



# Douglas County School District Charter School Procedure Manual

## Mission:

*The Mission of the Douglas County School District's Office of Choice Programming is to provide our district charter schools with efficient and effective support and service in order to allow them to focus on their students and school community.*

Updated March, 2016

**Douglas County School District Charter School  
Procedure Manual**

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## CHARTER QUALITY AUTHORIZING POLICY

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### I. Douglas County School District Commitment to Authorizing Quality Schools

The Douglas County School District (DCSD) Board of Education is committed to providing all parents with a robust program of school choice to enable them to provide their students with an education that fully prepares them for the 21<sup>st</sup> century workforce. Toward that end, DCSD is committed to implementing quality authorizing practices that are based on national best practices and which are consistent with Colorado law and the Quality Authorizing Standards adopted by the Colorado State Board of Education. Through our policies, practices and procedures as a quality authorizer, the district will provide high standards for all charter schools.

### II. Core Principles of Quality Charter Authorizing

The DCSD Office of Choice Programming promotes the three core principles of charter authorizing as defined by the National Association of Charter School Authorizers and adopted by the Colorado State Board of Education and the DCSD Board:

1. ***DCSD maintains high standards for all schools.*** This includes setting high standards for approving charter applicants; maintaining high standards for all of the schools the district oversees; effectively cultivating quality charter schools that meet identified educational needs of the district; overseeing charter schools that meet the performance standards and targets set forth in their charter contracts through established measures; and closing schools that fail to meet standards and targets set forth in statute and by contract.
2. ***DCSD upholds school autonomy.*** This includes honoring and preserving core autonomies crucial to school success, including governing board independence from the authorizer; school control over personnel, school vision and culture, instructional programming, and budgeting; assuming responsibility for holding schools accountable for their performance; minimizing administrative and compliance burdens on schools; and focusing on holding schools accountable for outcomes rather than processes.
3. ***DCSD protects student and public interests.*** This includes the well-being and interests of students informing all the authorizer's actions and decisions; upholding district conflict of interest policies; holding schools accountable for fulfilling fundamental public education obligations to serve all students for our community; ensuring a focus on the school's vision and mission; transparency, effective and efficient public stewardship; compliance with applicable laws and regulations; and supporting and engaging parents and students with information about the quality of education provided by charter schools .

### III. Standards of Quality Authorizing

The DCSD Office of Choice Programming has adopted the following standards of Quality Authorizing. These standards should drive charter and district organizational structures and practices:

1. **Commitment and Capacity:** DCSD recognizes that charter schools, along with other choice options, offer parents and students opportunities to meet identified student needs. DCSD authorizing decisions are made solely based on the best interests of pupils, the district, and the DCSD community. DCSD creates organizational structures that lead to consistent implementation of policies and practices and commits the financial resources necessary to conduct its authorizing duties effectively and efficiently.
2. **Application Process and Decision Making:** DCSD implements a comprehensive application process that includes clear application questions and guidance; fosters open communication with all charter applicants; follows fair and transparent procedures; has transparent and rigorous scoring criteria; engages outside experts in the review of applications; and grants charters only to applicants who demonstrate a strong capacity through their application to establish and operate a quality charter school.
3. **Performance Contracting:** DCSD executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate.
4. **Ongoing Oversight and Evaluation:** DCSD conducts contract oversight that evaluates performance and monitors compliance and uses such information to inform renewal, intervention and revocation decisions while upholding schools' autonomy. DCSD ensures that schools provide fair and open access to students without discrimination. DCSD provides annual performance reports on school performance.
5. **Revocation and Renewal Decision Making:** DCSD designs and implements a transparent and rigorous process that uses academic, financial, governance and operational performance data to make merit-based renewal decisions, establishes clear criteria for renewal and revocation, and will revoke charters when necessary to protect students and the public interest.
6. **Collaboration to Improve Student Outcomes:** DCSD establishes procedures to facilitate ongoing collaboration between the District and charter schools to improve outcomes for all students. These collaborations include, but are not limited to, monthly charter administration meetings, ability for charter administrators to join the Principal meetings in their feeder area, ability to join the quarterly district administration meetings, and unlimited support and communication with the Office of Choice Programming. In addition, the District regularly solicits feedback in developing policies and practices impacting charter schools.
7. **Commitment to Creating Equitable Opportunity, Equitable Responsibility and Access, and Equitable Accountability:** DCSD commits to ensuring that all schools open and operate on the basis of three equities that apply to all our schools: (1) equity of opportunity; (2) equity of responsibility and access; and (3) equity of accountability.

- a.** Equity of opportunity means that the schools have the same access to per-pupil dollars and choices about which support services they want to purchase from the district, and to the maximum extent possible access to land and facility partnerships if the charter school meets the DCSD land use RFP.
- b.** Equity of responsibility and access means that the schools must offer equitable and open access to all our students—regardless of socio-economic, disability, language or other status—and share an equal burden in district-wide responsibilities such as the cost of district-wide special education funding needs for students with disabilities that are served in severe needs programs.
- c.** Equity of accountability means that all schools have the same accountability system under our School Performance Framework, including charter schools.

## CHARTER SCHOOL HISTORY IN DOUGLAS COUNTY SCHOOL DISTRICT

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The history of school choice in Douglas County School District dates back over twenty years. In 1987, the district established Daniel C. Oakes High School as a small public high school of choice, giving students an alternative setting in which to complete their education. As a district, DCSD has embraced opportunities for choice through, academic need, and personal preference. Nearly twenty five years later, DCSD remains committed to providing the highest quality, well-rounded, 21<sup>st</sup> Century educational experience in all classrooms, in every school, every day, for every student.

In 1993, state Senator Bill Owens (R) and state Representative Peggy Kerns (D) introduced the original Charter Schools Act, which received bi-partisan support and was signed into law. The original philosophy of the Act was that charter schools would be smaller environments free to experiment with educational programs and develop innovative ways to educate at-risk students. A charter school in Colorado is a public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district, operating under a contract or "charter" contract between the members of the charter school community and the local board of education.

