

SchoolWorks



Grand Valley State University Charter Schools Office Renewal Site Visit Protocol

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Part I: Introduction

What is the Grand Valley State University Charter Schools Office Renewal Site Visit?

The Grand Valley State University Charter Schools Office (GVSU CSO) Renewal Site Visit (RSV) is an opportunity the GVSU CSO can use to understand and explain how well schools are working to educate students. The RSV places a team of experienced educators from the GVSU CSO in a school to collect and analyze data about school performance. The length of the RSV is one day. The GVSU CSO will work with schools to create schedules and invite stakeholders to focus groups and meetings accordingly.

The RSV is based on a transparent, research-based set of standards – the GVSU CSO Renewal Benchmarks – that serve as the framework to understand the effectiveness of school practices. The RSV is used to promote understanding and dialogue between the school and the GVSU CSO.

What are the GVSU CSO Renewal Benchmarks?

The GVSU CSO Renewal Benchmarks include a set of standards used to assess critical aspects of a school's operations. The Renewal Benchmarks seek to address four Renewal Questions:

- 1) Is the school an academic success?
- 2) Is the school an effective, viable organization?
- 3) Is the school fiscally sound?
- 4) Is the school a safe environment that promotes effective teaching and learning?

The Renewal Benchmarks are organized according to the above renewal questions, with corresponding benchmarks and standards (see Appendix D for the Renewal Benchmarks). These are based on research of best educational practices.

How does the RSV process work?

The RSV places a team of educators in a building for one day to gather information related to the GVSU CSO Renewal Benchmarks. Given the breadth and depth of the Renewal Benchmarks (found in Appendix D), the RSV focuses specifically on five of the Benchmarks in particular, which can be found in Part III: Key Questions and Indicators.

- 1) **Is high-quality instruction evident throughout the school?** (Benchmark 1D: Pedagogy)
- 2) **Does the school promote cultural sensitivity and responsiveness to the school population?** (Benchmark 4B: Culture and Climate)
- 3) **Does the school have strong instructional leadership?** (Benchmark 1E: Instructional Leadership)
- 4) **Has the school been faithful to its mission and has it implemented the key design elements included in its charter?** (Benchmark 2A: Mission & Key Design Elements)
- 5) **Does the school organization effectively support the delivery of the educational program?** (Benchmark 2c: Organizational Effectiveness)

The RSV utilizes multiple sources of evidence to understand how well a school is working. It extends beyond standardized measures of student achievement to collect evidence in relation to the protocol's key questions and indicators.

Evidence collection begins with the review of the key documents submitted through EdLusion that describe the school and its students (the documents that will be reviewed can be found in Appendix A). The documents are reviewed by the RSV team prior to arrival on site. This provides the team with initial information about the school's programs and the students it serves.

While on site, evidence collection continues through classroom visits and interviews with key school stakeholders. After collecting evidence, the team meets to confirm, refute, and modify its hypotheses about school performance.

The RSV team uses evidence collected through these events to develop findings in relation to the key questions found within this protocol. Following the visit, the team provides a brief oral report to school leadership about its findings.

The RSV places a high value on engaging the school in understanding its own performance. The process may be described as an open, frank, professional dialog between the school and the RSV team. The professionalism of the school and team is essential in the process. Both the school and the team have clear roles and responsibilities that are designed to promote good rapport and clear communication. All team members are governed by the GVSU CSO's Core Values (found in Part II). Honesty, integrity, objectivity, and a focus on the best interests of students and staff are essential to the success and positive impact of the RSV process.

What are the general steps in the RSV process?

Pre-visit Planning and Analysis

The GVSU CSO works with the school to organize the schedule for the RSV. Prior to the visit, RSV team members review documents and record their initial assessments about the school's performance according to protocol indicators.

Evidence Gathering On Site

On site, the RSV team conducts classroom visits and interviews with key school stakeholders.

Development of Findings

The RSV team's primary objective is to develop findings in relation to the key questions. To come to consensus on a set of findings, the team works together to collate and discuss available evidence collected throughout the RSV process.

Feedback to the School

While on site, the RSV team leader communicates with school leadership to keep the school informed of the team's progress and to seek the school's input on that progress.

Sample Schedule

Following is a sample visit schedule for an RSV. Schedules and the number of classes observed will vary from school-to-school, depending on the size of the school and the number of RSV team members. The team leader and school leader will work collaboratively to construct a schedule for the RSV based on schedule documents (including the focus group organizer) and guidance provided by school leadership.

Sample Daily RSV Schedule				
Time	Team Leader	Team Member #1	Team Member #2	Team Member #3
8:00–8:30 AM	Team morning meeting			
8:30–9:30 AM	Interview with School Leadership			
9:35–10:20 AM	Classroom visits (2)		Teacher Focus Group #1	
10:25 - 11:10 AM	Department Leadership Focus Group		Classroom visits (2)	
11:15–12:00 PM	Teacher Focus Group #2		Focus group with students	
12:00–1:00 PM	Lunch; Mid-day meeting and RSV team debrief			
1:00–1:30 PM	Non-instructional staff focus group	Focus group with parents		Non-instructional staff focus group
1:35 – 2:00 pm	Final Check in with School Leadership/ Follow-up	Classroom visit (1)	Final Check in with School Leadership/ Follow-up	Classroom visit (1)
2:00– 5:00 PM	Team debrief and moderation; evidence sorting			
5:00 PM	RSV team concludes visit			

Part II: GVSU CSO Core Values

The RSV team is guided in its work by the GVSU CSO's Core Values. At Grand Valley State University's Charter Schools Office, the primary focus is understanding complex problems in the GVSU network of schools, facilitating the design of solutions, and advancing remarkable change in teaching and learning. Our mission, vision, and strategic outcomes reflect the seven core values. These core values provide a foundation and framework for all of Grand Valley Charter School's Office decision-making processes. These core values are described as follows:

