



**Department of
Education**

Michael T. Duffy
Executive Director
Charter Schools Office

52 Chambers Street
Room 413
New York, NY 10007

(212) 374-5419 tel
(212) 374-5581 fax

July 9, 2009

Mr. Paul O'Neill
Board Chair
Manhattan Charter School
100 Attorney Street
New York, NY 10002

Dear Mr. O'Neill, *Paul*

On behalf of the New York City Department of Education's (NYCDOE) Charter Schools Office (CSO), we would like to thank you and the staff of the Manhattan Charter School for your cooperation and cordiality during our Annual Site Visit on April 7, 2009.

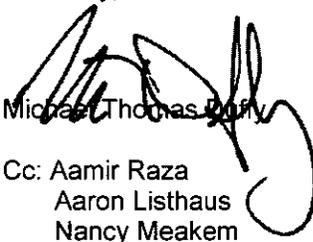
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. These standards serve as benchmarks through which the NYCDOE views the performance of all the NYCDOE authorized charter schools. The Standards are not a replacement of your individual school's goals; they encompass your charter agreement goals as one component of a detailed, rigorous, renewal-focused framework.

The purpose of our Annual Site Visit is to assess compliance with applicable law, determine organizational strengths and areas for development, and to make an on-site assessment of the learning environment in order to steer a direct course toward charter renewal. It is important to emphasize that the standards are rigorous, and are intended as leading indicators towards charter renewal, when the school must demonstrate not only that it has met the specific goals of the charter, but also that the school operates in an educationally and fiscally sound manner, and meets the requirements set forth in all applicable laws and regulations. We hope that you find the feedback helpful in setting the school's priorities and fulfilling the goals outlined in the charter.

Attached to this letter you will find a comprehensive report of our findings. Should you have any additional comments, or if you would like to submit factual corrections or a formal response to the findings presented in this report, please respond to our office by **July 27, 2009**.

Our office can be reached at 212.374.6904 for further assistance in this matter.

Sincerely,


Michael Thomas Duffy

Cc: Aamir Raza
Aaron Listhaus
Nancy Meakem



**Department of
Education**

Joel I. Klein, Chancellor

**Charter Schools Office
Quality Review Report**

Quality Review Report 2008-2009

Manhattan Charter School

Charter School M320

**100 Attorney Street
New York, NY 10002**

Board Chair: Paul O'Neill

Dates of review: April 7, 2009

**Lead Reviewer(s): Aamir Raza, Chris Hawkins, Fred
Lisker**

&

Jo Cheadle (Cambridge Education)

Part 1: The school context

Information about the school

Manhattan Charter School ("MCS") is an elementary school with 199 students from kindergarten through grade 4. The school population comprises 36% Black, 57% Hispanic, 4% White, 2% Asian and 1% other students. The student body includes no English language learners and 15% special education students. The average attendance rate for the school year 2007 - 2008 was 89.5%.

Overall Evaluation

It is clear that MCS does not pay 'lip service' to setting high expectations. From the close alignment of curriculum to State standards, to the increasing detailed use of data that supports flexible programming to meet students' needs, the school demands the best of its staff and students, motivating them to aim high. Central to these high expectations is a strong curriculum with keen focus on art and music for all. Corridors and classrooms demonstrate the school's unique qualities through musical and artistic successes. Lessons are engaging and interesting, and students know that their teachers want them to do well.

Parents are welcomed to the school and engagement in their children's learning is avidly encouraged. The school is very aware of the needs of its families and works hard to support them. Teachers communicate clearly with parents about student progress. They make effective use of ongoing assessment to plan the next steps in student learning. As yet, they do not involve students in setting their own goals often enough. Increasingly successful data organization and analysis supports a comprehensive understanding of how well students are learning at regular intervals across the academic year. Leaders recognize that data analysis does not consistently include detailed analysis for all pertinent subgroups at the school and are working to address this need. There is a clear understanding that closer analysis of student outcomes will also lead to more specific and individualized professional development for staff members.

The principal articulates an extremely clear vision for the success of Manhattan Charter. It is evident that staff share the vision and that the vision guides the work of the school on a day-to-day basis. The school knows where it wants to get to and plans accordingly to get there. A positive culture encourages open dialogue, supporting professional reflection on how well the school is doing. Leaders have not yet formalized regular self-evaluation processes at planned intervals through the school year, to measure the school's interim progress against agreed success criteria. MCS is a well-organized and happy environment for learning. There are many opportunities to demonstrate success.

