to school, and community and students make contributions to both. The school meets and exceeds the state performance standards; and social and emotional development is fostered throughout the school environment.
- All parents, staff members, and Board of Trustee members who spoke to the renewal site visit team were very satisfied with the director's leadership. Teachers and parents referenced the director's "open door" policy which makes him accessible to them. Teachers called their relationship with the director a "partnership" and described him as respectful and caring. Parents indicated that the director helped to place exiting sixth graders in appropriate seventh grade settings.
- The school leadership team is comprised of three individuals – the director, the curriculum coordinator and the special education coordinator. School leaders are visible and take an active role in promoting the school's theme.
- According to focus group responses and SED observations, the school leadership team members spend a great deal of time in classrooms. Both formal and informal observations provide staff with constructive feedback.
- Two retired educators act as mentors for the teaching staff. Informal teacher-leaders are available to new staff. Focus group responses indicate that new teachers feel well-supported by colleagues and the school leadership team. No evidence was obtained regarding mentoring or coaching for school leaders.
- Teachers are provided with daily informal feedback, and receive feedback from two formal evaluations per year. Additionally, teachers have a summative review at the end of each school year, and set professional goals for the next school year. Teachers say they feel they are partners with the administration in this process.

SCHOOL CLIMATE	
Environment is Conducive to Learning	The classroom and school environment is orderly and supports the goal of student understanding and mastery of skills and is consistent with the school's mission. Supervision is sufficient, respectful, and consistent.
Collaboration	Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect improvement efforts.

Evidence:

- Classrooms and common areas are neat, orderly and conducive to learning. The overall environment of the school promotes academic and personal/social growth. The sense of community is consistent throughout the building, as indicated by all groups' interviewed as

well as from classroom observations and other interactions with students, staff, and school leadership. All staff, including the school leader, was seen interacting with students in every setting; the students were personally known to all the adults in the building.

- The school uses Cooperative Discipline (student engagement in learning) and the Responsive Classroom strategies (teaching social responsibility in the elementary grades). The school uses this proactive discipline system that leads to shared responsibility. This results in a positive learning environment, which was confirmed through classroom observations.
- Supervision of students, as observed in classrooms and tours of the school, was appropriate and respectful. Students were given clear instructions, as well as considerate explanations.
- Focus group interviews with teachers, staff, the Board of Trustees and the school leaders show collaboration among these groups.
- The relationships between the staff and the school leadership appear to be more like partnerships than the traditional supervisor/employee relationship.
- The school leader has an open door policy, and is very supportive of staff. He is knowledgeable about staff and helpful to them.
- There is an intimate, yet professional atmosphere throughout the school.
- Teachers share best practices at faculty meetings. These may be related to such topics as curriculum (i.e., implementation of the Connected Math Program), use of pacing charts, data analysis, or arts integration.

PARENT AND COMMUNITY INVOLVEMENT	
Parent Involvement	Strategies are being implemented to increase the involvement and contributions of parents.
External/Community-Based Partners	Strategies are being implemented to increase the involvement and contributions of community partners.

Evidence:

- Interviews confirmed that the school offers added opportunities for parent-teacher communication and for parental participation in school activities and events.
- The school makes use of community resources to supplement its academic program by drawing on the rich cultural, historical, and educational resources available in the Buffalo region. These connections are built through outreach and by bringing in various entities (examples include Albright-Knox Art Gallery, Theater of Youth, Buffalo Museum of Science, Buffalo and Erie County Historical Society, and a number of institutions of higher education). Focus group interviews demonstrate that there is much community involvement in the school, and community partnerships are strong.
- The Board felt that the parent group has matured over the term of the charter and has found its role in support for the school.

- There are three parent teacher conferences each year and an open house. Approximately ninety-five percent of parents attended all three parent-teacher conferences last year. There are also potluck dinners, fund raisers, skating parties, Community Art Night and An Evening in the Atrium, which annually raises significant funds for the school.
- Parents are seen as partners in the classroom; there are room parents. Parents are welcome to initiate activities, such as an Earth Club, which was begun last year by a parent. Parents bring their children to school and pick them up at the end of the day, and numerous parents were observed taking advantage of this opportunity to speak with teachers and other staff.
- Parents stated that the teachers and administrators are always available to them, and they have helped with placements for students leaving the school.
- Parents are articulate about their children's learning and the community based opportunities for their children through the school.
- Parents describe an atmosphere of warmth, and welcome. They like the small size of the school, which allows everyone to know everyone else.