1. **EXCELLENCE:** Grand Valley State University Charter Schools Office values excellence in all aspects of our work. Our schools' levels of performance in governance, operations, stewardship of resources, community engagement, and in their students' learning compel us to strive for exemplary and responsible outcomes in all that we do.
2. **INTEGRITY:** Grand Valley State University Charter Schools Office values honesty, fairness, and openness in its actions, transactions, and communications. We value the incorporation of ethics into critical thinking and decision making in our oversight and support work. The value we place on integrity underscores our intention to be trustworthy, dependable, and adhere to legal and regulatory requirements; we aspire to set an example for others in our words and actions. Our stakeholders and the public can count on Grand Valley to make wise decisions and carry them out transparently and with fidelity to the greater university's mission and vision for its future. As members of the Grand Valley community, we hold ourselves accountable to each other, the institution, the families, and students who chose to enroll in a GVSU-authorized charter school, and the broader public that we serve.
3. **INQUIRY:** Grand Valley State University Charter Schools Office values inquiry, which encourages the lifelong pursuit of knowledge to improve teaching and learning. We promote deeper and sustained learning through improvement science. We are committed to informing our work with a diverse mix of skills and a disciplined focus on the science of improvement.
4. **INCLUSIVENESS:** Grand Valley State University Charter Schools Office values all identities, perspectives, and backgrounds and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We believe that diversity competencies are an essential intellectual asset and that a range of thoughtful perspectives and a commitment to open inquiry strengthens our decision making and support for our schools. We recognize that the long-term viability of the institution depends on anticipating and meeting the needs of emerging constituent groups. Therefore, the Charter Schools Office seeks to engage and support diverse community groups to guide our work. Grand Valley is committed to strengthening our communities by recognizing and removing the barriers to participation in school choice and providing safe, inclusive, and effective schools for all.
5. **COMMUNITY:** Grand Valley State University Charter Schools Office values its connections to, participation with, and responsibility to our schools' local communities, Michigan, the State, the nation, and the world. We value the collaboration of staff members with external partners in addressing mutual interests and community needs. To foster and expand these community connections, the Charter Schools Office promotes, values, and honors diverse perspectives.
6. **SUSTAINABILITY:** Grand Valley State University Charter Schools Office values the guiding principles of sustainability in helping to meet our current students' needs without compromising the needs and resources of future students. We model sustainability of best practices by promoting social responsibility, practicing fiscal responsibility, and encouraging environmental stewardship.

7. **INNOVATION:** Grand Valley State University Charter Schools Office encourages and appreciates innovation with a deliberate focus on adaptive innovation that may be implemented with efficacy in more diverse settings. We manage our processes and resources and structure systems to encourage new ideas, creativity in all its forms, and novel approaches to improving schooling.

Part III: Key Questions and Indicators

The following key questions guide the RSV team's work. All evidence is collected in response to these key questions and their respective standards, which are found below. Please note that these key questions and indicators are drawn directly from the renewal guide. Given that you have submitted evidence and a narrative for every single benchmark in the Renewal Guide, the RSV will focus on the key questions/benchmarks below during the site visit.

Key Question 1: Is high quality instruction evident throughout the school? (Benchmark 1D)

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum and State standards.
- Teachers regularly and effectively use techniques to check for student understanding.
- Teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills.
- Teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient.

Key Question 2: Does the school promote cultural sensitivity and responsiveness to the school population? (Benchmark 4B)

- Teachers have effective classroom management techniques/routines.
- The school has an appropriate discipline policy.
- Teachers have received professional development (PD) on cultural responsiveness as related to the specific school populations and have knowledge of the cultures in their classrooms that they apply to their practice.
- There are structures to guarantee that the school and work environment is open to, and accepting of, diversity and free from discriminatory behavior and practices.
- School staff interact with students in ways that respect and encourage their cultural norms, preferences, and native languages that may be different from a teacher's own.

Key Question 3: Does the school have strong instructional leadership? (Benchmark 1E)

- The school's leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed.
- The instructional leadership is adequate to support the development of the teaching staff.
- Teachers are assigned to a mentor or master teacher for the first 3 years of his/her employment in the classroom, in accordance with State law (MCL 380.1526).
- Instructional leaders implement a comprehensive PD program that develops the competencies and skills of all teachers.
- Professional development activities are interrelated with classroom practice.
- Instructional leaders regularly conduct teacher evaluations in accordance with State law.
- Instructional leaders hold teachers accountable for quality instruction and student achievement.

Key Question 4: Has the school been faithful to its mission and has it implemented the key design elements included in its charter? (Benchmark 2A)

- The school faithfully follows its mission.
- The school has implemented its key design elements.

Key Question 5: Does the school organization effectively support the delivery of the educational program? (Benchmark 2C)

- The school has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program.
- The organizational structure establishes distinct lines of accountability with clearly-defined roles and responsibilities.
- The school retains quality staff.
- The school has allocated sufficient resources to support the achievement of goals.
- The school maintains adequate student enrollment.
- The school has procedures to monitor its progress toward meeting enrollment and retention targets for special education students, English language learners (ELLs), and students who qualify for free and reduced-price lunch, and adjusts its recruitment efforts accordingly.
- The school regularly monitors and evaluates the school's programs and makes changes if necessary.

Appendix A: School Document List

The RSV Team will utilize documents previously submitted to the GVSU CSO through EdLusion to prepare for the RSV. The following list indicates which documents, in particular, will be used as part of the RSV.