Part 2: Overview

What the school does well

- Leaders articulate a very clear vision for the school's success and effectively communicate this vision to all stakeholders.
- The day-to-day work of the school is well organized and smooth running, supporting the realization of the vision.
- Relationships between adults and between adults and students are respectful and supportive, encouraging open and productive dialogue and a productive school climate.
- The school's work is based on high expectations for teacher and student outcomes that encourage good work ethics and achievable aspirations.
- The school firmly bases its curriculum on State standards, effectively integrates learning across content areas and supports high quality provision for art and music.
- Regular assessment of student outcomes successfully supports teachers in planning for new learning.
- The school makes good use of a growing range of student data that includes academic, social and emotional information.
- The school provides a wide range of very useful professional development, sustaining a skillful and knowledgeable faculty who understand the potential to achieve excellence in their roles.

Areas of Improvement

- School may continue building on the good use of student data by making more detailed and specific analysis of student subgroups (ethnic, gender, special education, general education, etc.), ensuring accurate attention to their learning needs.
- School may provide individualized professional development for teachers based on a shared understanding of needs assessment data.
- School may provide opportunities for students to assess their own learning on a regular basis, enabling them to set realistic and achievable personal goals.
- School may engage in regular and rigorous self-evaluation processes to measure the school's ongoing progress against agreed upon success criteria.

Part 3: Main Findings

How well the school meets Charter Schools Office's (CSO) evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is proficient.

With the support of outside vendors, the school has made significant progress in gathering, recording and using data. Starting from the belief 'better data selection to be better teachers', the school uses a variety of assessment tools, including Fountas and Pinnell, Terranova and past State tests, to regularly gather student performance information. A carefully developed computerized system enables the school to organize data carefully and track student progress with increasing accuracy. The system is 'home grown', identifying the needs of the school population and an easily accessible way to track progress over time. The system has grown from an astute awareness of the need to show evidence of student progress through internal standardized measures. The data manager clearly communicates student data to staff and supports their analysis of information. There is a direct correlation between the findings of analysis and planning for future learning. The school's emphasis is undoubtedly on being 'better consumers of data' and leaders present information to the Board in a transparent and informative 'dashboard'.

The school has made headway in focusing on student subgroups. Good attention is given to the progress made by high achieving students who do not speak English at home. The school is highly aware of students who need special intervention to enable better academic achievements. The 'Super Heroes' group is an example of this. Leaders recognize that there is still some way to go to maintain accurate tracking of all pertinent student subgroups to enable the regular and careful analysis of trends and patterns in achievement. The plans for data development clearly include this next step.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is proficient.

The school meaningfully engages teachers in data driven discussion to ensure that goal setting and planning meets students' needs. Teachers meet regularly to discuss the learning outcomes and work together to set new objectives. Expectations are high and there is a determined approach to encouraging parents to understand exactly what the possibilities are for the children. The school establishes priorities, such as curriculum reform, from accurate data analysis. Teachers make effective use of assessment to plan for the next steps in student learning and use their findings to change teaching strategies and classroom organization. In kindergarten, for example, analysis of reading assessments enabled teachers to create needs based reading groups across the grade. Regular and well-used assessment is a strong feature of the school. Currently, there is limited involvement of students in assessing their own work and progress, enabling them to set new and meaningful goals for learning.

Teachers meet together regularly to discuss assessment results and student needs. There is a tangible commitment to supporting all aspects of a child's development and detailed discussions relating to individual needs are commonplace. The school gives equal weighting to the development of students' social, personal and emotional characteristics and plans effectively to address issues that may affect a student's potential to learn effectively. High expectations support the determination to achieve academic and personal excellence, not only for students, but also for all adults at the school. The school cultivates parent involvement. Displays in classrooms and around the school celebrate exemplary student work, motivating students to achieve more.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is well developed.

The school offers students a well-crafted curriculum. Its major strength is the integration of subjects that ensure relevant and meaningful links in learning. The school has successfully enlisted the support of external consultants to hone curriculum development and grow teachers' skills in reflecting on curriculum needs. Thriving art and music programs support student learning across the curriculum. Students feel that they have the right balance of 'fun and serious learning'. This arises from carefully managed common planning time where teachers attend not only to what is going to be taught, but also to the best way to teach it. Teachers use planning sessions to 'rethink' teaching in response to assessment information. While there are currently varying levels of success in individual classrooms, this is a key priority for the school. Teachers receive useful support to meet individual and group needs. An example of this is the recent work on assessment rubrics. Teachers now understand their use in assessing the development of skills and knowledge on a continuum. This is enabling a better understanding of appropriate next steps for individual students. Teachers value useful and regular assessment to 'test out' student learning.

The school has a positive and pleasant climate for learning. Respectful and supportive attitudes and relationships are central to the school's culture. Staff members believe in the procedures and policies the school has in place, accepting them because 'they make the school work.' The professionalism of leaders and teachers is very evident, supporting student learning admirably. While space is at a premium, the school works efficiently and smoothly, well cared for and made accessible to students.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is proficient.