In 1996, the Colorado legislature appointed an advisory committee to develop recommendations for improving the Charter Schools Act. Subsequent revisions were made to the Act in 1997 and 1998 and continue to be made to date. One of the pertinent changes has been to amend the legislative intent of the Act was to include the phrase, "proven-to-be-effective educational programs" as a reason for charter schools to operate. "Different pupils learn differently," notes the act. The Act seeks the creation of schools with "high, rigorous standards for pupil performance," with special emphasis on expanded opportunities for low-achieving students. The same year that Senator Owens and Representative Peggy Kerns introduced the original Charter Schools Act DCSD became the first school district to authorize a K-8 charter school (Academy Charter School, 1993.)

DCSD Charter Schools currently authorized include:

- Academy Charter School, chartered in 1993
- Parker Core Knowledge Charter School, chartered in 1994
- Renaissance Charter School, chartered in 1995  
(Converted from a charter school to a district magnet in 2002)
- Douglas County Montessori Charter School, chartered in 1997
- Platte River Academy, chartered in 1997
- Challenge to Excellence, chartered in 2002
- American Academy, chartered in 2005
- North Star Academy, chartered in 2006
- Hope Co-op Online Learning Academy, chartered in 2008
- SkyView Academy, chartered in 2008
- STEM High and Middle School, chartered in 2009
- Ben Franklin Academy, chartered in 2010
- Aspen View Academy, chartered in 2011

- World Compass Academy, chartered in 2015
- Global Village Academy, chartered in 2015
- Parker Performing Arts, conditionally approved for 2016-17

**SELECTED STATE LAWS APPLICABLE to CHARTER SCHOOLS (CO Revised Statutes, unless otherwise noted)**

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**Governance, Records and Charter Schools**

1. Colorado Charter Schools Act 22-30.5
2. Colorado Open Meetings Law: 24-4-401 et seq.
3. Colorado Open Records Act: 24-72-201 et seq.
4. Family Educational Rights and Privacy Act of 1974: 20 U.S.C. 1232g
5. Colorado Code of Ethics: 24-18-101 et seq.
6. Non-Profit Corporations Act: 7-121-101 et seq.

**Safety and Discipline**

7. Certificate of occupancy for the school facility: 22-32-124
8. Safe School Plan: 22-32-109.1 (2)
9. Grounds for suspension, expulsion and denial of admission of students: 22-33-106
10. Procedures for suspension, expulsion and denial of admissions of students: 22-33-105
11. Child Protection Act of 1987: 19-3-301 et seq.
12. Child Protection Act of 1987: 19-3-301 et seq.
13. Background checks for employees: 22-1-121

**Educational Accountability**

14. Educational Accountability: 22-11-101 et seq. (especially 22-11-210 and 22-11-401 et seq.)
15. Accreditation: Accreditation Rules of the State Board of Education 1 CCR 301-1
16. ESEA Act: P.L. 107-110

**Curriculum, Instruction and Extra-Curricular Activities**

17. Instruction in federal and state history and government: 22-1-104
18. Honor and use of the U.S. Flag: 22-1-106
19. Instruction in the Constitution: 22-1-108, 109
20. Instruction in the effects of use of alcohol and controlled substances: 22-1-110
21. On-line programs: 22-33-104.6
22. Participation in sports and extra-curricular activities: 22-32-116.5
23. Content Standards: 22-7-407  
Exceptional Students
24. Discipline of students with disabilities: 20 U.S.C. 1415 (k) 34 C.F.R. 519-529
25. Exceptional Children’s Educational Act: 22-20-101 et seq.
26. Section 504 of the Rehabilitation Act of 1973: 29 U.S.C. 794
27. Americans with Disabilities Act: 42 U.S.C. 12101
28. Individuals with Disabilities Educational Act: 42 U.S.C. 1401 et seq.
29. English Language Proficiency Act: 22-24-101 et seq.

## **Finance**

30. School funding Formula: 22-54-104 (3)
31. Funded pupil enrollment: 22-54-103 (10)
32. Tuition: 22-20-109 (5), 22-32-115 (1) and (2), 22-54-109
33. Fees: 22-32-110 (1) (o) and (p), 22-32-117
34. Allocation of funds to a capital reserve fund: 22-54-105 (2) (b)
35. Expenditures from a capital reserve fund: 22-45-103, 24-10-115, Article 13 of Title 29
36. Allocation of funds for instructional supplies and materials: 22-54-105 (l)
37. Allocation of funds for at-risk students: 22-54-105
38. Colorado Department of Education Financial Policies and Procedures
39. Excess tuition charges for out-of-district special education students: 22-20-109 (5)
40. Participation in PERA: 22-30.5-512 and 22-30.5-111 (3)
41. Financial Transparency Act: 22-44-301 et seq.

## **CHARTER SCHOOL POLICY**

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***Board File: LBD***

### **CHARTER SCHOOLS**

The Douglas County School District Re-1 embraces school choice by offering a wide variety of pathways to learning. Matching students to a learning model or school creates a level of synergy not found in historic educational models, creating the highest probability of success for all. One option in our district is charter schools.

A charter school shall be a public, nonsectarian, nonreligious, non-home-based school, which operates within a public school district. A charter school shall be a public school of the school district that approves its charter application and enters into a charter contract with the charter school. The charter school shall be subject to accreditation by the school district. A charter school applicant cannot apply to, or enter into a charter contract with, the school district unless a majority of the charter school's pupils, other than on-line pupils, will reside in the school district or in a contiguous district.

A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services. Enrollment decisions shall be made in a nondiscriminatory manner specified by the charter school applicant in the charter school application. Enrollment in a charter school must be open to any child who resides within the school district; except that no charter school shall be required to make alterations in the structure of the facility used by the charter school or to make alterations to the arrangement or function of rooms within the facility, except as may be required by state or federal law. Except as otherwise provided by statute, a charter school shall not charge tuition. All decisions regarding the planning, siting, and inspection of charter school facilities shall be made in accordance with state statute and as specified by contract with the school district.

A charter school shall be administered and governed by a governing body in a manner agreed to by the charter school applicant and the Board of Education. The contract between the charter school and the Board of

Education shall designate responsibility for charter school operations including, but not limited to, preparation of a budget, contracting for services, facilities, and personnel matters. A charter school, as a public school, is a governmental entity. Direct leases and financial obligations of a charter school shall not constitute debt or financial obligations of the school district unless the school district specifically assumes such obligations.