ITEMS TO BE REVIEWED FOR THE RSV	
Key Question 1	
1.	Instructional expectations (e.g., non-negotiables)
2.	School-wide model of instruction
3.	Instructional initiatives based on identified needs
4.	Teacher evaluation tools
5.	Lesson plan formats, sample unit/lesson plans
6.	PD opportunities/training related to instruction
Key Question 2	
7.	Narrative to describe school's culture and climate; explain how this is achieved
8.	PD opportunities/training on school culture, cultural responsiveness, and diversity/equity/and inclusion
9.	Behavior models and classroom management approach/techniques, including discipline policies
Key Question 3	
10.	Narrative to describe leadership approach
11.	Organizational chart (internal); outline specific roles and responsibilities
12.	A description of the school's teacher mentorship/coaching program, including a sample schedule
13.	Professional development (PD) calendar and artifacts (e.g., PowerPoint slides of PD), including opportunities/training related to development, based on identified needs
14.	Specialists (instructional, intervention, assessment) job descriptions to support staff development
15.	Teacher evaluation tools, including sample completed teacher evaluations and informal observation/feedback forms (names removed)
16.	Coaching schedule and tracker, if applicable
17.	Agendas/minutes from leadership team or other staff meetings
Key Question 4	
18.	Narrative to describe school's focus on its mission and key design elements
19.	Key design elements and artifacts that demonstrate the implementation of the key design elements
Key Question 5	
20.	Organizational chart (internal); outline specific roles and responsibilities
21.	Enrollment and retention (student and teacher) data and process to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced-price lunch, and adjusts its recruitment efforts accordingly; provide historical trends

22. Monitoring systems and procedures; describe implementation and utilization of results to drive changes
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23. Marketing materials/initiatives to support enrollment/retention goals

24. Handbooks (student, parent, staff) and Policies (behavior), including discipline system and policies
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Appendix B: Classroom Visit Tool and Guidance

What is the purpose of the classroom visit tool?

The purpose of the classroom visit tool is to gather qualitative evidence about classroom practices that provides additional evidence to inform the RSV team's findings.

Frequently-asked questions about classroom visits

1. *How does the RSV team select the classrooms that will be visited?*

The RSV team will work with the school to determine how to observe instruction. Representative classes should be selected to reflect a range of teacher experience, a variety of subject areas, the range of grades served at the school, and special services or program classes as they reflect the school's mission. The RSV schedule is developed collaboratively by the RSV team leader and school leadership.

2. *What is the length of a classroom visit?*

It is expected that lessons will be observed for no less than 20 minutes to allow the team to derive an understanding of the lesson and the classroom climate.

3. *What do teachers need to do to prepare for the classroom visit?*

Teachers need not do anything to prepare for an observation. Classes should reflect a typical experience for students and teachers. The RSV team includes education professionals who understand that behavior in the classroom may be unpredictable. The RSV seeks to establish trends across the school, not to assess isolated incidents in a single classroom.

4. *Should teachers expect to interact with the classroom visitor?*

The intent of the classroom observation is to cause as minimal disruption to instruction as possible. Teaching staff does not need to address the observer or provide an explanation of the lesson.

5. *Do teachers receive feedback from the classroom visitor?*

The RSV team seeks to identify trends across the school, not to provide information on the effectiveness of specific classroom practices or individual teachers. Team members will NOT provide feedback to individual teachers, nor will they provide feedback on individual teachers to school leadership. Observations are NOT teacher evaluations. They will not be shared with individual teachers or any other school personnel. They are intended to provide information to the RSV team about the implementation of the academic program, the availability of resources, and any additional evidence that demonstrates aspects of school practices and operations.

School: _____ Date: _____ Subject: _____ Grade Level: _____

Number of Students: _____ Number of Adults: _____ Start Time: _____ End Time: _____ Observer's Initials: _____

Directions: Note whether the indicator in **bold type** has been **observed** or **not observed** by circling the correct option. For example:

Behavioral expectations are clear and understood by students.	Observed	Not Observed
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Curriculum Based Standards Alignment

1a. Instruction is aligned to curriculum based standards (all content areas *except mathematics*)

Things to look for: <ul style="list-style-type: none"> • Students build knowledge in the disciplines through content-rich nonfiction • Reading, writing, and speaking are grounded in evidence from high-quality text • Students practice regularly with complex text and its academic language 	Evidence: List text(s):	Observed	Not Observed
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1b. Instruction is aligned to curriculum based standards in mathematics (*mathematics classes only*)

Things to look for: <ul style="list-style-type: none"> • The lesson is strongly focused on standards explicitly found in the standards for mathematics. • Lessons are an extension of previous learning and link to major topics within grades. • In major topics, teachers use equal intensity to pursue: <ul style="list-style-type: none"> ○ Deep conceptual understanding ○ Procedural skill and fluency ○ Application 	Evidence:	Observed	Not Observed
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Supportive Classroom Climate

2. Behavioral expectations are clear and understood by students.

Things to look for: <ul style="list-style-type: none"> • Behavioral expectations, class rules, procedures are clearly communicated • Teachers provide consistent rewards for positive behavior and/or consequences for misbehavior • Teachers anticipate and redirect misbehavior • Students behave according to rules and expectations • Classroom norms and routines support students sharing learning as well as making (then building from) mistakes in front of their peers 	Evidence:	Observed	Not Observed
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3. Learning environment is highly structured and learning time is maximized through effective planning and guidance.

Things to look for: <ul style="list-style-type: none"> • Teachers are prepared; materials are readily available • Teachers minimize transition time through implementation of routines or other methods • Agenda of class activities/lesson is shared with students • Teachers explain task instructions and provide choices for when tasks are complete 	Evidence:	Observed	Not Observed
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School: _____ Date: _____ Subject: _____ Grade Level: _____