Starting with the commitment to supporting everyone in the school community the school believes in the development and growth of staff to ensure retention and sustainability of good practice. New teachers receive strong mentoring from a knowledgeable Director of Instruction. Professional development engages and motivates teachers, encouraging them to believe that they make great gains in the development of skills and knowledge. The school has worked to prevent high rates of attrition through the Partnership for

Innovation in Compensation for Charter Schools (PICCS). There is a clear focus on developing effective teachers balanced with a desire to assure their commitment to the school through suitable incentives and compensation.

With this in mind, leaders are aware that regular observation and feedback on classroom practice is essential. Processes are in the early stages to formalize the knowledge that leaders gain from watching teachers. While the school is small, leaders understand that systematic observations of teaching at frequent intervals will enable precise feedback to individual teachers. Leaders have begun to set individual teacher development goals, recognizing that classroom observations and analysis of student data are integral to this process. Teachers benefit from opportunities to learn from each other through team teaching and classroom visits.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is proficient.

The school's vision includes the mantra 'to succeed as the world changes'. The school's work exemplifies this in many ways. This means that the vision does not remain on paper, but is the living guide to everyone. The principal articulates the mission seriously and clearly, setting the tone for high expectations. The plan for school development and improvement is definitely evident. There are now many processes in place to ensure that interim checks and ongoing evaluation serve to amend plans, making sure that the vision is achievable. As teacher development objectives are more concretely defined from analyzed data, leaders will be able to measure more accurately the progress teachers make towards becoming as effective as they can be.

While there are clear plans to move the school towards success, the school has yet to ensure that these plans are measurable against agreed success criteria at planned checkpoints throughout the year. This process is evident in many aspects of the school's work, such as curriculum development and assessment of learning. In both examples, there is clear evidence that leaders and teachers amend plans in the light of reflection on outcomes. This process is not yet fully in place to ensure that key school staff regularly evaluate whole school priorities and amend plans accordingly. Leaders fully comprehend this need in establishing clear accountability to authorizes, the Board, parents, teachers and, most importantly, students. The school has the capacity to become the school it sees itself as, confirming the statement made by a teacher, 'everyone feels this is a good place for children'.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.

This area of the school's work is proficient.

The Board is responsible for the overall direction and fiscal well-being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage

the school within the established policies. The principal /senior administrators, and board appointed officers should then be held accountable for performance.

According to the list provided by MCS at the annual site visit, the board consists of six board members who possess academic, financial, legal and other relevant skills to drive the mission of the school forward. The board is exploring the possibility of adding two additional board members that may add fundraising and enhance education expertise. The board is providing good oversight to the school and is holding the school leader accountable through ongoing reviews and discussions regarding student outcomes.

The board receives ongoing information via Principal's Report, Business Director's Report followed by an update from the Board Chair. The board receives financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (dashboard, scores, summaries, internal measures) information as it relates to the programs offered by the school. The budget preparation process is holistic and engages board members with financial and other expertise, teacher inputs, school leader, and school's business director.

Currently, the school board is focused on: developing a school wide strategic plan, easing school facilities concerns, and continuing to build strong relationship with parents and other stakeholders of the school community. The school board held a retreat in November '08 and identified key priorities: marketing and fundraising, creation of board committees, board member recruitment to enhance expertise in facilities, education, fundraising and real estate. The school board has grown tremendously since its inception and has smoothly transitioned from founding board to an effective governing body. This journey included a difficult decision made by the board to remove one of the key members of the school's governance apparatus and the board. What makes the MCS board special is its commitment to making tough decisions and acting on them, \. The board assessed some of the organizational shortcomings and addressed it in an effective and, more importantly, timely manner since the school's charter renewal clock starts ticking from the day any charter school is granted an operational charter. The school's board chair, Mr. Paul O'Neill, (along with other board members) deserves a special mention due to his deep experience with charter schools and his steadiness in addressing concerns promptly and fully. This school board, like many other effective boards, is quick to point out the areas they need to develop further and, in most cases, is willing to engage and own the issues that need their attention. Having mentioned that, some of the changes are still new and the effectiveness of those changes will be seen in the coming months and may become more apparent at the time of the upcoming renewal visit in fall. Board members attend workshops hosted by CSO or other charter advocacy organizations regularly and in good attendance.

The board plans to conduct an annual evaluation of the school leader and business director at the end of the school year.

Quality Statement 7 - Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

This area of the school's work is well developed.

