



New York State Education Department Charter School Office

2020-2021 Remote Renewal Site Visit Protocol



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Purpose and Overview of the Remote Renewal Site Visit

COVID-19 PANDEMIC NOTE: As of the publication of this application, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). 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, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to [NYSED's Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations. NYSED supports charter schools submitting supplemental data in the school's renewal application 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.

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

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

The priorities that are considered by the CSO and the Board of Regents in the renewal process are set forth in the [Charter School Renewal Policy](#) and [8 NYCRR 119.1](#). The [Charter School Performance Framework¹](#) was originally adopted by the Board of Regents in 2012 and updated in 2015. It was later updated in 2019. Both the 2015 and the 2019 Performance Frameworks will be used during the renewal site visit process, depending on the status of the school. The CSO's renewal recommendation to the Board of Regents is based on the school's performance across all benchmarks in the Performance Framework over the entire charter term, and occasionally, in cases of short-term renewals, the previous charter term. This evidence includes, but is not limited to, information provided in annual reports, independent financial audits, state testing data, site visit reports, and other communications. Additional information is collected throughout the charter renewal process.

Although all charter schools should be working toward the standards for renewal throughout the charter

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.

term, the formal charter renewal process begins with the school's submission of the [Application for Charter Renewal](#). After the CSO has reviewed the Application for Charter Renewal and determined that it is complete, the CSO will arrange for a team of two or more evaluators to conduct a charter renewal site visit. Charter renewal site visits are differentiated in length and scope based on adherence to the benchmarks set forth in the Performance Framework over the charter term. Visits may range in length from one to two days. During the site visit, the CSO team will remotely interview school stakeholders and remotely observe instruction. In addition, the CSO team may evaluate other aspects of the school's operation. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during the charter term as it comes to an end and to make a compelling, evidence-based case that it has met the rigorous academic, organizational, and legal standards for the granting of an additional charter term.

The [Performance Framework](#) 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 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 adherence to the applicable laws and regulations.

The 10 [Performance Framework](#) benchmarks should be used by schools for self-assessment and planning purposes, and are used by the CSO to frame the remote renewal site visit. In evaluating a school's performance, the CSO site visit team will summarize key findings, and include an assessment of whether the charter school exceeds (2015 PF only), meets, approaches, or falls far below the performance benchmarks. Collectively, this information is then used so that NYSED makes a renewal recommendation to the Board of Regents.

Charter Renewal Site Visit Benchmarks

To evaluate the school's performance and inform the renewal recommendation provided to the Board of Regents, the CSO will summarize key findings and include an assessment of whether the charter school exceeds (2015 PF only), meets, approaches, or falls far below the performance benchmarks, using the scale below.

Level	Description
Exceeds (2015 PF only)	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Fall Far Below	The school falls far below the performance benchmark; significant concerns are noted.

2015 Charter School Performance Framework Benchmarks	
Educational Success	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).
	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.
	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.
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	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.
	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.
	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.
Faithfulness to Charter & Law	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.
	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.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

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>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 Remote Renewal Site Visit

The CSO team lead will contact the school leader and board chair to discuss a site visit date and next steps.

School Leader Responsibilities:

- Finalize a site visit date with the CSO team lead.
- Review this Remote Renewal 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 remote renewal site visit, what to expect during the site visit, and coordinate their involvement in focus groups and/or classroom observations.
- Work with the CSO team lead on developing the site visit schedule and the classroom observation schedule. See the samples below.
- Upload required documents to the CSO portal, as indicated below.
- If you have any questions, contact your CSO team lead.

Schools Uploading Documents to the CSO Portal:

In order to get the best overview of the school, the CSO 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 reports from previous years.

