

THE UNIVERSITY OF THE STATE OF NEW YORK/ NEW YORK STATE EDUCATION DEPARTMENT
OFFICE OF SCHOOL IMPROVEMENT AND COMMUNITY SERVICES
COMPREHENSIVE MONITORING FEEDBACK MATRIX 2008-2009

Ross Global Academy Charter School
52 Chambers Street (elementary grades) and 55 E. 25th Street (middle grades), New York, NY
CSD # 2 Manhattan
Head of School: Julie Johnson
Visit Date: Wednesday, March 18, 2009
Report Date: Friday, May 15, 2009

Mission: “Ross Global Academy Charter School’s mission is to transform the way education prepares students for the future. Through systematic interdisciplinary instruction, built upon deep knowledge of the disciplines and commitment to fundamental skills, immersion in worldwide cultural history and current world events, intercultural dialogue, and fluency in new technologies, we endeavor to prepare students for the global challenges of the 21st century. The Ross Global Academy serves students from diverse cultural backgrounds with varied learning styles and cultivates engagement in life-long learning and well-being.”

Team that attended the Monitoring Visit: Kalimah Geter, Jamal Young, Dr. Moshe Gans, Crystal Cumberbatch-Greene and Dr. Kathryn Ahern

Areas of Strengths:

- The School has a commitment to include parents in the governance of the School. Two parents serve on the Board of Trustees.
- The Trustees have contracted a consulting firm, CSBM, to strengthen the fiscal and operations support for the School.
- Professional development has been sought by administrators, through networking, to meet the on-going needs expressed by the instructional staff.
- School leadership offers continuous professional feedback to instructional staff. Teachers agree that the feedback received is beneficial in moving instructional practice forward.

Areas of Non-Compliance:

- Evidence of fingerprint clearance must be provided for the 24 staff members.
- The School employs three teachers without certification or qualifying exemption. The School must submit a plan to come into compliance with § 2854(3) of the Education Law.
- The School is currently serving grades kindergarten through three and grades six to eight. The approved charter indicates that at this point the School should be serving grades kindergarten through eleven.
- The School is under-enrolled, serving 318 students versus 440 as per the approved charter.
- The School has eliminated its after school and Saturday programs.
- Teachers have not received the \$1,000 to attend conferences, as stated in the approved charter.
- Chinese language instruction has not taken place consistently across all grade levels, as approved in the charter.

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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Areas of Concern and/or Needs Improvement:

- The School does not have a nurse at the 25th Street location. If students need medical attention, Emergency Medical Services (EMS) has to be called to the School. This is a concern for the safety and efficient care of the students.
- Classroom management was a notable concern in many classrooms.
- Teachers at the middle school location have not received adequate support, in terms of professional development and faculty meetings. A feeling of isolation was expressed.
- Middle grade students report feeling as if they are being taught by teachers who seem ill-prepared to teach certain subjects effectively.
- The School concluded the 2008 fiscal year with less than \$20,000. This was largely attributed to an administrative error by the Ross Institute, acting on behalf of the School. Close attention must be paid by the Trustees, particularly the finance committee, to ensure the ongoing fiscal strength of the School.
- During the Board interview, Courtney Ross stated that the School had set a fundraising goal of \$300,000 and was two-thirds of the way in reaching the goal. Independent conversations revealed the fiscal and operations team were unaware of these fundraising efforts.

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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CHARTER ESSENTIALS

Implementation of provisions as written in approved charter			
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School is implementing its philosophy as written in its approved charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School is using its instructional methodologies as written in its approved charter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Student Achievement Goals (or the goals within the Charter School Accountability Plan if applicable)			
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School is monitoring performance goals and is collecting student assessment data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School is making AYP and is in Good Standing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Revisions to charter (if applicable) Documentation (e.g. memoranda from School and Authorizer) to demonstrate the Board of Trustees (BOT) and the chartering entity have approved all changes made to charter (if applicable).			
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Copies of BOT minutes showing approval of the recommended changes are provided, as well as copies of letters from the authorizer and Board of Regents (BOR) showing approval for all changes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
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<p>Observations/Comments:</p> <ul style="list-style-type: none"> All Board minutes were found to be in order, showing approval of changes and including copies of letters to the authorizer as evidence of revisions approved. The School has monitored performance goals and collected student assessment data. 	
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CURRICULUM, INSTRUCTION, AND ASSESSMENT