A charter school application may be submitted pursuant to the district application process or in response to a Request for Proposal (RFP) from the district, and shall be in accordance with the timelines set forth in the application process. The timeline for final board approval of a charter application and opening of a charter school may be accelerated in the event that a charter school applicant, (a) provides evidence satisfactory to the Superintendent or designee of a contractually-binding leasehold or ownership interest in a move-in ready school facility adequate to serve the needs of the student population intending to enroll in the charter school upon opening, and (b) has, in the discretion of the Superintendent, met all other quality criteria and/or conditions for approval set forth in the district's application process. The Superintendent is authorized to create procedures and regulations concerning charter application process and the supervision of charter schools.

Adopted: June 3, 2008

Revised: October 16, 2012

Revised: November 18, 2014

LEGAL REF.:

C.R.S. 22-30.5-101 et seq. (*Charter Schools Act*)

C.R.S. 22-32-124 (*Building Codes-Zoning-Planning-Fees-Rules-Definitions*)

C.R.S. 22-20-109 (*Tuition*)

CROSS REF.:

LBD-R-1 Charter School Application Process

LBD-R-2 Charter School Application Contents

## CHARTER SCHOOL APPLICATION PROCEDURE

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DCSD uses the standard application developed by the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute. The application is divided into 19 application components. The components appear in the application in the same order that they appear in the Colorado Revised Statutes, as amended (C.R.S. 22-30.5-106.1). It is important to remember that each of these components may require significant prior assistance to the applicant to meet the quality standard expected by the state and the potential authorizer. DCSD strongly recommends that all applicants contact the Colorado League of Charter Schools for application review and drafting assistance.

Each component is divided into three sections: a **Component Description**, a **Checklist for a Comprehensive Application**, and **Evaluation Criteria**. The Component Description is a narrative designed to give the applicant background information, reference to statute, and general explanation of the component. The Checklist for a Comprehensive Application may be used by both the applicant and the authorizer to monitor the completeness of

the application. The Evaluation Criteria provides the authorizer with means of determining the quality of the application component, but may also be used by the applicant when targeting a high-quality school program. An Evaluation Rubric accompanies this document as Appendix B.

The components of the application and which district departments review them are as follows:

- A. Executive Summary-** Choice Programming, DAC, LRPC
- B. Vision and Mission Statements-** Choice Programming, DAC, LRPC
- C. Goals, Objectives and Pupil Performance Standards-** System Performance and Accountability, World Class Education, Choice Programming, Special Education Director
- D. Evidence of Support-** Director of Planning and Construction, LRPC
- E. Educational Program-** Choice Programming, Special Education Director (SPED, 504), World Class Education (GT, ELL)
- F. Plan for Evaluating Pupil Performance -** System Performance and Accountability, World Class Education, Choice Programming Director, Special Education Director
- G. Budget and Finance-** Chief Financial Officer
- H. Governance-** Choice Programming, Legal Counsel
- I. Employees-** Director of Human Resources
- J. Insurance Coverage-** Risk Management
- K. Parent and Community Involvement-** Choice Programming, DAC, LRPC
- L. Enrollment Policy-** Choice Programming, Planning and Construction, Legal Counsel
- M. Transportation and Food Service-** Transportation Services, Nutrition Services
- N. Facilities-** Planning and Construction, LRPC
- O. Waivers-** Choice Programming, Legal Counsel
- P. Student Discipline, Expulsion, or Suspension-** Choice Programming, Legal Counsel, Director of Special Education, World Class Education
- Q. Serving Students with Special Needs-** Director of Special Education, World Class Education
- R. Dispute Resolution Process-** Legal Counsel
- S. School Management Contracts-** Chief Financial Officer and Legal Counsel

Appendix A: Charter School Intent to Submit Form

Appendix B: Evaluation Rubric

It is important for applicants to remember that each of the components relate to one another. Curriculum is not complete without consideration of assessment. Facilities cannot be sufficiently addressed in isolation from budgetary decisions. The completed application should tell a story that relates the application components into one comprehensive package. The vision and mission should be evident throughout the application, and all program elements and resource allocations should be in alignment with the proposed budget and school program. It is important to also consider that online school applications or other unique programs may not conform precisely to all components of this standard application. In these cases prior communication with the Office of Choice Programming is imperative.

The companion to this standard application is the Charter School Application Flow Chart which presents an outline of the charter school application process. The flow chart can be found at on the CDE Schools of Choice Unit website. Applicants should use this flow chart before, during and after the application process.

The DCSD Charter School Application Procedure is as follows:

1. By March 1 of each year, a new charter may submit an 'Intent to Submit Form' to the Office of Choice Programming. If March 1 falls on a weekend, the form is due the Friday before the weekend.
2. A copy of the Intent to Submit form will be forwarded to the DCSD Board of Education and DCSD department leaders as notification of the applicant's intent to turn in an application.
3. By 4:00 p.m. on March 15 of each year the applicant must submit one printed copy and one electronic copy of the Charter School Application to the Office of Choice Programming. If March 15 falls on a weekend, the application will be due the Friday prior to March 15.
4. The DCSD Board of Education and department leaders, as well as representatives of the DAC and the LRPC, are provided copies of the applications that were submitted by the deadline. These parties form the "Charter Application Review Team" (CART).
5. Within 15 days of submission of the application, the Office of Choice Programming will determine whether the application is "complete" as containing all the necessary elements as set forth in statute. In the event the application is determined to be incomplete, the applicant will have 15 days to resubmit a complete application.
6. The applicant will meet with representatives of the DCSD CART team after the Choice Programming office makes a determination that the application is complete to review the timeline for the application process and to answer any applicant questions.
7. CDE and the League of Charter Schools will be contacted to determine whether the applicant has received prior assistance with the application.
8. The review process will be completed by the CART following the charter application review timeline within the timeline set forth in statute, and the DCSD board will vote on the application within 90 days of the application deadline.

If the DCSD CART team recommends that an application not be approved, and if the DCSD Board of Education does not approve the application, the applicant may appeal the DCSD Board decision to the State Board of Education, pursuant to the timelines and procedures set forth in statute.

#### **CHARTER SCHOOL EXPANSION PROCEDURE**

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For existing district charter schools interested in expanding grade levels (i.e. from an elementary K-5 or K-6 to a middle school or a K-8 to a high school) or planning to establish an additional location, the following criteria will need to be met first:

- The school must have been in operation for at least three years;

- The school must have a proven program demonstrating compliance with district and contract standards in the areas of academics, finance, operations and governance; and
- There is demonstrated demand for the expansion.