Number of Students: _____		Number of Adults: _____		Start Time: _____		End Time: _____		Observer's Initials: _____	
4. Classroom interactions are cooperative and promote peer learning.								Observed	Not Observed
Things to look for: <ul style="list-style-type: none"> Teachers are aware of, and responsive to, students' learning and emotional needs Interactions between teachers and students and among students are respectful, caring, supportive Teachers provide opportunities for student group work and peer tutoring Students are held accountable for contributions to group work 				Evidence:					
Purposeful Teaching									
5. Teachers provide students with clear learning goals and focused, explicit instruction.								Observed	Not Observed
Things to look for: <ul style="list-style-type: none"> Teachers communicate aligned learning objectives tied to broader learning purposes Learning objectives drive lesson activities All students know the purpose of and expectations for the lesson Teachers demonstrate high expectations and hold students accountable for achieving learning goals Teachers communicate academic content, concepts, and procedures with depth, clarity, and accuracy Teachers make explicit how and when to use given content or procedures 				Evidence:					
				Learning goal(s) or objective(s):					
6. A variety of instructional strategies and materials support students' diverse needs.								Observed	Not Observed
Things to look for: <ul style="list-style-type: none"> All students can access grade level content through multi-sensory materials and modalities Teachers pace and monitor instructional discussions and activities to maintain students' engagement Teachers and students reference or draw evidence from models, rubrics, and exemplars of high-quality work Students develop graphic organizers and other non-linguistic representations of content Learning tasks provide students with choices, opportunities for leadership and responsibility 				Evidence:					
7. All students are engaged in learning.								Observed	Not Observed
Things to look for: <ul style="list-style-type: none"> Students engage with teachers and peers in extended, content-focused discussions or in completing the lesson activity Students are asked to connect prior experience, prior content understanding, and new information Students explain their thinking and build on their own and others' thoughts Students persevere and demonstrate stamina while engaged in the work of the lesson 				Evidence:					

Appendix C: Interview Worksheets and Guidance

During the RSV, interviews will be conducted to gather information about the school. Interview data, similar to classroom visits, are intended to provide information about the implementation of the school's program and operations. The RSV team leader will work to establish a schedule that is appropriate for the school.

INTERVIEWS		
Interviews	Description	Approximate Time Needed
School Leadership	School leadership includes the principal and key assistants (e.g., assistant principals, instructional coaches, and/or lead teachers). In addition to an interview, school leadership may be asked to provide further guidance and insight throughout the visit. Feedback on the team's preliminary findings will be presented to school leadership at the end of the RSV.	1-hour
Teacher focus groups	Groups of teachers make up focus groups. School leaders should select a representative sample of teachers across grade levels and subject areas to attend these focus groups. Additionally, teachers should vary in tenure at the school.	45 minutes
Non-Instructional Employees	Non-instructional employees, including the Business/Office Manager and employees who handle enrollment will also be interviewed.	45 minutes
Student focus group	A selection of four-to-eight students representing a variety of grade levels and varying instructional needs. Students are selected by the school's leadership and/or staff. Students are asked to bring a piece of recent work to share with the focus group leader.	30 minutes
Parent focus group	A representative group of four-to-eight parents, whose children have a range of academic needs, have attended the school for various lengths of time and who have a range of participation experiences with the school.	30-45 minutes (If possible, scheduled around dismissal)

What is the purpose of the interview worksheet?

Interview worksheets are provided to:

1. Enable the interviewer to easily identify questions consistent with the key questions and indicators in the protocol, in order to gather appropriate evidence;
2. Ensure uniformity across interviews conducted; and
3. Provide multiple sources of evidence to support the RSV team's findings.

The interview worksheet provides a template for the RSV team to use during interviews. This ensures that questions are being asked in accordance with the protocol and that all team members are asking uniform questions. While on site, the team may develop additional, school-specific interview questions that are based on the team leader's judgment of what must be learned to come to findings on the protocol's key questions.

An interview worksheet exists for each type of focus group (e.g., school leadership, teachers, non-instructional employees) who the RSV team will interview while on site. Interview questions might look

slightly different. Interviews conducted with school leadership might include slightly different content than what the team would ask special education staff members. In addition, question delivery might vary slightly.

How do I use the interview worksheet?

The interview worksheets contain possible interview questions. The column on the left may be used to check the most relevant questions. The right column may be used to insert any additional questions that the RSV team, during team meetings, decides are important to ask in order to gather the required evidence. Interview notes are recorded by the RSV team for use during team deliberations and to provide the report writer with a record of interviews to ensure a sound and accurate evidence base.

School Leadership

Key Question 1	School-specific questions
<ul style="list-style-type: none"> <input type="checkbox"/> What is the school’s approach to instruction? Are there common practices we will observe across classrooms? Probe for the following: <ul style="list-style-type: none"> ○ Specific strategies (probe project-based learning, Teaching for Understanding, and workshop); ○ Lesson structure and objectives; ○ Students deeply and meaningfully engaged in, and challenged by, learning; ○ Development of higher-order thinking skills; and ○ Student joy for learning <input type="checkbox"/> How do teachers check for student understanding? <input type="checkbox"/> What are examples of ways teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills? <input type="checkbox"/> How are teachers maximizing learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus, and clear directions to students)? 	
Key Question 2	School-specific questions
<ul style="list-style-type: none"> <input type="checkbox"/> What is the school’s approach to classroom management? <ul style="list-style-type: none"> ○ Are there some effective classroom management techniques and routines that teachers use to create a consistent focus on academic achievement? <input type="checkbox"/> Describe the school’s approach to diversity, equity, and inclusion. <ul style="list-style-type: none"> ○ PD on cultural responsiveness for specific student population ○ Structures to guarantee school and work environment is open to, and accepting of, diversity and free from discrimination; probe for examples ○ Interaction with students’ cultural norms, preferences, and native languages 	
Key Question 3	School-Specific Questions
<ul style="list-style-type: none"> <input type="checkbox"/> What expectations do you have for teacher performance (in content knowledge, pedagogical, and belief that all students can succeed)? <input type="checkbox"/> How does instructional leadership support the development of the teaching staff? <ul style="list-style-type: none"> ○ Describe the coaching cycle used to improve teachers’ instructional effectiveness ○ How are teachers held accountable for quality instruction and student achievement? 	