Please upload these documents to the CSO portal by September 24, 2020:

1. **Faculty/Staff Roster:** Complete the Excel template. No other version will be accepted;
2. **Fingerprint Clearance Certificates for all instructional and non-instructional 2020-2021 staff:** Upload certificates in PDF. For additional clarification visit:
<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>;
3. **2015 or 2019 Self-evaluation Tool:** Depending on your school's designation for renewal purposes, complete the word version of the template by rating the school on all 10 benchmarks and identify its strengths and challenges. To check your school's designation, visit:
<http://www.p12.nysed.gov/psc/regentoversightplan/otherdocuments/ApplicationforCharterRenewal.html>;
4. **Optional:** Upload the school administered teacher, parent, and/or student survey results;
5. **Optional:** Upload the NYCDOE School Quality Report results; and
6. Other documents as requested by the CSO team lead.

Preparing the Remote Renewal Site Visit Schedule:

The CSO team lead, with input from the school leader, will create the remote renewal site visit schedule. The site visit schedule is intended to be a flexible guide for the day and may be adjusted to enable the CSO team to gather all pertinent information and documentation.

Sample Remote Renewal Site Visit Schedule

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

*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. Leave time in between observations in order to access them.

2. You can have a pre-observation and post-observation before and after each observation, or a group of them if more efficient.

Introductory meeting with school leader

- The CSO team lead introduces the team members to the school leader and reviews the purpose of the remote renewal 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 remote site visit.
- The CSO team lead answers any questions the school leader has and ensures that s/he has a copy of the applicable 2015 or 2019 [Performance Framework](#).

Focus group interviews

- The CSO team will decide on the number and types of focus group interviews to be conducted. Along with the school leader, the CSO team lead will determine interview times that work best for all stakeholders. Examples of focus groups are school leadership, special population staff, parents, board of trustees, or teachers.

Remote classroom observations

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

- The CSO team will not conduct observations of short-term substitute teachers; but may observe classes taught by long-term substitute teachers.
- CSO team members will remotely 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 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.

Surveys

- The CSO team will reference the CSO COVID-19 parent survey results.
- The school has the option of uploading its most recently administered internal parent, student, and/or teacher survey results.
- Renewal schools located in NYC have the option of uploading the NYCDoE School Quality Report providing the parent and teacher survey results.

Conducting a Remote Renewal Site Visit

- 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.

Closing Meeting and Site Visit Reports

The remote renewal 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 team. In the closing meeting, the CSO team lead may:

1. Identify any additional information or documents needed to complete the assessment of performance;
2. If possible, share any preliminary high-level information regarding mission or key design elements and/or instruction only based on the observations made during the site visit. Other requests from the school for additional information will be shared in the site visit report or through other means;
3. If possible, provide the school with a list of NYSED resources;
4. Address remaining questions from school leadership; and
5. Review the process for finalizing the renewal site visit report.

Following the site visit, the CSO team lead will send the school leader and the BoT chair a renewal site visit report. The report is a summary of findings on each of the ten Performance Framework benchmarks regarding the school's performance at the time of the site visit. The findings are based on cumulative evidence from relevant documentation as well as observations and information collected on site. The draft renewal site visit report will be sent to the school leader and BoT chair to review and provide factual corrections, returning comments to the CSO within a reasonable timeframe (typically one week). Once the factual corrections, if any, are reviewed, the CSO will send the final report to the school. At this time, the school may, if desired, submit a written response to the findings, which will be attached to the report.

Along with the final report, the CSO will send the school leader/BoT chair an action plan template to complete for the following 2021-2022 school year. The action plan will serve as a tool for the school and the CSO to understand the actions that each school will take towards these aims or in the maintenance of effective practices. The report, along with the findings, are posted on the CSO website and used in discussions regarding the renewal recommendation.

NYSED Charter School Office

Appendix A: CSO Remote Learning Classroom Observation Evidence Worksheet

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):	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 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:

Compliance Elements – NYS Open Meetings Law/Benchmark 10:	Notes:
<ul style="list-style-type: none"> • Meeting time and place is posted properly on school website and/or onsite at school. (Y/N) • If meeting includes board member participation via videoconference, the notice includes the locations of all members who will participate via videoconference, and states that these sites are available to the public for attendance. (Y/N) • One set of board materials is available for public inspection on the school’s website. (Y/N) • 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) 	

**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: