



**Department of
Education**

Michael T. Duffy
Executive Director
Charter School Office

52 Chambers Street
Room 413
New York, NY 10007

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

September 29, 2009

Mr. Gregory Lobo Jost
Board Chair
Bronx Community Charter School
2348 Webster Avenue
Bronx, NY 10458

Dear Mr. Jost,

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

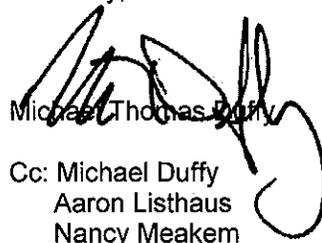
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. 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 **October 16, 2009**.

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

Sincerely,


Michael Thomas Duffy
Cc: Michael Duffy
Aaron Listhaus
Nancy Meakem

Quality Review Report

2008-2009

Bronx Community Charter School

X398

2348 Webster Avenue

Bronx

NY 10458

Board Chair: Gregory Lobo Jost

Dates of review: May 7, 2009

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

&

Joy Stopher (Cambridge Education)

Part 1: The school context

Information about the school

The Bronx Community Charter School ("BCCS") is an elementary school with 100 students from grades K-1. The school population comprises 26% Black, 58% Hispanic, 4% White, 2% Asian and 8% unreported students. The student body includes 12% English language learners and 8% special education students. The average attendance rate for the school year 2007 - 2008 was 90.7%.

Overall Evaluation

Under the committed, reflective, and sensitive leadership of its co-directors, the school has achieved much to be proud of during its first year. It has been exceptionally successful in creating excellent levels of communication with parents and involving them in their children's education. Teachers hold individual conferences with each student and their parent/s to talk about progress and to agree on the next goals for improvement. They provide very detailed reports setting out each student's strengths and interests, and give clear feedback and advice so that parents know how to support their child. The school provides many opportunities for families to take part in school life and this is making a strong contribution to achieving the vision of a genuine "Bronx Community School". The curriculum is broad and engaging and the school is committed to providing authentic learning experiences and encouraging students to be active in their community. Students eagerly discuss their current all-school "Street Tree Study" and are already anticipating the excitement of sharing their work with families and the community on "Street Tree Action" day.

Adults at the school demonstrate a strong commitment to collaborative working and problem solving. They take part in a wide range of professional development activities focused on whole school priorities and individual needs. Grade team meetings, co-teaching, lab-sites, support from the literacy and math specialists and visits to other schools, have all contributed to the development of a collaborative learning community. Leaders are committed to continuing research into the best educational practices to support them in realizing the school's vision. The school recognizes that there is some way to go before it can fully achieve that vision, but it has laid strong foundations in these important areas of professional development and family involvement. Effective strategic planning underpins future development, both at Board level in the longer term and in the action planning for short and medium term improvement. The school's self-evaluation and identification of goals to accelerate student learning and raise achievement, is an accurate reflection of its current position. There is a shared understanding of the need to continue to develop systems and procedures to ensure consistency across grades and classrooms as the school grows year on year.

The school has made a very effective start in its collection, analysis, and use of data to measure performance and progress, most specifically in reading and writing. Comparative analysis does not yet extend to sub-groups such as by gender or ethnicity. Leaders and teachers are well aware of the next steps needed for the systematic development of assessments in all subject areas to support planning and the differentiation of instruction. The use of technology as a tool to manage data efficiently and to enhance teaching and learning is at an early stage of development.

Part 2: Overview

What the school does well

- The co-directors have a clear vision for the school and its future development, which permeates all aspects of their leadership.
- The school has collected a good range of data to measure the performance and progress of students.
- There is an exceptionally high level of collaboration among adults in the school.
- School leaders have identified goals for future development and have put a plan in place to achieve them with clear timelines.
- The school has made good progress in involving students and families in discussing individual goals for improvement.
- The school has developed excellent communication with families to enhance student learning.
- The curriculum is broad and engaging with many opportunities for practical activities, which deepen learning.
- There is an extensive program of professional development and good systems in place to bring about improvements in teaching and learning.

Areas of improvement

- Extend the comparative analysis of data to include sub-groups, such as by ethnicity and gender.
- Increase the use of technology to collate and analyze data, and enhance teaching and learning in the classroom.
- Provide staff with additional training in the use of data to support them in differentiating instruction.
- Continue to develop systems and procedures to ensure consistency across grades and classes as the school grows.
- Develop the use of on-going assessments in all subject areas to measure progress and strengthen planning.
- Continue to research the best educational practices to achieve the school's vision.

Part 3: Main Findings

How well the school meets the Charter School Office (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.

The school has made a good start in its collection and use of formative and summative assessments to understand the performance and progress of all students. Summative assessments include the use of Developmental Reading Assessments, Writing Benchmark Assessments, White Plains interim math assessments, and end of unit assessments in science. Teachers maintain conference notes in reading, writing, and math in addition to running records. The comprehensive narrative reports to parents in November and March, (and planned again for June), illustrate the depth of knowledge that the school has for each individual student. The frequency of discussions, for example within grade meetings and with literacy and math specialists, supports the ongoing collection of data. School leaders analyze trends in performance and progress across classes and grades. This does not yet extend to a formal comparative analysis by gender or ethnicity.

The collection and analysis of data is strongest in reading and writing, reflecting the current student population of kindergarten and first grade. The school makes effective use of math data to identify struggling students for additional support. In addition, it has developed a valuable progress report booklet, which records student progress in personal and social development, work habits and physical development alongside English language arts, math, and science and social studies. The school's self-evaluation and subsequent identification of goals in this area, recognizes the need to continue to develop its collection and analysis of data, incorporating the use of technology for greater efficiency. It is working towards systematic and embedded practices to support teachers in understanding and using data consistently well to inform their instruction across all subjects.

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 high levels of collaboration among adults is a significant factor in helping the school move forward and to identify its short, medium and long term goals for the future. The process began to take shape at the two-week summer institute before the school opened. This focused on the development of a shared understanding of the new school's culture and overarching goals, together with time for planning. The summer institute, the January retreat and the timetabled professional development each Friday, form an effective organizational structure to support goal setting, evaluation, and the revision of plans.

In order to engage the wider community in decision-making and prioritization, the school has set up a Community Council. This is a forum for families and staff members and the meetings are open to the whole community. As the school moves towards its second year, the Council is planning to welcome new families to the school to maintain and increase further the extent of parental involvement. Communication with parents and family involvement are strengths of the school and they are having a positive impact on student learning. Families get involved in school life in a variety of ways such as reading with children, cooking, field trips, and celebrations. Kindergarten students described the "family interview" where "they show us activities". The school invites each family at a specific time, for the kindergarten class to interview them. Families then share an activity, such as music, food, or games, which is special to their own family. Students are beginning to demonstrate a real understanding of the diversity of their community and are building a genuine respect for each other's cultures. The school sets out its mission, goals and expectations through the family handbook and very regular communications.

The school has made good progress in involving students and families in raising student achievement through the setting of individual goals for improvement. It holds individual conferences for the teacher, parent, and child to meet together in the fall and again in spring. The high level of attendance (99% and 98% respectively) illustrates the level of importance credited to the process. Students present their own work, parents share what they have noticed at home, and then all agree on goals for the next period. In addition to the individual conferences, families receive very detailed reports about their child. These contain extensive narratives, which vividly describes how each child interacts with others and their work in class, often quoting the student's response in class. The report goes on to identify strengths and interests. It clearly sets out a number of individual goals, which presently mainly focus on reading, writing, math, and the development of strategies for learning. This process is a strong foundation on which to accelerate student learning in all subjects.

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 proficient.

The school's mission is based on the principle that "children learn best when they are active participants in their own learning". As with other aspects of its work, the school has made a good start in developing a broad and engaging curriculum. There are many opportunities for students to take part in practical, hands-on activities to reinforce, enrich, and deepen learning. The staff has worked well together to develop interdisciplinary projects and make meaningful links between subjects. Displays of projects and artwork in the hallways reflect this whole school approach.

The core curriculum accesses State standards and the school uses the workshop model for reading and writing, and investigations in math, further reinforcing the practical approach to learning. Students enjoy lessons in art, drama, drumming, and music. The school makes good use of its attractive, enclosed outdoor space to support environmental learning first hand.

All adults at the school are actively involved in the learning process, reinforcing the concept of a community learning together. The school aide leads science inquiry in kindergarten, the operations manager teaches physical education, the director of finance

reads aloud to students, and the co-directors work on targeted interventions. This makes a significant contribution to the level of mutual trust and respect within the school and the quality of relationships. Each class has two teachers and this, together with the use of other adults, means that there are opportunities for whole class, small group, and individual instruction, providing a good basis for the differentiation of instruction. Teachers are continually devising and developing strategies and learning from each other. They are at different stages in their understanding and use of data to inform instruction. However, teachers expressed an awareness of the need to increase the use of technology, and extend and refine assessment data as a next development step.

Attendance has shown a steady improvement from 86% in October to 93% in April. This followed the direct involvement of the co-directors in explaining the importance of attendance to families, with follow-ups and conferences with those who failed to improve.

The close, day-to-day involvement of the co-directors and their very regular meetings with teaching pairs to discuss progress ensures a high level of accountability and ownership among staff. The school is now facing the challenge of ensuring that its curriculum planning links closely to assessed learning outcomes in each of the subject areas, and mapping out projects well in advance to identify the most meaningful interdisciplinary links. It is also investigating a strategic approach to the development of the use of technology to enhance learning and teaching.

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.

The school gives professional development a very high priority as an important component in accelerating student learning and achieving goals. The high level of collaboration between adults underpins that process and creates a climate of honest self-reflection. A teacher commented that, "there are real structures in place to put children first", referring to the child study teams, professional development and the notion of the whole child. There are effective structures in place to support teacher growth and instructional improvement. The school makes good use of the literacy and math specialists as teacher coaches and instructional specialists. They model lessons and work in classrooms alongside teachers. They observe lessons and provide frequent feedback. Other effective structures include weekly lab sites, grade team meetings, intervisitation, and visits to other schools. One staff meeting each week is devoted to logistical procedures, helping to ensure that the school runs smoothly.

Each teaching pair meets with the co-directors one week and with the instructional specialists another. This has proven to be a powerful forum to address concerns, provide feedback, and formulate action plans for individual students. Each teacher has an individual professional growth plan based on needs identified by teachers, administration, and data.

To support less experienced teachers, the school creates pairs of veteran and novice teachers as the co-teachers for a class. Handbooks provide helpful information and very good use is made of the summer institute to build teams and collaborative working practices. The school has already begun to plan the support it needs to provide for the new staff joining the team. The personnel committee responsible for hiring the new staff included staff and parents, an indication of the level of transparency and collaboration.

The school has developed a range of supportive partnerships to help achieve its academic and personal goals for students, including those with Partnership for Parks, Schools Attuned, Drum Power, and Fordham Bedford Housing Corporation. In school, the counselor meets with individual students, small groups, and families and contributes to the teaching of the social studies curriculum.

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 has achieved much to be proud of during its first year. The co-directors have demonstrated commitment, sensitivity, and genuine self-reflection. Their shared and clear vision for the school permeates all aspects of their leadership. They have created a true leadership partnership, which staff commented was a "good role model for the partnership working throughout the school". They take their own professional development and growth seriously and are committed to continuing their research into the best educational practices to support them in realizing the school's vision.

Individual student outcomes are at the heart of the school's systems and structures. Adults are committed to setting goals with timeframes, and measuring progress towards achievement. This happens at the individual student level, with families, in classes, grades, and school-wide. Teacher and co-teacher class goals align with the needs of their students, with very effective systems in place to make the necessary modifications on a weekly, if not daily, basis.

The school recognizes that there is some way to go before it can fully achieve its long-term vision, but it has laid strong foundations in the important areas of professional development and family involvement. Through this, leaders have gained the support and commitment of the community. Effective strategic planning underpins future development, both at Board level in the longer term and in the action planning for short and medium term improvement. The school's self-evaluation and identification of goals to accelerate student learning and raise achievement, is an accurate reflection of its current position. Already, lessons learnt this year are guiding decision making for the next. There is a shared understanding of the need to continue to develop and refine systems and procedures to ensure that the school maintains consistency across grades and classrooms as it grows year on year, while retaining its unique characteristics and philosophy.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities. The Board is responsible for the overall direction and fiscal well-being of the school and must adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results.

This area of the school's work is proficient.

The BCCS board is providing adequate oversight to the school and plans to evaluate both school leaders (Martha Andrews and Sasha Wilson) at the end of the school year. The board receives regular updates from both school leaders of the school and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (dashboard, scores, summaries, internal measures) information as it relates to the educational programs offered by the school. The school's nine-member board remains stable and the present board plans to add two additional members including a parent and a staff member. The board identified continued support and development of the school leaders as a high priority. The board remains focused on the school's financial needs and worked with a fundraising consultant to develop goals for the upcoming school year. The budget preparation process is holistic and involves board members, administrators, teacher inputs, and school leaders.

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

This area of the school's work is proficient.

The BCCS board has contracted an audit firm to produce school's financial statements. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of June '09 casts a good financial position with liquid assets totaling \$484,317 and current liabilities of \$252,907. The school is in good position to meet its short-term financial obligations. The statement of activities as of June '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting a positive balance of \$167,743 for August '09 period.

During the visit, the school officials were interviewed on the procurement process, check signing, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. Generally, the school is following its adopted financial policies and has adopted sound internal controls. An appropriate balance of segregation of duties is in place among fiscal and operational staff. Paid invoices demonstrate that staff is following the process of purchase order approvals, ordering and receiving of goods, presence of packing slips and invoices along with proof of payment. The school may want to adopt formal mechanisms for reimbursing the co-directors' expenses and have it approved by proper entities at the school level. The school has not tagged all its assets for inventory purposes at this point.

These comments must be taken into account while keeping the context of charter school sector in New York. The comments reflect relatively minor issues that are not out of norm for a charter school in its first year of operation.

Charter School Office Quality Criteria 2008-2009

Bronx Community 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?			X	
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.			
<i>To what extent do school leaders...</i>	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.			
<i>To what extent do school leaders...</i>	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.			
<i>To what extent do...</i>	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
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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		