School Leadership

<ul style="list-style-type: none"> <input type="checkbox"/> What opportunities are available for teachers to plan curriculum and instruction within and across grade levels? <input type="checkbox"/> Describe professional development (PD): <ul style="list-style-type: none"> ○ How does PD develop the competencies and skills of all teachers? ○ How does PD interrelate with classroom practice? <input type="checkbox"/> Describe the teacher evaluation process. <ul style="list-style-type: none"> ○ Probe for frequency, clear criteria, and the ability to identify teachers' strengths and weaknesses. 	
Key Question 4	School-Specific Questions
<ul style="list-style-type: none"> <input type="checkbox"/> What is the school's mission? What are some examples of the school implementing the mission? <input type="checkbox"/> What are the school's key design elements? 	
Key Question 5	School-Specific Questions
<ul style="list-style-type: none"> <input type="checkbox"/> Describe the school's administrative structure, including leadership team and staff. <input type="checkbox"/> How do staff members know their own roles and responsibilities? <input type="checkbox"/> How does the school retain quality staff? <input type="checkbox"/> What is the process to ensure the school has allocated sufficient resources to support the achievement of goals? <input type="checkbox"/> Has the school maintained adequate student enrollment? What strategies have been implemented? <input type="checkbox"/> Does the school have procedures to monitor enrollment and retention targets for special education students, ELL students, and students who qualify for free and reduced-price lunch, and adjusts its recruitment efforts accordingly? <input type="checkbox"/> What are a few examples of when the school monitored and evaluated the school's programs and, if necessary, made changes? 	

Teachers

Key Question 1	School-specific questions
<ul style="list-style-type: none"> <input type="checkbox"/> What is the school’s approach to instruction? Are there common practices we will observe across classrooms? Probe for the following: <ul style="list-style-type: none"> ○ Specific strategies (probe project-based learning, Teaching for Understanding, and workshop); ○ Lesson structure and objectives; ○ Students deeply and meaningfully engaged in, and challenged by, learning; ○ Development of higher-order thinking skills; and ○ Student joy for learning <input type="checkbox"/> How do you check for student understanding? <input type="checkbox"/> What are examples of ways you include opportunities in your lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills? <input type="checkbox"/> How do you maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus, and clear directions to students)? 	
Key Question 2	School-specific questions
<ul style="list-style-type: none"> <input type="checkbox"/> What is the school’s approach to classroom management? <ul style="list-style-type: none"> ○ Are there some effective classroom management techniques and routines that you use to create a consistent focus on academic achievement? <input type="checkbox"/> Describe the school’s approach to diversity, equity, and inclusion. <ul style="list-style-type: none"> ○ PD on cultural responsiveness for specific student population ○ Structures to guarantee school and work environment is open to and accepting of diversity and free from discrimination; probe for examples ○ Interaction with students’ cultural norms, preferences, and native languages 	
Key Question 3	School-Specific Questions
<ul style="list-style-type: none"> <input type="checkbox"/> What expectations does school leadership have for your performance (in content knowledge, pedagogical, and belief that all students can succeed)? <input type="checkbox"/> How does instructional leadership support your development? <ul style="list-style-type: none"> ○ Describe the coaching cycle used to improve your instructional effectiveness ○ How are you held accountable for quality instruction and student achievement? 	

Teachers

- What opportunities are available for you to plan curriculum and instruction within and across grade levels?
- Describe professional development (PD):
 - How does PD develop your competencies and skills?
 - How does PD interrelate with classroom practice?
- Describe the teacher evaluation process.
 - Probe for frequency, clear criteria, and the ability to identify your strengths and weaknesses.

Key Question 4

School-Specific Questions

- What is the school's mission? What are some examples of the school implementing the mission?
 - How does this play out in your classroom?
- What are the school's key design elements?

Key Question 5

School-Specific Questions

- Describe the school's administrative structure, including leadership team and staff.
- How do staff members know their own roles and responsibilities?
- How does the school retain quality staff?
- What are a few examples of when the school monitored and evaluated the school's programs and, if necessary, made changes?

Non-Instructional Staff

Key Question 4	School-Specific Questions
<ul style="list-style-type: none"><input type="checkbox"/> What is the school's mission? What are some examples of the school implementing the mission?<input type="checkbox"/> What are the school's key design elements?	
Key Question 5	School-Specific Questions
<ul style="list-style-type: none"><input type="checkbox"/> Describe the school's administrative structure, including leadership team and staff.<input type="checkbox"/> How do staff members know their own roles and responsibilities?<input type="checkbox"/> How does the school retain quality staff?<input type="checkbox"/> What is the process to ensure the school has allocated sufficient resources to support the achievement of goals?<input type="checkbox"/> Has the school maintained adequate student enrollment? What strategies have been implemented?<input type="checkbox"/> Does the school have procedures to monitor enrollment and retention targets for special education students, ELL students, and students who qualify for free and reduced-price lunch, and adjusts its recruitment efforts accordingly?<input type="checkbox"/> What are a few examples of when the school monitored and evaluated the school's programs and, if necessary, made changes?	

Students

Key Question 1	School-specific questions
<ul style="list-style-type: none"> <input type="checkbox"/> What does a typical lesson look like? <ul style="list-style-type: none"> ○ ELA, math <input type="checkbox"/> How do you know how you are doing academically? <input type="checkbox"/> Is instruction challenging? Provide examples. <input type="checkbox"/> What do you do if you need help academically? How do you get more assistance? 	
Key Question 2	School-specific questions
<ul style="list-style-type: none"> <input type="checkbox"/> What are your teachers' expectations for behavior while in the classroom? Out of the classroom? <ul style="list-style-type: none"> ○ Is there an established behavioral system? <input type="checkbox"/> What are the school's rules? What are your classroom's rules? <ul style="list-style-type: none"> ○ What happens if you break the rules? What is the process? <input type="checkbox"/> How do you know how you are doing behaviorally? <input type="checkbox"/> How do teachers treat students? <ul style="list-style-type: none"> ○ Probe for respectful interactions and encouraging cultural norms. <input type="checkbox"/> Do you feel safe in the school (both physically and emotionally)? <input type="checkbox"/> Is there an adult in the building to whom you can go if you need help (academically or socially-emotionally)? 	
Key Question 4	School-Specific Questions
<ul style="list-style-type: none"> <input type="checkbox"/> What is the school's mission? What are some examples of the school implementing the mission? <input type="checkbox"/> What are the school's key design elements? 	