Description of Instructional Program			
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Objectives posted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Up to date student work displayed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Teachable moments recognized	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student misbehavior was not consistently addressed by teachers. Students were noted

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
			as acting out in several classrooms.
Teacher strength in content knowledge displayed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Transitions smooth and efficient	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Positive teacher feedback observed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Rules and Behavior plan observed and/or displayed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Classroom rules were not visible in several classrooms at both locations.
Student Work and Classroom Observations			
Instructional strength was satisfactory at all grade levels and subject areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Students were actively engaged in learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Students were off-task at both locations. Middle school students attributed misbehavior to the lack of teachers' instructional knowledge and confidence.
Time on task was well spent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Differentiated instruction was observed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Effective classroom management skills practiced.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Effective classroom management was not evident in many classrooms.
Assessments Administered to Students			
School administers all assessments indicated in its charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School retains detailed, comprehensive records on student achievement for all local, State, and national assessments.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School applies qualitative and quantitative assessment results to inform decisions and planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Academic performance of the students demonstrates the School is educationally sound.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
In the case that portfolios are employed, the evaluation rubric is clear and is applied consistently by all staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
Observations/Comments: <ul style="list-style-type: none"> In the classrooms that were observed, many students engaged in off-task behavior without evidence of teacher redirection. In one classroom a teacher was observed screaming at the students with a lack of self-control and visible frustration. Most classrooms lacked smooth transitions. 			
BOARD OF TRUSTEE MEETINGS			
The School's Board of Trustees asserts professional experience in the areas of education, law, finance, real estate and non-profit governance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Board members are assigned to a committee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Public Notifications			
The School maintains records to demonstrate public notification of BOT meetings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Minutes to Date			
Board minutes indicate that the BOT meets regularly and attendance is consistent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Minutes indicate the BOT functions as governing structure that holds final authority for policy and operational decisions of the School per §2853(1) (f).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Minutes indicate all votes are taken with a quorum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BOT meetings are held in a location convenient for parents/staff to attend.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The BOT does not vote via telephonic means or via e-mail. All members are either present or otherwise seen (e.g. via video conferencing) when voting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Data Provided at BOT meetings			
BOT members are kept aware of school occurrences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School leaders regularly inform the Board of Trustees of School activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
Revision to by-laws (if applicable)			
By-laws are consistent with charter and consistent with NYS provisions, Education Law §226(2) and 2853; Not for Profit Corporation Law, §712.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Observations/Comments: <ul style="list-style-type: none"> • The Trustees have expertise in education, law, finance and real estate. • Board minutes are comprehensive and provide the trustees with academic, operations and fiscal information. • Board Attendance at meetings during the 2008-2009 school year has been strong and consistent. • New trustees have recently joined the board. Formal membership is pending NYCDOE approval. • The School and trustee minutes reflect the issuance of public notifications of BOT meetings; meetings are conducted at the School. • Minutes indicate all votes are taken with a quorum and that members do not vote by telephone. • The principal has developed a "dashboard" template for presentation to the Board of Trustees. 			
COMPLAINT PROCESS			
Complaints received by BOT to Date			
The School maintains records pertaining to all formal complaints made to the BOT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
All complaints have been addressed in a timely fashion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Evidence of Resolution of Complaints			
The School maintains evidence of resolution of complaints.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Observations/Comments: <ul style="list-style-type: none"> • The School reports that the Board of Trustees has received no formal complaints from parents during the current school year. • Concerns raised by parents tend to be addressed by the School's leadership team. • The 2008-2009 Student Family Handbook includes parent complaint procedures consistent with § 2855(4) of the Education Law. 			

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
FISCAL			
Budget in approved charter			
The School budget ensures staffing and service delivery is aligned to the charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Tax Exempt Status			
The School has attained tax-exempt status within one year of being chartered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Dissolution Policies			
School has a dissolution policy in the case it faces closure.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The School maintains an escrow account for dissolution per Section 8.5 of its charter agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Financial Reports			
The School maintains a system for financial reporting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Fiscal Controls			
The School demonstrates it has systems in place for fiscal controls.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Contract(s) for Provision of Services			
Contracts between the School and its Institutional Partner/Charter Management Organization are current, signed and in accordance with approved charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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Observations/Comments:

- According to the audited financial statements of RGACS for the fiscal year ending June 30, 2008, the School had a change in net assets of (\$1,074,566). The School had a surplus from operations of \$1,108,768. RGACS has net assets of \$82,535. Cash at the end of the fiscal year was reported at \$17,364.
- Debts in excess of \$1M were forgiven by the Ross Institute.
- The budget is aligned to meet the instructional and operational needs of RGACS.
- The board of trustees receives monthly and quarterly financial reports from RGACS.
- Additional financial reports are prepared on a monthly basis.
- The School has attained tax-exempt status.
- The School has retained Charter School Business Management (CSBM) to provide fiscal and operations support.
- CSBM provides a liaison to the School throughout the week.
- The independent audit made three findings concerning the fiscal controls and policies of the School.
- CSBM provided evidence to demonstrate the findings have been addressed by the School.
- CSBM will initiate a pre-emptive meeting with auditors in March or April of 2009 in preparation for the 2009 audit.
- CSBM provides the trustees with cash flow projections, budget vs. actual expenditure reports and additional support related to records management of staff and students.
- CSBM projects a year end surplus of approximately \$127,000.

SCHOOL GOVERNANCE STRUCTURE, INCLUDING PARENTAL & STAFF INVOLVEMENT

School Organizational Chart			
School organizational structure aligns to the structure indicated in the approved charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Complaint Procedures			
Complaint procedures have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The procedure clearly outlines the proper steps and provides detailed contact information in accordance with §2855(4) of the Education Law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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Observations/Comments:			
<ul style="list-style-type: none"> • Two parents were recently selected to serve on the RGACS Board of Trustees. • The Student-Family Handbook was distributed to families in August 2008 and is available online. • Parents report the principal is responsive to the concerns and requests raised concerning discipline and safety. • The School recently created a Parent Teacher Association in collaboration with the New York State Parent Teacher Association. • The School organizational chart is aligned to the management, staffing and reporting structure at RGACS. • Complaint procedures are clearly outlined and in accordance with §2855(4) of Education Law. 			

ADMISSIONS POLICIES AND PROCEDURES

Class Registers			
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Enrollment data correlate with size and configuration as approved in the charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The current grade configuration is not in compliance with the charter. The School is currently serving grades K-3 and 6-8, instead of grades K-11 as approved.
Student enrollment is within prescribed parameters described in charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The enrollment is not within the prescribed parameters of the charter. The current enrollment is 318 instead of the approved 440.

Record of Student Admissions			
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Student records are kept confidential.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Admissions data demonstrate strong retention of students from year to year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School records are only transferred with parent consent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