PROGRAM PLANNING AND EVALUATION	
Organizational Needs	The school has realistic plans for program improvement, possible future expansion, and adequate facilities based on evaluation and analysis of data, if applicable.
Academic Program Needs	The school evaluates the impact of its academic programs on student achievement and modifies its programs to ensure improvement.
Teacher Evaluations	Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.

Evidence:

- In its renewal application the school, is requesting an expansion, both vertical and horizontal, over the term of the next charter. This proposal is in response to strong parent and community support to both expand and extend the program. Specifically, the school has plans to increase the range of grade levels to include 7 and 8 Grade. It also plans to add a class at each grade level. Planning for this expansion has been extensive and is based on current successful practices within the school community. Parents, staff, and Board of Trustees members are involved in the planning process.
- The school is currently seeking an additional site to accommodate the increase in student population. The school leaders and the Board of Trustees are in the process of negotiating for a new facility to allow for expansion of the school. They used a parent satisfaction survey and interviews with parents and staff to ensure that the school community was "on-board" with the expansion.
- Teacher evaluations are based on a number of factors: communication, changes in practice, flexibility, professionalism, managing procedures, managing student behavior, maintaining accurate records, instructional practices, knowledge of students, and

contributions to the school community. The evaluation template was provided as part of the desk audit.

2. CAN THE SCHOOL DEMONSTRATE THE ABILITY TO OPERATE IN A FISCALLY SOUND MANNER?

FINANCIAL MANAGEMENT	
Solvency and Stability	The school develops budgets that are realistic and in support of student academic achievement. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. The school develops a budget that can be sustained by its enrollment.
Fiscal oversight	The Board of Trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school. The Board of Trustees has an external company complete a yearly audit. The Board of Trustees demonstrates long-term fiscal oversight through appropriate planning processes.
Internal controls	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

Evidence:

Solvency and stability: The school's independent fiscal audit for the last two years ending June 2008 and June 2009 respectively, each stated positive net assets balance with an increase in both net assets and cash. The school was issued an unqualified opinion by the independent auditors in each year the school had an independent annual audit performed. This indicates the school had no material misstatements in its financial reporting.

The five year budget projection submitted in the renewal packet was consistent with the previous years' actual expenses incurred. The anticipated Approved Operating Expense (AOE) per student revenue was realistic for the district and the school showed fiscal constraint by anticipating no increase in the AOE over the five year budget period. Grant revenue was consistent with previous years' awards and the end of the CSP grant award period was in the budget.

Future Expenditures: The school is considering the purchase of a building during the 2010-2011 school year. This would deplete the net asset balance. The purchase of the building along with a decrease in the federal grant award would significantly decrease the net asset balance for the first two years of the renewal period. However, the anticipated increase in enrollment with the increased capacity of the new building would increase the net assets for the remainder of the renewal period- years three through five.

The school did fail to submit the detail as required in Part II of the renewal packet, Attachment A Schedule 2 and 3, projected personal services and projected contract services detailing the staff FTEs and contracted hours respectively.

Fiscal Oversight: The Board of Trustees has a finance and audit sub-committee that is responsible for reviewing budget and financial matters and presenting them to the full Board. An annual independent fiscal audit is performed each year as required by the charter. The school also employs, on a contract basis, an outside CPA consulting firm that prepares monthly financial reports. This firm also trains the board in fiscal oversight and planning. Without review of the board meeting minutes, fiscal oversight and planning in previous years cannot be verified.

Internal Controls: In conjunction with the annual audit report, the independent CPAs conducting the audit issue a report on internal controls. The report on internal controls for the year ending 2009 stated that no deficiencies were found in the internal controls of the school during the course of their audit.

In Part II of the renewal application the school failed to submit a plan of adequate internal controls that outlined the specific procedures in place to safeguard assets, to comply with laws and regulations, to insure that the financial and student data is reported accurately and that the goals and objectives of the charter are met. The school referred to the hiring of an outside CPA consulting firm to handle fiscal matters but did not comment specifically on the implementation of internal controls nor submit internal controls guidelines and/or a copy of the financial policies and procedures which normally would include the internal controls procedures.

3. CAN THE SCHOOL DEMONSTRATE ADEQUATE LEVELS OF PARENT AND STUDENT SATISFACTION?

PARENT AND STUDENT SATISFACTION	
Family Satisfaction	Through the use of parent and student (where appropriate) surveys, the school demonstrates that families are satisfied with the school's program
Student Retention	The school can document the numbers and reasons for student attrition.