Schools meeting these criteria must supply the district with the following components derived from the standard application:

- A. Executive Summary
- B. Vision and Mission Statements
- C. Goals, Objectives and Pupil Performance Standards
- D. Evidence of Support
- E. Educational Program
- F. Plan for Evaluating Pupil Performance
- G. Budget and Finance
- N. Facilities
- P. Student Discipline, Expulsion, or Suspension
- Q. Serving Students with Special Needs

Application Components that will be reviewed by the District for consistency with the expansion:

- H. Governance
- I. Employees
- J. Insurance Coverage
- K. Parent and Community Involvement
- L. Enrollment Policy
- M. Transportation and Food Service O. Waivers
- R. Dispute Resolution Process
- S. School Management Contracts

## **CHARTER SCHOOL REPLICATION PROCEDURE**

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### **Introduction**

Replication is when a charter school seeks to establish one or more additional schools using the same educational model and where there will be an ongoing relationship between the schools. This definition is meant to be fairly broad and include a range of practices, some of which are described below:

- One governing board overseeing two or more schools;

- An educational service provider contracting for services with two or more schools; and
- Shared services among schools.

Conditions for replication are described below and are intended to provide general guidelines – replication readiness will vary to some extent based on a school’s replication plan and its unique circumstances.

### **Operational History**

The school should:

1. Have been operating for at least four years.
2. Be serving all grade levels that are included in its original charter. Ideally, there is a minimum of two years of academic outcomes for each grade level.

### **Student Outcomes**

The school should:

1. Be awarded a plan assignment of ***Performance***.
2. Meet or exceed standards in all three (elementary and middle) or four (high school) Colorado performance indicators – academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness (high school only) or consistently exceed standards for academic growth or academic growth gaps.
3. Exceed the performance of comparable schools.
4. Be achieving its unique charter school objectives.

### **Efficient, Effective and Compliant Operations**

The school should:

1. Have a positive rating on CSSI Standard 10: *The school board demonstrates strong fiscal management and the school’s practices demonstrate current and future financial health.* Specific indicators include the following:
  - a. *The governing board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.*

- b. *The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.*
  - c. *The school has enough revenue to ensure stable programming.*
  - d. *School programs do not exceed their assets. Programs operate on a modest surplus and the school makes adjustments to reduce operating costs to cover any deficit.*
2. Have systems in place to timely and accurately complete reports required.
  3. Be in compliance with its charter contract, health, safety, and other legal requirements including IDEA and services for English language learners.
  4. Have unqualified annual independent audits and an adequate or growing reserve.
  5. Be in compliance with Articles 44 and 45, C.R.S., financial policies and procedures and accounting and reporting requirements.

### **Governance and Leadership**

The school should:

1. Have a positive rating on CSSI Standard 9: *The school demonstrates strong leadership through their procedures to promote their mission, their strategic planning, current knowledge of legislative issues, policy development, commitment to professional development, provision of resources, oversight/support of administrator, ability to build effective committees, and establishes networked community relationships.*

Specific indicators include the following:

- a. *The governing board models quality and needs-based professional development.*
  - b. *The governing board provides guidance in program assessment and renewal processes.*
  - c. *The governing board has a clear plan for hiring, retaining, supporting and evaluating the school administrator.*
  - d. *The governing board supports the mission/vision of the school by securing strong relationships within the school and with outside agencies.*
2. Have strong, stable, and effective governance that includes well-developed governance documents (bylaws, policies, grievance procedures, conflict of interest disclosure, and human resources policies/procedures).
  3. Be able to demonstrate support for replication in the school community.
  4. Have incorporated replication into the school's mission, vision, and/or strategic plan.
  5. Have a succession and leadership development plan in place.

## **Replication Plan**

The school should have:

1. A financial plan in place for replication that addresses the needs of starting a new school and does not disadvantage students at the original school(s).
2. An educational program whose key features have been identified and can be replicated including school culture, staff development, and data/assessment systems.
3. A clearly defined target population and evidence that demand for the program among the target population exceeds available space.
4. A plan for allocating sufficient human resources for a successful replication without disadvantaging existing schools.

## **Conclusion**

Replication readiness begins with a track record of outstanding achievement and demand that exceeds supply. The school that wishes to replicate is saying 'grant us an additional charter(s) based on our past success and the demand for our school.' When this condition is met, the district still needs to know that the financial and human resources and operational systems are in place to support expansion. The district will need evidence that the school community supports replication and that current students are not disadvantaged. Finally, the school that wishes to replicate needs a vision or plan that describes the desired end state for the organization.

## **Replication Process**

For district charter schools planning to replicate, the following process will be followed:

1. A district charter school may not replicate before its first charter contract renewal, which generally occurs in year 4 of operation.
2. A charter school meeting the operational period requirement must submit evidence of demand for the expansion, which may include demonstrations of community support, student intent to enroll documentation, and other proof of demand for the replication.
3. The replication process also includes meeting with representatives of the Long Range Planning Committee to ascertain location availability and feasibility.
4. The replicating charter school must note any changes from the school's initial charter application in connection with the replication, using the model charter school application and contract formats.
5. Replication Readiness- the charter school will need to meet all the conditions in this replication readiness guidance, which include:
  - a. School Performance
  - b. Effective School Operations
  - c. Governance and Leadership
  - d. Financial Plan

Charter schools that are authorized in another district or by the Charter School Institute (CSI) and seek replication in Douglas County School must apply as a new school, using the standard new school application and process.

## **CHARTER SCHOOL RENEWAL PROCEDURE**

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The charter contract renewal process examines a number of factors revealing the health of the charter school. This process is most transparent when it is characterized by the following criteria:

1. Putting the interests of children first;
2. Identifying performance indicators that have been in place for the duration of the contract;
3. Gathering accurate performance, financial and governance data;
4. Undertaking annual performance evaluations;
5. Adopting reasonable academic performance expectations;
6. Considering multiple measures, including comparable school performance, across three or more years;
7. Weighting the evidence based on importance, rather than relying on numeric cut scores;
8. Listening to the points of view of both the district staff and the charter school;
9. Taking into account the number of years that the school has been operating.