List of Discharges to Date with Reason(s) for discharge			
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The School maintains organized discharge data to indicate reason for students' departures.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Involuntary transfer is not offered as an option.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
Procedures used to verify student residency			
Students in CSD are given preference (beginning with students entering 2008).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Student Demographics			
School maintains disaggregated data by reportable subgroups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Materials pertaining to recruitment of students and conduct of admission lottery.			
Parents/Guardians can easily access applications for the School.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The application requires only basic information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The School provides assistance to families in need of help with the application. (Including translation services when deemed necessary.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Admissions policy is implemented in accordance with §2854(2) (a) and (b) of Education Law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School is open to all students; with the exception of students residing within its located community school district, the School does not require students meet admissions criteria.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
No student is denied admission due to his/her disability, intellectual ability, and measures of aptitude, athletic ability, disability, race, creed, gender national origin, religion or ancestry.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School holds open houses and makes recruitment efforts in accordance with charter. (Offering second language and/or translation services as needed.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The School holds an annual lottery and maintains preference in accordance with §2854(2) of the Education Law.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The School maintains documentation to demonstrate evidence of good faith effort to attract LEP, ELLs and SWDs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
Waiting List by Grade			
The School maintains a wait list of students seeking admission to the School. The list is maintained in accordance to lottery or by date of submission (if application was received following lottery) and divided by grade level.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Observations/Comments: <ul style="list-style-type: none"> • The School has submitted a request for revision to the Board of Regents to rectify the enrollment discrepancies. • Admissions and lottery procedures were found to be in compliance with the charter. 			
SCHOOL DAY SCHEDULES			
School Calendar			
The School offers the number of days that are approved in the charter (a minimum of 180 days of instruction or its equivalent).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Daily Schedule			
The School offers a minimum of 5.5 hours of instruction to 7 th -12 th graders and/or a minimum of 5 hours of instruction to students in grade K-6 or its equivalent throughout the school year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The daily calendar (and implementation of) demonstrates students receive instruction in all tested areas, even if they are integrated into other subject areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The daily calendar (and implementation of) demonstrates students receive instruction in all the learning standards, even if they are integrated into other subject areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
After School, Saturday, or Sunday programs			
After school, Saturday and/or summer program is offered in accordance with charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The after school and Saturday programs have been eliminated.

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
The School uses non-public funds to provide optional after school, summer school and/or Saturday programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The School offers additional support services to students. Services include tutoring, academic enrichment, dance, music, physical education, test prep, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Observations/Comments: <ul style="list-style-type: none"> • The School is out of compliance with the charter in regard to the offering of an after school and Saturday program. • The School has submitted a request for revision to the Board of Regents to rectify the elimination of the after-school and Saturday programs. 			
PARENT AND COMMUNITY INVOLVEMENT PROGRAMS/ACTIVITIES			
Parent Survey			
Results gathered from the School's parent satisfaction survey indicate the parents are satisfied.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
A majority of parents participated in the parent satisfaction survey.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There was a response rate of 22% on the 2007-08 Learning Environment Survey. The School must create a more innovative approach to get a majority of parents to complete the satisfaction surveys.
Involvement of Parents in School Governance			
A Parent Advisory Committee has been established in accordance with the approved charter. (As applicable.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Other Evidence of Engagement with Parents and Community			
Written communication to parents is clear. Material to parents is provided in the parents' dominant mode of communication as needed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
Courses, programs and/or services offered to parents, family/community members.			
GED preparation courses, technical certification course or other similar programs/services are not offered with general school funds, to students, parents or family members.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>Observations/Comments:</p> <ul style="list-style-type: none"> • The School reports a 22 percent response rate to the Learning Environment Survey for the 2007-2008 school year. • During interviews, parents provided the following information on RGACS: <ul style="list-style-type: none"> ○ Students are enthusiastic about the School and have demonstrated significant academic progress. ○ The curriculum is rigorous, but may lack sufficient differentiation to meet the needs of all students. ○ School discipline has been a challenge because RGACS lacks coherent resources for meeting needs of students with disabilities. ○ The handbook was recently revised by the School, but has not been distributed to parents. ○ Trustees engaged parents in the process of hiring the School principal. ○ Parents visited the Long Island Ross School and found curriculum to be aligned between schools. ○ RGACS conducted grade level meetings with parents to provide information about the curriculum. ○ The School no longer offers a Saturday or after school program. The Saturday program was eliminated due to a significant decline in participation, according to the previous principal. ○ Parents expressed dissatisfaction with the lack of Chinese language instruction at the School. ○ RGACS does not offer structured athletics. ○ RGACS did not develop a program for Black History Month. • The School conducted an independent survey of parents in December 2008. <ul style="list-style-type: none"> ○ The School has an enrollment of 318 students. Parents of 93 students responded to the survey. The estimated response rate to the School's survey is 28%. ○ 33 percent of parents disagreed that the School provides challenging academic goals. ○ 40 percent of parents disagreed that the curriculum is rigorous. ○ 82 percent of parents agreed that their child/children receive the extra support they need. 			