Parents

Key Question 1	School-specific questions
<ul style="list-style-type: none"><input type="checkbox"/> How do you know how your student is doing academically?<input type="checkbox"/> Is instruction challenging for your student? Provide examples.<input type="checkbox"/> If your child is struggling, how does s/he get more assistance/help?	
Key Question 2	School-specific questions
<ul style="list-style-type: none"><input type="checkbox"/> What are your teachers' expectations for your child's behavior while in the classroom? Out of the classroom?<ul style="list-style-type: none"><input type="checkbox"/> Is there an established behavioral system?<input type="checkbox"/> How do you know how your student is doing behaviorally?<input type="checkbox"/> How do teachers treat students?<ul style="list-style-type: none"><input type="checkbox"/> Probe for respectful interactions and encouraging cultural norms<input type="checkbox"/> Do you believe your child is safe in the school (both physically and emotionally)?	
Key Question 4	School-Specific Questions
<ul style="list-style-type: none"><input type="checkbox"/> What is the school's mission? What are some examples of the school implementing the mission?<input type="checkbox"/> What are the school's key design elements?	

Appendix D: GVSU CSO Renewal Benchmarks

Charter School Renewal Guide			
School Year	School Visited	Date of Visit	Evidence strongly supports, supports, somewhat supports, does not support
	Renewal Question 1 Is the school an academic success?		
Evidence Category	<u>Benchmarks</u>		
Renewal Benchmark 1A	During the contract term, the school has met or come close to meeting its Educational Goals (Schedule 7-1).		Does evidence support?
Educational Goals (Schedule 7-1)	<p>The CSO determines the extent to which the school has met the Educational Goals as set forth in the charter contract:</p> <p>Academic Achievement: As measured by the State assessment, the school’s percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college-ready as reported by the Michigan Department of Education will meet or exceed the select peer schools’ mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college-ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.</p> <p>Academic Growth: As measured by the State assessment, the school’s mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools’ mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.</p>		<p style="text-align: center;">CSO Comments</p> <p style="text-align: center;">*Note that your most recent School Performance Report (created by GVSU) will automatically be imported. Please submit any additional information you believe to be relevant.</p>

	Renewal Question 1 Is the school an academic success?	
Renewal Benchmark 1B	The school has an assessment system that improves instructional effectiveness and student learning.	Does evidence support?
Use of Assessment Data	<p>The following items are generally present within the school:</p> <ul style="list-style-type: none"> • The school regularly administers valid and reliable assessments aligned to the school’s curriculum and State performance standards; • The school has successfully implemented all requirements under Michigan’s 3rd Grade Reading Law; • The school has a valid and reliable process for scoring and analyzing assessments; • The school makes assessment data accessible to teachers, school leaders, Board members, parents, and the community; • Teachers use assessment results to meet students’ needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention; • School leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies; and • The school regularly communicates to parents/guardians about their students’ progress and growth. 	CSO Comments

Examples of evidence for 1A and 1B:

- Assessment schedule/calendar and data other than M-STEP (Northwest Evaluation Association Measures of Academic Progress [NWEA MAP], initial and extensive), related to both growth and achievement; provide historical trends
- Multi-Tier System of Supports (MTSS)/intervention programs; describe implementation, monitoring and utilization of results to drive instruction
- Professional development (PD) calendar and artifacts (e.g., PowerPoint slides of PD), including opportunities/training related to academics (direct instruction, differentiation, intervention, etc.)
- Process for communicating assessment results to staff, students, and families
- Data analysis process, including any teams that meet to analyze data (school-wide, grade level, content area, etc.); describe structures, initiatives, outcomes
- Improvement plan or processes if goals are not met

	Renewal Question 1 Is the school an academic success?	
Renewal Benchmark 1C	The school's curriculum supports teachers in their instructional planning.	Does evidence Support?
Curriculum	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to State standards and across grades; • In addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans; • Teachers know what to teach and when to teach it based on these documents; • The school has a process for selecting, developing, and reviewing its curriculum documents and its resources for delivering the curriculum; and • Teachers plan purposeful and focused lessons. 	CSO Comments

Examples of evidence for 1C: Curriculum alignment (sample only) with academic standards

- Sample of Curriculum maps/guides (scope and sequence, pacing guides, etc.)
- Sample lesson plans from different grade levels and subject areas
- Curriculum teams/Professional Learning Communities (PLCs); describe structures, initiatives, outcomes
- Instructional Specialist job description (or similar position)
- PD opportunities/training related to curriculum (design/development, lesson planning, etc.)
- Curriculum revision process

	Renewal Question 1 Is the school an academic success?	
Renewal Benchmark 1D	High quality instruction is evident throughout the school.	Does evidence support?
Pedagogy	<p>The following elements are generally present within the school:</p> <ul style="list-style-type: none"> • Teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum and state standards; • Teachers regularly and effectively use techniques to check for student understanding; • Teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem-solving skills; • Teachers maximize learning time (e.g./ appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient 	CSO Comments

Examples of evidence for 1D:

- Instructional expectations (e.g. non-negotiables)
- School-wide model of instruction
- Instructional initiatives based on identified needs
- Teacher evaluation tools
- Lesson plan formats, sample unit/lesson plans
- PD opportunities/training related to instruction

	Renewal Question 1 Is the school an academic success?	
Renewal Benchmark 1E	The school has strong instructional leadership.	Does evidence support?
Instructional Leadership	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school’s leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed; • The instructional leadership is adequate to support the development of the teaching staff; • Teachers are assigned to a mentor or master teachers for the first 3 years of his/her employment in the classroom, in accordance with State law (MCL 380.1526); • Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers; • Professional development activities are interrelated with classroom practice; • Instructional leaders regularly conduct teacher evaluations in accordance with State law; and • Instructional leaders hold teachers accountable for quality instruction and student achievement. 	CSO Comments