Charter school contracts in DCSD will be reviewed for renewal in the year prior to the charter expiration year. The charter school must submit a Charter School Intent to Renew Contract form on or before September 1 of the year prior to the year that the contract expires. See the renewal timeline on the next page for renewal deadlines.

Charter schools are evaluated for renewal based on their yearly Accreditation, financial health, and governance and operations. The charter school Accreditation procedure answers the following key questions that are essential for renewal status:

- Is the educational program a success?
- Are school operations effective and efficient?
- Is the school meeting its legal and other obligations?
- Does the school have excellent governance and leadership?

DCSD Renewal Timeline

Date	Task
Spring of the year prior to the charter’s expiration	The parties meet so that the district can explain the renewal process, application format and timeline, and address any questions regarding the process
September 1 of the year prior to expiration	The school formally submits the Intent to Renew Contract form to the Office of Choice Programming
September 15 of the year prior to expiration	District staff submits to the charter school board and administrator a renewal recommendation and supporting data. District staff meets with the school, if requested, to explain or clarify the data or recommendations.
October 1 of the year prior to expiration	The charter school submits comments on the data and recommendations to the district.
No later than November 1 of the year prior to expiration	<p>The school submits the contract appendix documents to the Office of Choice Programming which includes:</p> <ol style="list-style-type: none"> <li>1. <b>Intent to Renew form</b></li> <li>2. <b>Board Conflict of Interest form</b></li> <li>3. <b>ESP Agreement, if applicable</b></li> <li>4. <b>Request for Automatic Waivers of State Laws</b></li> <li>5. <b>Request for Additional Waivers of State Laws (if any)</b></li> <li>6. <b>Request Waivers of District Policy (if any)</b></li> <li>7. <b>Enrollment Preferences, Methods, Timelines and Procedures</b></li> </ol>
Prior to December district board meeting	District staff reviews the renewal recommendation and adds additional information as needed
December	<p>District board of education meeting:</p> <ol style="list-style-type: none"> <li>1. District staff presents the recommendation and supporting evidence at a public meeting.</li> <li>2. Board asks questions and requests clarifications as needed.</li> <li>3. Charter school responds to the staff report and recommendation.</li> <li>4. Charter parents and other interested persons may address the board.</li> </ol>
Prior to January district board meeting	District staff sends any additional written information and clarifications to the board of education
No later than February 1	District board of education acts by resolution to approve or deny the request to renew the charter
No more than 30 days after the district board decision	A notice of appeal may be filed with the State Board of Education

No more than 60 days after the notice of appeal has been filed	The State Board of Education holds a hearing and makes a decision to uphold the district’s decision or remand the decision back to the district for reconsideration
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**CHARTER SCHOOL ACCREDITATION PROCEDURE**

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Schools are required to be accredited through an Accreditation Process yearly. The Accreditation process for district charter schools mirrors the district procedure for our neighborhood schools, and is as follows:

Charter School Accreditation for High Performing Schools-

**Accredited with Distinction-** the school meets or exceeds state expectations for attainment on the performance indicators and is required to adopt and implement a performance plan;

**Accredited with Performance Plan-** the school meets state expectations for attainment on the performance indicators and is required to adopt and implement a performance plan;

Main Accreditation Documentation-

1. Current School Performance Frameworks
2. Current Unified Improvement Plan

Supporting Accreditation Documentation-

1. Documentation of yearly and one time compliance e-Trainings
2. Crisis Management Documents:
  - Complete Team Documents
  - School Crisis Management Plan
  - School Safety Drill Logs
3. SAC Compliance Documents
4. Parent Surveys
5. Facility Inspection
6. Data Submission Timeline documents (i.e. audit, financials, Monitoring Report)

Supporting Information from the Office of Choice Programming

1. Contract Compliance
2. Data Submission Timeline Deadlines

### Charter School Accreditation for Low-Performing Schools-

**Accredited with Improvement Plan-** the school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement an improvement plan;

**Accredited with Priority Improvement Plan-** the school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a priority improvement plan.

#### Main Accreditation Documentation-

1. Current School Performance Frameworks
2. Current Unified Improvement Plan
3. District Charter School Team Visit

#### Supporting Accreditation Documentation-

1. Documentation of yearly and one time compliance e-Trainings
2. Crisis Management Documents:
  - Complete Team Documents
  - School Crisis Management Plan
  - School Safety Drill Logs
3. SAC Compliance Documents
4. Parent Surveys
5. Facility Inspection
6. Data Submission Timeline documents (i.e. audit, financials, Monitoring Report)

#### Supporting Information from the Office of Choice Programming-

1. Contract Compliance
2. Data Submission Timeline Deadlines

### Charter School Accreditation for Schools on Turnaround-

**Accredited with Turnaround Plan-** the school has not met state expectations for attainment on the Performance Indicators and is required to adopt and implement a turnaround plan.

#### Main Accreditation Documentation-

1. Current School Performance Frameworks
2. Current Unified Improvement Plan
3. One-on-one meetings with school staff conducted by System Performance Office Staff
4. Possible District Charter School Team Visit 5.

#### Supporting Accreditation Documentation-

1. Documentation of yearly and one time compliance e-Trainings
2. Crisis Management Documents:

- Complete Team Documents
- School Crisis Management Plan
- School Safety Drill Logs
- 3. SAC Compliance Documents
- 4. Parent Surveys
- 5. Facility Inspection
- 6. Data Submission Timeline documents (i.e. audit, financials, Monitoring Report)

Supporting Information from the Office of Choice Programming-

- 1. Contract Compliance
- 2. Data Submission Timeline Deadlines

Charter School Accreditation for New Schools-

New School Definition-

A new charter school is a school that is in its first, second or third year of operation as a school.