A charter school shall be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools is based upon the number of students served (per pupil revenue) and State and Federal grant (Title funding, etc.) funding, a continued and growing negative net balance poses a threat to school's stability and the ability to fulfill its short and long-term financial

obligations. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition.

The MCS board has been proactive in contracting an audit firm and has produced the school's financial statements in a reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of February '09 casts a solid financial position of the school with liquid assets totaling \$1.5 million. The school has current liabilities of \$558,867 and is in a good position to meet its short-term financial obligations. The statement of activities as of February '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting out until Feb '10. According to the cash flow projection, the school is expected to finish Feb '10 with a positive cumulative balance of nearly \$1.8 million.

During the annual site visit, the school officials were interviewed on the procurement process and check signing process, and three randomly selected paid invoices were inspected, and fingerprinting documents were inspected. The school is following its adopted financial policies and has adopted sound internal controls. A right balance of segregation of duties is in place among fiscal and operational staff. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes.

Please note that although a school may implement good internal controls, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

Office of Charter Schools Quality Criteria 2008-2009

Manhattan Charter School

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student's progress over time.

<i>To what extent do school leaders and faculty have...</i>	△	➤	✓	+
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners? <i>N/A</i>				
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?		X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?			X	
1.6 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X	
Overall score for Quality Statement 1			X	

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

<i>To what extent do school leaders and faculty...</i>	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			X	
2.2 use collaborative and data-informed processes to develop the school's Strategic Development Plan?			X	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?			X	
2.4 involve students in developing their learning goals and plans and in taking their next learning steps?		X		
2.5 convey consistently high expectations to students and their parents/carers?				X
2.6 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X	
Overall score for Quality Statement 2			X	

DEFINITIONS

"Analyze" or "analysis" includes, but is not limited to, comparisons of:

- 2 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 3 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 4 the school's Progress Report and other outcomes to those of peer/other schools

"Assessment results" include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school's curriculum (including Periodic, DYO, and teacher-developed Classroom Assessments).

"Data-informed processes" include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

"Organizational decisions or strategies" refer to a school's use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school's structure and organization that can affect student outcomes.

"Sub-groups of students" include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

To what extent do school leaders...	Δ	➤	✓	+
3.1 select core curricular approaches that facilitate and provide meaningful interim data and hold teachers accountable for the progress and learning of the students in their charge?				X
3.2 provide a broad and engaging curriculum to enhance learning both within and outside the school day and hold teachers for making instruction interesting and compelling?				X
3.3 hold teachers accountable for creating a positive, safe and inclusive learning environment?				X
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X	
3.5 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X
3.6 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?			X	
Overall score for Quality Statement 3				X

Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

To what extent do school leaders...	Δ	➤	✓	+
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?			X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X	
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?			X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X
4.5 align youth development, guidance/advising, other student support services and partnerships with outside entities around stated academic and personal development goals?				X
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective learning and effectively address discipline-related incidents?				X
Overall score for Quality Statement 4			X	

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent do...	Δ	➤	✓	+
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X
5.4 teachers and school leaders use the information generated by periodic assessments and other progress measures to revise plans immediately and make strategic decisions to modify practices in order to reach stated goals?				X
5.5 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?			X	
5.6 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X
Overall score for Quality Statement 5			X	

Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.

To what extent does the Board.....	△	➤	✓	+
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X	
6.2 manage any conflict of interest within the governing body and throughout the school?			X	
6.3 hold EMOs, CMOs and school leadership accountable in their positions?				X
6.4 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?			X	
6.5 respond to parent, staff and student concerns/complaints?			X	
6.6 provide ongoing training for board members so that they are able to fulfill the duties of their positions?				X
Overall score for Quality Statement 6			X	

Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

To what extent do the school and its Board.....	△	➤	✓	+
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the OCS along with any other relevant documentation?			X	
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the OCS for review?			X	
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?			X	
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?				X
7.5 align financial decision making to analysis and evaluation of student achievement data?				X
7.6 focus budget decisions on the priorities for school development and improvement?				X
Overall score for Quality Statement 7				X

Quality Review Scoring Key

△ Underdeveloped	➤ Underdeveloped with Proficient Features	✓ Proficient	+ Well Developed
------------------	---	--------------	------------------

Charter School Compliance Checklist

Does the Board and the school . . .	YES	NO	In process
1. have a documented policy for suspensions and expulsions?	X		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	X		
3. send newsletters and other parent communications home in the predominant languages of the school community?	X		
4. implement a comprehensive special education program that complies with applicable governing laws?	X		
5. implement a comprehensive program for English Language Learners that complies with federal law?	X		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	X		
7. ensure that accurate minutes from Board meetings are maintained and published?	X		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	X		
9. maintain a functioning parent organization?	X		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	X		
			11