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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IDENTIFICATION OF LIMITED ENGLISH PROFICIENT STUDENTS

Evidence of Home Language Survey (HLS)			
The School maintains HLS for every student enrolled.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	One student was found without a home language survey on record (Alice Ciobance). The School must submit a completed home language survey for the aforementioned student.

SCHOOL FACILITIES

Map of the School			
Facility permits School to accommodate the programs and services detailed in its charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Charter school does not house any grade at more than one site.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Condition of Physical Plant			
Condition of Physical Plant was high: clean, well lit, safe, conducive to subject (PE / lunch included).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Facility meets architectural access requirements for persons with disabilities, as indicated in the ADA and local building codes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Emergency Plan and Procedures			
An approved SAVE plan is in place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Emergency Plan is in place.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School conducts (and logs) twelve fire drills each year with eight of them occurring before the month of December.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Certificate of Occupancy is current.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

INSURANCE COVERAGE

Copy of Policy			
Insurance documents reviewed demonstrate the School holds current coverage, including: liability, property loss, and personal injury of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
Observations/Comments: <ul style="list-style-type: none"> The School holds current coverage including liability, property loss and personal injury of students. The current premium is \$17,779. The proposed renewal premium is \$22,249. The per student rate is expected to decrease in the renewal term by approximately .50 cents per student. 			
QUALIFICATIONS OF TEACHERS AND OTHER STAFF			
Building Staff Roster			
The School maintains an accurate, updated list of all school personnel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Teacher Certifications			
Teachers are certified in accordance with the requirements applicable to other public schools; provided it may employ up to 30% of its teaching staff, or 5 teachers (whichever is less) who meet the criteria listed in §2854(3)(a-1) of Education Law.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The School employs three teachers without certification or qualifying exemption. The School must submit a plan to come into compliance with the 30/5 law.
Evidence that required background checks			
The School maintains documents to demonstrate each staff member has been cleared for employment by NYS. (Emergency conditional clearance has been attained for each staff member as necessary.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Evidence of fingerprint clearance must be provided for the following staff as per §2854(a-2)(i) of the Education Law: Allen, Auguste, Brown, Buxton, Devane, George, Johnson, Martin, Marzan, Mulhern, Neuage, Noguera, Quattara, Reid, Rhinehart, Richards, Rosenberg, Ruiz, Sanchez, Szeli, Trazino, Ukai, White and Wilson.
School Policies and Procedures for Staff Recruitment and Selection Process. Evidence BOT makes final decisions			
Policies and procedures for staff recruitment and selection process are clear.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
BOT makes final employment and termination decisions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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Observations/Comments:

- As per §2854(3)(a-2)(i) of the Education Law, fingerprinting of all prospective employees is required. Fingerprint clearances for the aforementioned staff members must be obtained as soon as possible. In the interim emergency clearances must be approved by the Board of Trustees.

PROFESSIONAL DEVELOPMENT

Copy of Professional Development Plan or Board minutes indicating adoption of Professional Development Plan (Consolidated Application and Technology Plan)

Professional development offered matches that described in charter.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The charter requires a \$1,000 allocation for instructional staff, to attend professional conferences as per the approved charter. RGACS must provide this option to teachers.
School provided evidence of teachers' participation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Staff members interviewed express satisfaction with professional development that is offered.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
The principal conducts regular, on-going meetings/dialogue with teachers to discuss student performance and instructional practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Observations/Comments:

- The School has two consultants to lead the professional development effort. Each consultant is available three days per week.
- Teachers interviewed are satisfied with the professional development that is being offered. Teachers recommended that the professional development sessions be more nuts-and-bolts as opposed to general theory.
- The School leadership team has continuous professional dialogue with teachers at both locations. Teachers report that this is beneficial to their professional growth.
- The principal reports that the professional development budget is \$160,000.