Main Accreditation Documentation-

- 1. Current School Performance Frameworks (after year one)
- 2. Current Unified Improvement Plan
- 3. CSSI Team Visit Report  
(District Team Visit if CSSI has not occurred by the end of the 2<sup>nd</sup> year of operation, or if the charter school has not received a start-up grant)

Supporting Accreditation Documentation-

- 1. Documentation of yearly and one time compliance e-Trainings
- 2. Crisis Management Documents:
  - Complete Team Documents
  - School Crisis Management Plan
  - School Safety Drill Logs
- 3. SAC Compliance Documents
- 4. Parent Surveys
- 5. Facility Inspection
- 6. Data Submission Timeline documents (i.e. audit, financials, Monitoring Report)

Supporting Information from the Office of Choice Programming

- 1. Contract Compliance
- 2. Data Submission Timeline Deadlines

## CHARTER SCHOOL CLOSURE PROCEDURE

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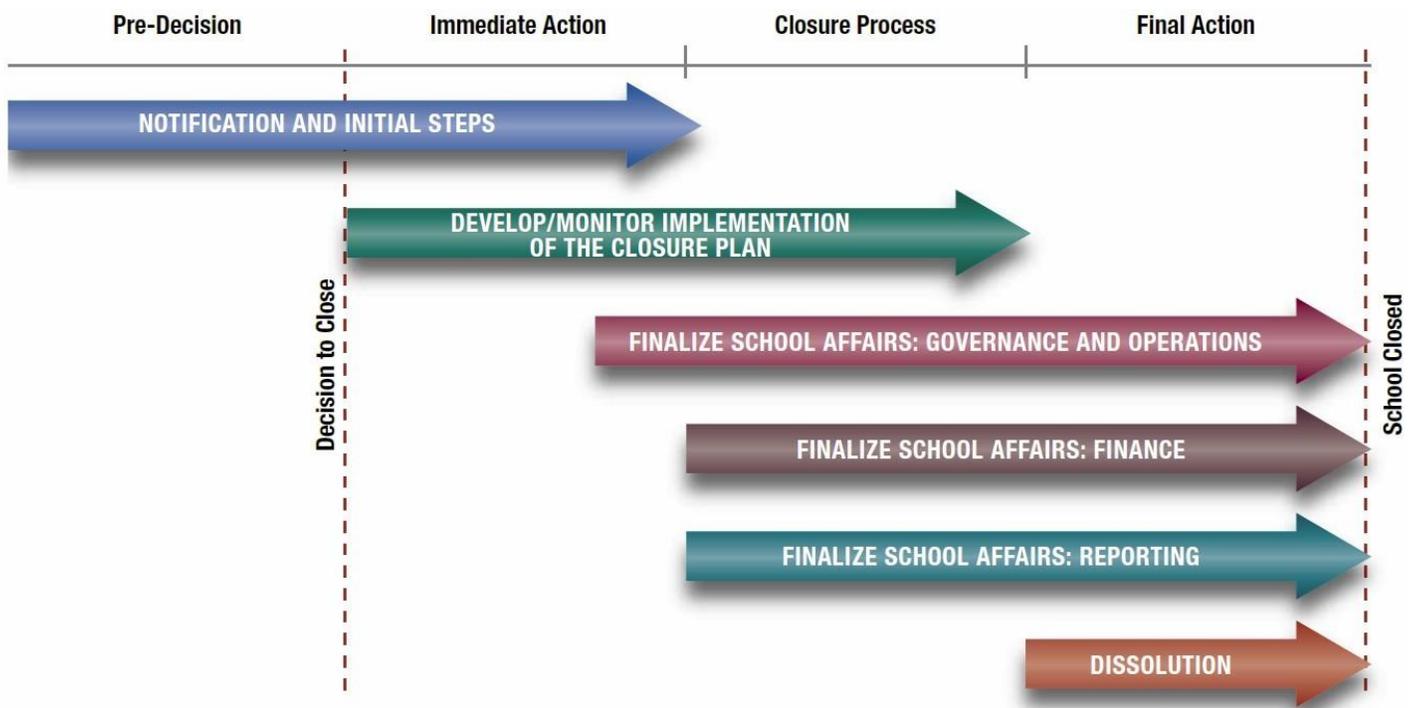
A closure of a charter school contract may occur when a charter school’s current contract is set to expire, and the district or the school does not opt to renew the contract.

In addition, in some extreme circumstances the district may opt to revoke a charter school contract prior to expiration.

Closing a charter school is never easy; however, at times it is a necessary process. Evidence of failure in one or more of the following areas may provide the grounds for DCSD to close a charter school:

- Academic Underperformance
- Financial Mismanagement
- Organizational Incompetence
- Non-compliance with state and federal law or district policy
- The best interest of the students at the school

When a charter school is to be closed, timing is extremely important. In order to provide a transparent process, this timeline will be followed:



## Notification and Initial Steps

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Notify Parents / Guardians of Closure Decision</b></p> <p>Within one day of the authorizer’s decision to close the charter school, authorizer staff and charter staff/board collaborate to ensure that parents / guardians are notified regarding the closure decision. Such notification includes:</p> <ol style="list-style-type: none"> <li>1. If applicable, an explanation of the process for an appeal to the Colorado State Board of Education and possible litigation including the implications for families.</li> <li>2. Assurance that instruction will continue through the end of the school year or the date when instruction will cease.</li> <li>3. Assurance that after a final decision is reached, parents/students will be assisted in the reassignment process.</li> <li>4. FAQ about the charter closure process.</li> <li>5. Contact information for parents/guardians with questions.</li> </ol>			
<p><b>Notify School Districts Materially Impacted</b></p> <p>Within two days of the authorizer’s decision to close the charter school, notify districts materially impacted by the closure decision, including:</p> <ol style="list-style-type: none"> <li>1. Possible appeals and timeline for final decision.</li> <li>2. Copy of the letter sent to parents.</li> <li>3. Closure FAQ.</li> <li>4. Information about the plan being developed to ensure an orderly closure process..</li> <li>5. Contact information for questions.</li> </ol>			
<p><b>Review Budget</b></p> <ol style="list-style-type: none"> <li>1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable.</li> <li>2. Emphasize the legal requirement to limit expenditures to only those in the approved budget, while delaying approved expenditures that might no longer be necessary until a revised budget is approved.</li> <li>3. Acknowledge that there are unique expenditures associated with closure for both the authorizer and school and that the parties will meet to identify these expenditures and funding sources.</li> <li>4. Ensure that the school continues to collect revenues included in the school’s budget, if applicable.</li> </ol>			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Principal and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, the status of appeals/legal action and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Discuss plans for helping students find new schools.</li> <li>4. Identify date when last salary check will be issued, when benefits terminate, and last day of work.</li> <li>5. Describe assistance, if any that will be provided to faculty and staff to find new positions.</li> </ol>			

<p><b>Send Additional and Final Notifications</b></p> <p>Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. In the letter to parents after the closure decision is final, include:</p> <ol style="list-style-type: none"> <li>1. The last day of instruction.</li> <li>2. Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>3. Assistance that will be provided to families in identifying new schools. This may include a list of school options, choice fairs, individual meetings with families, and prospective school visitations.</li> </ol>			
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Develop/Monitor Implementation of the Closure Plan

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <p>Transition team includes:</p> <ol style="list-style-type: none"> <li>1. Lead person from authorizer staff.</li> <li>2. Charter school board chair.</li> <li>3. Lead administrator from the charter school.</li> <li>4. Lead finance person from the charter school.</li> </ol> <p>Develop plan, exchange contact information and assign roles.</p>			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students.</li> <li>2. Return or distribution of assets.</li> <li>3. Transfer of student records.</li> <li>4. Notification to entities doing business with the school.</li> <li>5. The status of the school's finances.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>			
<p><b>Submit Final Report</b></p> <p>Submit a final report to the authorizer detailing completion of the closure plan.</p>			

Finalize School Affairs: Governance and Operations

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Maintain Identifiable Location</b>                      Maintain the school’s current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.</p>			
<p><b>Notify Commercial Lenders / Bond Holders</b>                      Within 10 days after the final decision on the charter school closure and after all appeals have been exhausted, notify banks, bond holders, etc., of the school’s closure and a likely date as to when an event of default will occur as well as the projected date of the last payment by the school toward its debt.</p>			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b>                      Review the management agreement and take steps needed to terminate the agreement at the end of the school year or when the charter contract expires.</p> <ol style="list-style-type: none"> <li>1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds.</li> <li>2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction.</li> <li>3. The school and the management company agree when other services including business services will end.</li> </ol>			
<p><b>Protect School Assets</b>                      Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility and vehicles, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>			
<p><b>Maintain Corporate Records</b>                      Maintain all corporate records related to:</p> <ol style="list-style-type: none"> <li>1. Loans, bonds, mortgages and other financing.</li> <li>2. Contracts.</li> <li>3. Leases.</li> <li>4. Assets and asset distribution.</li> <li>5. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>6. Governance (minutes, bylaws, policies).</li> <li>7. Employees (background checks, personnel files).</li> <li>8. Accounting/audit, taxes and tax status, etc.</li> <li>9. Personnel.</li> <li>10. Employee benefit programs and benefits.</li> <li>11. Any other items listed in the closure plan.</li> <li>12. Determine where records will be stored after dissolution.</li> </ol>			

Finalize School Affairs: Governance and Operations (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Notify Employees and Benefit Providers</b> Formally notify all employees of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. COBRA) and eligibility for Colorado Unemployment Insurance pursuant to any regulations of the Colorado Department of Labor. Notify benefit providers of pending termination of all employees, to include:</p> <ol style="list-style-type: none"> <li>1. Medical, dental, vision plans.</li> <li>2. Life insurance.</li> <li>3. Cafeteria plans.</li> <li>4. 403(b), retirement plans.</li> <li>5. PERA.</li> </ol> <p>Consult legal counsel as specific rules and regulations may apply to such programs.</p>			
<p><b>Notify Contractors and Terminate Contracts 1.</b> Notify all contractors of school closure.</p> <ol style="list-style-type: none"> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>			
<p><b>Transfer Student Records and Testing Material</b> Send student records, including final grades and evaluations, to the authorizer, including:</p> <ol style="list-style-type: none"> <li>1. Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>2. Student health / immunization records.</li> <li>3. Attendance record.</li> <li>4. Any testing materials required to be maintained by the school.</li> <li>5. Student transcripts and report cards.</li> <li>6. All other student records.</li> </ol> <p>Document the transfer of records to include:</p> <ol style="list-style-type: none"> <li>1. The number of general and special education records transferred.</li> <li>2. Date of transfer.</li> <li>3. Signature and printed name of the charter school representative releasing the records.</li> <li>4. Signature and printed name of the authorizer’s representative who receives the records.</li> </ol>			

<p><b>Inventory assets</b> Inventory school assets, and identify items:</p> <ol style="list-style-type: none"> <li>1. Loaned from other entities.</li> <li>2. Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>3. Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>4. Purchased with federal grants (dispose of such assets in accordance with federal regulations).</li> <li>5. Purchased with Public Charter School Program startup funds (transfer assets to another charter school within the district or state).</li> </ol> <p>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</p>			
<p><b>Notify Food and Transportation Services and Cancel Contracts</b> Cancel school district or private food and/or transportation services for summer school and the next school year.</p>			

Finalize School Affairs: Finance

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Review and Revise School Budget</b></p> <ol style="list-style-type: none"> <li>1. Review the school’s budget and overall financial condition.</li> <li>2. Make revisions that take into account closure and associated expenses while prioritizing continuity of instruction.</li> <li>3. Identify acceptable use of reserve funds.</li> </ol>			
<p><b>Maintain IR S 501(c)(3) Status</b> Maintain IRS 501(c)(3) status, including:</p> <ol style="list-style-type: none"> <li>1. Notify IRS regarding any address change.</li> <li>2. File required tax returns and reports.</li> </ol>			
<p><b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing the school’s grants that the school will be closing.</p>			
<p><b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor.</p> <ol style="list-style-type: none"> <li>1. This list is not the same as the contractor list, above, but may include contractors.</li> <li>2. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. A UCC search should be performed to identify secured creditors.</li> <li>3. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.</li> </ol>			
<p><b>Notify Creditors</b> Notify all creditors of the school’s closure and request a final bill.</p>			
<p><b>Notify Debtors</b> Contact all debtors and request payment.</p>			

<p><b>Determine PER A Obligations</b> Contact PERA to determine remaining liabilities for employee retirement program.</p>			
<p><b>Itemize Financials</b> Review, prepare and make available the following:</p> <ol style="list-style-type: none"> <li>1. Fiscal year-end financial statements.</li> <li>2. Cash analysis.</li> <li>3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> </ol> <p>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</p>			
<p><b>Close Out All State and Federal Grants</b> Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.</p>			
<p><b>Prepare Final Financial Statement</b> Retain an independent accountant to prepare a final statement of the status of all contracts and other obligations of the school, and all funds owed to the school, showing:</p> <ol style="list-style-type: none"> <li>1. All assets and the value and location thereof.</li> <li>2. Each remaining creditor and amounts owed.</li> <li>3. Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>4. Each remaining debtor and the amounts owed.</li> </ol>			