Examples of evidence for 1E:

- Narrative to describe leadership approach
- Organizational chart (internal); outline specific roles and responsibilities
- A description of the school’s teacher mentorship/coaching program, including a sample schedule
- Professional development (PD) calendar and artifacts (e.g. PowerPoint slides of PD), including opportunities/training related to development, based on identified needs
- Specialists (instructional, intervention, assessment, etc.) job descriptions to support staff development
- Teacher evaluation tools, including sample completed teacher evaluations and informal observation/feedback forms (names removed)
- Coaching schedule and tracker, if applicable
- Agendas/minutes from leadership team or other staff meetings

	Renewal Question 1 Is the school an academic success?	
Renewal Benchmark 1F	The school meets the educational needs of at-risk students.	Does evidence support?
At-Risk Students	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically; • The school has adequate intervention programs to meet the needs of at-risk students; • General education teachers, as well as specialists, utilize effective strategies to support students within the general education program; • The school adequately monitors the progress and success of at-risk students; • Teachers are aware of their students’ progress toward meeting individualized education plan (IEP) goals, achieving English proficiency or school-based goals for struggling students; • The school provides adequate training and professional development to identify at-risk students and to help teachers meet students’ needs; and • The school provides opportunities for coordination between classroom teachers and at-risk program staff including school nurse, if applicable. 	CSO Comments

Examples of evidence for 1F:

- Multi-Tier System of Supports (MTSS)/intervention programs; describe implementation, monitoring, and utilization of results to drive instruction
- Special education, 504 and ELL evaluation process (including identification process)
- Job descriptions of staff that provide support to students with special needs (consultants, teachers, paraprofessionals, etc.)
- Process for communication between general educators and support staff, including communication documents/tools
- Transition services/supports
- Continuum of services
- Connection with outside agencies

	Renewal Question 2 Is the school an effective, viable organization?	
Renewal Benchmark 2A	The school is faithful to its mission and has implemented the key design elements included in its charter.	Does evidence support?
Mission & Key Design Elements	The following elements are generally present: <ul style="list-style-type: none"> • The school faithfully follows its mission; and • The school has implemented its key design elements. 	CSO Comments Please provide a narrative to support this benchmark.
Renewal Benchmark 2B	Parents/guardians and students are satisfied with the school.	
Parents and Students	The following elements are generally present: <ul style="list-style-type: none"> • The school regularly communicates each child’s academic performance results to families; • Families are satisfied with the school; and • Parents keep their children enrolled year-to-year. 	CSO Comments

Examples of evidence for 2A:

- Narrative to describe school’s focus on its mission and key design elements
- Key design elements and artifacts that demonstrate the implementation of the key design elements

Examples of evidence for 2B:

- Parent communication methods (website, newsletters, surveys*, committees, etc.)
- Parent satisfaction surveys
- Student performance reporting methods (grade/behavior reports, parent access to web based system, etc.)
- Enrollment and retention data; provide historical trends

	Renewal Question 2 Is the school an effective, viable organization?	
Renewal Benchmark 2C	The school organization effectively supports the delivery of the educational program.	Does evidence support?
Organizational Capacity	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program; • The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities; • The school has a clear student discipline system at the administrative level that is consistently applied; • The school retains quality staff; • The school has allocated sufficient resources to support the achievement of goals; • The school maintains adequate student enrollment; • The school has procedures to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced-price lunch, and adjusts its recruitment efforts accordingly; and • The school regularly monitors and evaluates the school’s programs and makes changes if necessary. 	<p>CSO Comments</p> <p>*Note that your student and staff handbooks will automatically be imported for this question. Please submit any additional information you believe to be relevant.</p>

Examples of evidence for 2C:

- Organizational chart (internal); outline specific roles and responsibilities
- Enrollment and retention (student and teacher) data and process to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced-price lunch, and adjusts its recruitment efforts accordingly; provide historical trends
- Monitoring systems and procedures - describe implementation and utilization of results to drive changes
- Marketing materials/initiatives to support enrollment/retention goals
- Handbooks (student, parent, staff, etc.) and Policies (behavior, etc.), including discipline system and policies

	Renewal Question 2 Is the school an effective, viable organization?	
Renewal Benchmark 2D	The school board effectively governs the school and provides appropriate oversight to the service provide (if applicable).	Does evidence support?
Board Oversight	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The Board requests and receives sufficient information to provide rigorous oversight of the school’s program and finances; • It establishes clear priorities, objectives, and long-range goals, and has benchmarks for tracking progress as well as a process for their regular review and revision; • The Board regularly evaluates its own performance and that of the school leaders and the management company (if applicable), holding them accountable for student achievement; and • The Board effectively communicates with the school community including school leadership, staff, parents/guardians, and students. 	CSO Comments

	Renewal Question 2 Is the school an effective, viable organization?	
Renewal Benchmark 2E	The board implements, maintains and abides by appropriate policies, systems, and processes.	Does evidence support?
Governance (continued)	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The Board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships; • The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management company fails to meet expectations; to correct those deficiencies and establishes benchmarks for determining if the partner organization corrects them in a timely fashion; • The Board regularly reviews and updates Board and school policies, as needed, and has an orientation process for new members; • The Board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity; • The Board implements a comprehensive and strict conflict of interest policy, consistent with that set forth in the charter, and consistently abides by it throughout the term of the charter; • The Board implements a process for dealing with complaints, makes the complaint policy clear to all stakeholders, and follows the policy, including acting on complaints in a timely fashion; • The Board abides by its bylaws including, but not limited to, provisions regarding Board member election and the removal and filling of vacancies; and • The Board holds all meetings in accordance with the Open Meetings Act and records minutes for all meetings including closed sessions and, as appropriate, committee meetings. 	CSO Comments