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
STUDENT DISCIPLINE PROCEDURES			
Student Code of Conduct			
The School implements the student Code of Conduct in its approved charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Parents receive a copy of the Code of Conduct.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Students are not withheld from academics due to a uniform violation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Family/Student behavioral contract is voluntary.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
List of Student Suspensions with Parent Notifications			
Suspensions are properly documented. Repeated suspensions are supported by action plans to improve behavior.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
School demonstrates that parents are notified of suspensions in a timely fashion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Suspended and/or expelled students are afforded due process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The School must provide clear communication to students and parents, regarding their right to appeal a suspension.
Evidence that Suspended Students Received Alternate Instruction, Not Just Assignments			
School properly offers alternative instruction.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The School must provide clear communication to students and parents that they have a right to receive alternative instruction within, 24 hours of a suspension.
Evidence of Due Process			
The School retains evidence that due process procedures are followed for all disciplinary action.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The School must retain records of the due process procedures that were followed for all disciplinary actions.
Observations/Comments: <ul style="list-style-type: none"> • The School provided several suspension letters that were inconsistent. None of the letters offered alternative instruction. Only two letters noted an option for a conference, but it was not clear that the conference related to the student's right to appeal. • The School did not have any documents related to the due process procedures that were taken for any disciplinary actions. 			

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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- The principal reported that students are not withheld from classes for uniform violations. However, the Parent Handbook states that "students may be detained until a parent brings a uniform." The handbook also states that repeat offenders may be deemed "not ready to be part of RGA." Referrals to suspensions, expulsions and withholding from classes must be eliminated from the handbook. The School may not suspend students or encourage families to leave because of uniforms. What system does the School have in place for students unable to afford uniforms?

COMPREHENSIVE HEALTH AND PUPIL SERVICES, FOOD SERVICES, AND TRANSPORTATION

School Health Services			
Nursing services are provided in accordance with the charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Medication is kept in a secure, locked storage cabinet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
All student medication is provided in its original container with specific dosage instructions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Daily provision of medication is noted in a log.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
An external defibrillator is on site, and staff has been trained in its use.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The School must provide a list of currently employed staff that has been trained in the use of the defibrillator at the middle school location.
Student Immunization			
Immunization/ Health records are received for each student and are properly maintained and updated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
VADIR Data			
School submitted Violent and Disruptive Incident Reporting (VADIR) data in a timely fashion.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Transportation			
Transportation services provided for all days of mandatory attendance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Food Services			
Food services provided as described in the approved charter.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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Observations/Comments:

- The School employs a nurse; however, the nurse does not service students at the 25th Street location. If students need medical attention, Emergency Medical Services (EMS) has to be called to the School. This is a concern for the safety and efficient care of the students. The School should look at alternative options for safeguarding the health of all Ross Global Academy students, in all locations.

SPECIAL EDUCATION SERVICES

Description of CSE referral procedures			
The School immediately initiates CSE referrals on students enrolled in the program who are determined to require updated IEP goals and objectives, further evaluation, changes in program and/or related service recommendations, and/or have incomplete or incorrect IEPs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Communication of IEP Responsibilities			
The School assures that each appropriate teacher, related service provider, and other individuals with IEP implementation responsibility are informed of their specific responsibility related to implementing the IEP and specific accommodations, program modification, and supports that need to be provided to the student.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Implementation of Programs and Services			
Programs and services for students with disabilities provided by the School are implemented within required timelines and in accordance with their IEPs. (FAPE/LRE).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Service/Program Providers			
Special education programs and services are provided by appropriately certified/licensed individuals. (FAPE/LRE)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Observations/Comments:			
<ul style="list-style-type: none"> All student individualized education plans (IEPs) were up to date. Services were found to be appropriately provided and service provider schedules gave evidence to the service provisions indicated. The School has submitted the required focused review report to the NYSED Office of Vocational and Educational Services 			

Monitoring Items	Y Yes	N No	<u>REQUIRED ACTION</u> for Items with "N" Status
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for Individuals with Disabilities. The report is currently under review.