Finalize School Affairs: Finance (continued)

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Complete Final Financial Audit</b> Complete a financial audit of the school in accordance with the Charter Schools Act by a date to be determined by the authorizer.</p>			
<p><b>Reconcile with Authorizer</b> Reconcile authorizer billings and payments, including special education payments or other “lagged” payments. If the school owes the authorizer money, it should list the authorizer as a creditor and treat it accordingly.</p>			

Finalize School Affairs: Reporting

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Prepare End-of-Year Reports</b> Prepare and submit all required end-of-year reports to the authorizer.</p>			
<p><b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.</p>			

Dissolution

Description of Required Actions	Responsible Party	Completion Date	Status
<p><b>Dissolve the Charter School</b></p> <ol style="list-style-type: none"> <li>The charter school board adopts a resolution to dissolve that indicates to whom the assets of the non-profit corporation will be distributed after all creditors have been paid.</li> <li>Unless otherwise provided in the bylaws, the members (if any) or board votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (C.R.S. 7-134-103).</li> </ol>			
<p><b>Notify the Secretary of State</b></p> <p>After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth:</p> <ol style="list-style-type: none"> <li>The name of the non-profit corporation.</li> <li>The address of the non-profit corporation’s principal office.</li> <li>The date dissolution was authorized.</li> <li>If dissolution was authorized by the directors, a statement to that effect.</li> <li>If dissolution was approved by the members, a statement of the number of votes cast for the proposal to dissolve.</li> <li>Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ol>			
<p><b>Notify Known Claimants</b></p> <p>Give written notice of the dissolution to known claimants within 90 days after the effective date of the dissolution.</p>			
<p><b>End Corporate Existence</b></p> <p>A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including:</p> <ol style="list-style-type: none"> <li>Collecting its assets.</li> <li>Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>Discharging or making provision for discharging its liabilities.</li> <li>Doing every other act necessary to wind up and liquidate its assets and affairs. (C.R.S. 7-134-105).</li> </ol>			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>			

## **“Sample Resolution for Non-Renewal”**

Be it RESOLVED:

That the **CHARTER AUTHORIZER BOARD**, in accordance with **CHARTER SCHOOL STATUTE AND/OR REGULATION, AND RENEWAL POLICY**, hereby declines to renew the public school charter granted to the following school effective **DATE**, based upon the information presented by the **CHIEF EXECUTIVE/STAFF** regarding the school’s performance, and as recommended by the **CHIEF EXECUTIVE/STAFF**:

**NAME OF SCHOOL**

Location: **CITY**

Number of Students: **XXX**

Grade levels: **X THROUGH X**

Provided, that the non-renewal of the charter shall be conditional on the right of **NAME OF CHARTER SCHOOL** to request an **APPEAL** in accordance with **APPROPRIATE LAW AND/OR REGULATION**; provided further, that any such request for a hearing shall be in writing, addressed to the board of Education, and must be received within **XX** days of the school’s receipt of the notice of Board’s action.

If the Board does not receive a request for a hearing from the school within the **X** day period, the Board’s conditional action on non-renewal of the charter shall become final at the end of the **X** day period.

Provided, further, that the **CHARTER AUTHORIZER BOARD** authorizes the **CHIEF EXECUTIVE/STAFF STATUTE/REGULATION AND CLOSURE POLICY/PROTOCOL**, as is determined are necessary to enable the school to complete the current school year and terminate its operation. In Connection with determining and imposing such conditions on the school, the **CHIEF EXECUTIVE/STAFF** shall confer with a transition committee that shall be established in consultation with parents of students at the **NAME OF CHARTER SCHOOL** and community leaders.

## **“Sample Resolution for Charter Revocation”**

Be it RESOLVED:

That the **CHARTER AUTHORIZER BOARD**, in accordance with **CHARTER SCHOOL STATUTE AND/OR REGULATIONS**, hereby, revoke the public school charter granted to **NAME OF SCHOOL** effective **DATE**, based upon the information presented by the **CHIEF EXECUTIVE/STAFF** regarding the school’s performance.

Provided, that the revocation of the charter shall be conditional on the right of the board of trustees of **NAME OF SCHOOL** to request an administrative hearing in accordance with **CHARTER SCHOOL STATUTE AND REGULATIONS** provided further, that any such request for a hearing shall be in writing, addressed to the **CHARTER AUTHORIZER BOARD’S** action. If the **CHARTER AUTHORIZER BOARD** does not receive a request for a hearing from the school with the **X** day period, the **CHARTER AUTHORIZER BOARD’S** conditional action on revocation of the charter shall become final at the end of the **X** day period.

Provided, further, that the **CHARTER AUTHORIZER BOARD** authorizes the **CHIEF EXECUTIVE/STAFF** to impose such conditions on the school and its board of trustees, in accordance with **CHARTER SCHOOL STATUTE/REGULATION AND CLOSURE POLICY/PROTOCOL**, as is determined are necessary to enable the school to complete the current school year and terminate its operations. In connection with determining and imposing such conditions on the school, the **CHIEF EXECUTIVE/STAFF** shall confer with a transition committee that shall be established in consultation with parents of students at the **NAME OF CHARTER SCHOOL** and community leaders.

## **CHARTER SCHOOL APPROVAL OF ADDITIONAL ENROLLMENT PROCEDURE**

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Charter schools planning to increase enrollment in the school’s approved grade levels as set forth in their charter school contracts must submit a letter outlining the expansion to the district for approval by the DCSD Board of Education

## **CHARTER SCHOOL PURCHASE SERVICE CONTRACT PROCEDURE**

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Charter schools can purchase a number of services from the district. The services offered to charter schools are set forth in the Purchased Service Contract, provided to charter schools each February for the next school year.

## **CHARTER SCHOOL SPECIAL EDUCATION SERVICES PROCEDURE**

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Charter schools generally provide for their own staffing for special education need in Douglas County. However, charter schools may also purchase some or all special education services from the district.

## **CHARTER SCHOOL DATA SUBMISSION TIMELINE DOCUMENTS**

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Charter schools must submit certain academic, staffing and financial data to the district on an ongoing basis. The Office of Choice Programming maintains a submission calendar online, which is available to all charter schools.