Evidence:

- Parent surveys show that parents are satisfied with the academic program at the school and are pleased with the attention to the development of life skills.
- The school used and shared the results of a survey showing that families are satisfied with the school's programs. Parents who were interviewed stressed the warm, welcoming

atmosphere at the school and described the feeling as one of "family." The school's small size makes it possible for everyone to know the students.

- The school provides families and students with more choices in educational opportunities as it offers a longer school day and year, extended periods for reading and math, a diverse population, numerous opportunities for parent involvement in school activities such as family nights and club sponsorship, a curriculum that is based on scientifically based instructional programs as well as the Responsive Classroom and Cooperative Discipline approaches to teaching and learning, an emphasis on community and caring beyond the classroom, expanded contacts among families, school and community, and an interdisciplinary curriculum.
- The Board felt that parents were generally pleased with the school and that the parent group had matured and found its role.
- In the last year for which data is available, the school had an attrition rate of 14%. Interviews with school leaders suggested that most student attrition was due to students being accepted into the Buffalo Public Schools' City Honors program at Grade five or because families had moved.
- The school has a waiting list of over 200 students.

4. CAN THE SCHOOL DEMONSTRATE THAT IT IS A VIABLE ORGANIZATION?

LEADERSHIP AND GOVERNANCE	
Leadership/ Governance	The Board of Trustees implements the governance and leadership structure as defined in the charter application or subsequent approved amendment(s), if applicable.
Board Accountability	The Board of Trustees is responsible to the school community it serves.
Decision Making and Communication	The school has a clear understanding of decision-making and communication that result in a common sense of purpose for all school constituencies.
Contractual Relationships (if applicable)	The Board of Trustees and school leadership establish effective working relationships with their management company. Changes in the school's relationship with its management company comply with required charter amendment procedures.
Roles and Responsibilities	The school defines and delineates clear roles and responsibilities among board and staff.

Board Oversight	The Board of Trustees regularly and systematically assesses the performance of school administrators against school-wide goals and makes effective and timely use of the evaluations. The Board of Trustees operates with a clear set of goals for the school and has developed a set of tools for understanding progress toward meeting those goals including those outlined in the school's Accountability Plan.
Board Development	Board members receive appropriate and timely professional development.
Personnel	The Board of Trustees employs leadership who demonstrate effective leadership of the school's programs. The school's leadership establishes an appropriate professional climate, resulting in a purposeful learning environment, reasonable rates of retention for effective school leadership, staff, and teachers, and manageable levels of overall staff turnover.

Evidence:

- The Board of Trustees has a clear understanding of its role in governing the school. The Board's relationship with the school leadership is appropriate and productive. The school leader feels supported by the Board.
- The Board conducts an annual self-assessment, which addresses such areas as Board and staff roles, policy making, planning, fiscal management, board structure and practice, committees, meetings, membership and orientation, monitoring and evaluation, and external relations. The latest Board survey, however, indicated that the Board failed to regularly evaluate its own effectiveness.
- The Board has engaged a nationally recognized consultant to provide an orientation on members' responsibilities, the delineation between Board roles and school management, and other "big issues." The Board will follow up with a short session on development at each Board meeting on such topics as the core components of the charter, fiscal responsibilities, legal issues, etc. Members also attended a full day workshop on governance models.
- Through document reviews and focus group interviews it was demonstrated that the Board of Trustees is implementing the appropriate governance and leadership structure as defined in the charter.
- The Board of Trustees is responsible to the school community. Parents requested a bit more communication from the Board of Trustees; however, the principal stated that in some cases, action is simply slow, so there is nothing to report. Board members have interactions across the wider city community that serves to strengthen the reputation of the school.

- The site visit team observed that the school's leader is effective in guiding the school's staff and programs; he is highly regarded as a professional by the Board, the staff, and the families.

COMPLIANCE	
Safety	The school establishes and maintains a physically safe environment for students and staff. The school establishes a healthy environment ensuring civil rights for all.
Facilities	The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.
Staff Qualifications	Staff employed by the school meets all applicable state and federal qualifications and standards.
Implementation of Strategies to Recruit, Place, and Retain Qualified Staff	Activities are funded to recruit, place, and/or retain highly qualified staff.

Evidence:

- Walk-throughs of the school facility and all classrooms showed that the environment is clean, attractive and physically safe.
- Safety was generally felt to be more than adequate; one exception expressed by the parents was that doors propped open after school presented a danger, but this is not the responsibility of the school.
- The desk audit confirmed that all employees are appropriately certified and cleared.

DISSEMINATION	
Dissemination of Best Practices (If applicable)	The school has provided models for replication and best practices.

Evidence:

N/A