	Renewal Question 2 Is the school an effective, viable organization?	
Renewal Benchmark 2F	The school substantially complies with applicable laws, rules and regulations and the provisions of the charter.	Does evidence support?
Legal Requirements	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school compiles a record of substantial compliance with the terms of its charter and applicable State and federal laws, rules and regulations including, but not limited to, submitting items to the CSO via Epicenter in a timely manner, and meeting teacher certification (including No Child Left Behind [NCLB] highly-qualified status) and background check requirements, Freedom of Information Act requests, and the Open Meeting Act; • The school substantially complies with the terms of its charter and applicable laws, rules, and regulations; • The school implements effective systems and controls to ensure that it meets legal and charter requirements; • The Board has an active and ongoing relationship with independent legal counsel, who reviews and makes recommendations on relevant policies, documents, transactions, and incidents and who also handles other legal matters as needed; and • The school manages any litigation appropriately and provides litigation papers to appropriate parties in a timely fashion. 	CSO Comments

***Note that your board calendar and a sample of board minutes will automatically be imported for this question. Please submit any additional information you believe to be relevant.**

Examples of evidence for 2D, 2E and 2F:

- School performance reports (internal, not provided by CSO)
- Budget adoption; describe the process of reviewing and adopting
- Board policies and procedures, including the process for reviewing and updating; ensure they are updated, include information on involvement of legal counsel
- Evaluation tools (Board self-evaluation and management evaluation of Board)
- Examples of benchmarks/initiatives established when deficiencies are identified
- Board recruitment; describe process for recruiting candidates, interview questions, etc.
- Board training process and materials (orientation, ongoing)
- Board communication systems (internal, external)

	Renewal Question 3 Is the school fiscally sound?	
Renewal Benchmark 3A	The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.	Does evidence support?
Budgeting and Long Range Planning	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school has clear budgetary objectives and budget preparation procedures; • Board members, school management, and staff contribute to the budget process, as appropriate; • The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions; • The school routinely analyzes budget variances; the Board addresses material variances and makes necessary revisions; and • Actual expenses are equal to, or less than, actual revenue with no material exceptions. 	CSO Comments

	Renewal Question 3 Is the school fiscally sound?	
Renewal Benchmark 3B	The school maintains appropriate internal controls and procedures.	Does evidence support?
Internal Controls	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school follows a set of comprehensive written fiscal policies and procedures; • The school accurately records and appropriately documents transactions in accordance with management’s direction, laws, regulations, grants, and contracts; • The school safeguards its assets; • The school identifies/analyzes risks and takes mitigating actions; • The school has controls to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy; • The Board members and school employees adhere to a code of ethics; • The school ensures that employees performing financial functions are appropriately qualified and adequately trained; • The school has systems to provide the appropriate information needed by staff and the Board to make sound financial decisions and to fulfill compliance requirements; • A staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions; • The school prepares payroll according to appropriate State and federal regulations and school policy; and • The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the CSO, and/or Michigan Dept. of Education or Treasury, if needed. 	CSO Comments

	Renewal Question 3 Is the school fiscally sound?	
Renewal Benchmark 3C	The school has complied with financial reporting requirements by providing GVSU CSO and the Michigan Department of Education with required financial reports that are on time, complete, and follow generally accepted accounting principles.	Does evidence support?
Financial Reporting	<p>The following reports have generally been filed in a timely, accurate and complete manner:</p> <ul style="list-style-type: none"> • Annual financial statement audit reports including federal Single Audit report, if applicable; • Annual budgets and cash flow statements; • Un-audited quarterly reports of income, expenses; • Grant expenditure reports 	CSO Comments
Renewal Benchmark 3D	The school/ESP (if full service) maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).	Does evidence support?
Financial Condition	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school maintains sufficient cash on hand to pay current bills and those that are due shortly; • The school prepares and monitors cash flow projections; and • If necessary, the school pursues state aid intercepts with the state education department to ensure adequate per pupil funding. 	CSO Comments

Examples of evidence for 3A, 3B, 3C and 3D:

- Budget creation and adoption; describe the process of creating, reviewing, and adopting the budget
- Budget and amendments*
- Evidence of monitoring of operating budget and process to correct deficiencies (meeting minutes)*

- Financial audit*
- Fiscal policies and procedures, including payroll

	Renewal Question 4 Is the school a safe environment that promotes effective teaching and learning?	
Renewal Benchmark 4A	The school building is structurally sound, clean, and meets all requirements of the law.	Does evidence support?
Building Structure	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • The school building has a valid Certificate of Occupancy; and • The school building has passed a facility review conducted by the GVSU CSO. 	CSO Comments

***Note that your certificate of occupancy and most recent facility review reports will be automatically imported for this. Please submit any additional information you believe to be relevant.**

Examples of evidence for 4A:

- Certificate of Occupancy*
- Facility review report*

	Renewal Question 4 Is the school a safe environment that promotes effective teaching and learning?	
Renewal Benchmark 4B	The school's promotes cultural sensitivity and responsiveness to the school population.	Does evidence support?
Culture and Climate	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • Teachers have effective classroom management techniques/routines; • The school has established an appropriate discipline policy; • Teachers have received PD on cultural responsiveness as related to the specific school populations and have knowledge of the cultures in their classrooms which they apply to their practice; • There are structures to guarantee that the school and work environment is open to, and accepting of, diversity and free from discriminatory behavior and practices; and • School staff interact with students in ways that respect and encourage their cultural norms, preferences, and native languages that may be different from teachers' own. 	<p>CSO Comments</p> <p>Please provide a narrative to support this benchmark.</p>

Examples of evidence for 4B:

- Narrative to describe school's culture and climate; explain how this is achieved
- PD opportunities/training on school culture, cultural responsiveness, and diversity/equity/ and inclusion
- Behavior models and classroom management approach/techniques, including discipline policies