



District of Columbia Public Charter School Board

Handbook for Submitting Proposed Amendments, Requests, and Notices

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Types of Submissions

Per the DC PCSB Charter Amendment Policy,¹ a school seeking to revise its charter must submit one of three documents to the PCSB Board:

1. **Charter Amendment Petitions;**
2. **Requests;** and
3. **Notices.**

Determine which type of document you need to prepare using the chart below. Click on the submission types to learn more about how to prepare and submit them.

If you'd like to make a change about:	<ol style="list-style-type: none"> 1. Mission or educational philosophy; 2. Goals and Student Academic Achievement Expectations 3. Articles of incorporation and/or bylaws; 4. Grade levels to be served; or 5. Governance structure, including, but not limited to, the engagement or dismissal of a management company. 	<ol style="list-style-type: none"> 1. Enrollment ceiling; 2. Accountability plan; 3. Operation of additional campus (with no changes to grades served); or 4. LEA status for special education. 	<ol style="list-style-type: none"> 1. Campus relocation; 2. Accreditation; or 3. Adoption of new curriculum (textbook or program), standards, or assessments.
Then you should submit a:	Charter Amendment Petition	Request	Notification
Timeline	Submit petition 6 months before proposed amendment is planned to take effect	Submit request 3 months prior to change going into effect	Submit notification 3 months prior to change going into effect.

Don't see what you would like to submit? Email Mustafa Nusraty at mnusraty@dpcsb.org.

¹ See full [Charter Amendment Policy](#).

Charter Amendment Petition

A public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter.²

Petition Formatting and Submission Requirements

The petition must include the following:

1. **Executive Summary**;
2. Proposed amendment language; and
3. Proposal narrative.

Charter Amendment Petition Templates

Click on any of the following topics to view corresponding standard charter amendment templates and narrative instructions.

1. **Mission statement, vision, focus, and/or educational philosophy**
2. **Articles of Incorporation and/or Bylaws**
3. **Goals and Student Academic Achievement Expectations**
 - a. Adopt Performance Management Framework (PMF) as Goals
 - b. Non-PMF aligned goals and expectations
 - c. Mission-specific goals
 - d. Other goals
4. **Legal Compliance**
5. **Grade Level Expansion**
6. **Governance Structure**

Charter Amendment Process Timeline (as Required by SRA and DC Code 1-309.10)

1. PCSB must apply the process of approving or denying a charter amendment request in the same manner as considering a new charter school petition.
2. Not later than 45 days after submission, the eligible chartering authority shall hold a public hearing.
3. Not later than 10 days prior to the scheduled date of public hearing, an eligible chartering authority shall send written notification of the hearing date to the Advisory Neighborhood Commission in the area in which the school is located.³
4. **Thirty days written notice, excluding Saturdays, Sundays and legal holidays of such District government actions or proposed actions, ... shall be given by first-class mail to the Office of Advisory Neighborhood Commissions, each affected**

² SRA §38-1802.04-C(10).

³ SRA §38-1802.03-(c)(3).

Commission, the Commissioner representing a single-member district affected by said actions.⁴

5. The eligible chartering authority shall approve or deny a petition not later than 45 days after the conclusion of the public hearing.

It is imperative that charter schools adhere to the submission timeline to ensure that PCSB is in compliance with timely notification requirements as outlined in the SRA and the ANC Act.

Amendment Petition Submission Timeline

Charter Amendments will be considered by the PCSB Board four times a year.

If you would like to enact the proposed amendment or request by	Submit the proposed amendment or request to PCSB by the second Monday of the month:	The Board will consider the amendment or request at the following PCSB meeting:
August 2013	February*	April
October 2013	April	June
January 2014	July	September
April 2014	October	December

* *Petition is to be submitted on the 1st Monday of this month.*

- Use one-inch margins and 12-point font.
- If proposing more than one substantive amendment, separate each proposed charter amendment and accompanying narrative.
- Include page numbers in the bottom right-hand corner of each page.
- Include the school name in the bottom left-hand corner of each page.
- Submit petition in PDF and Word document formats to charterteam@dcpsb.org.

⁴ DC Code - DC ST § 1-309.10

Request

Request Formatting and Submission Requirements

The Request must include the following:

1. **Executive Summary**; and
 2. Request and supporting narrative.
- Use one-inch margins and 12-point font.
 - If seeking to make several amendments, separate each proposed charter amendment and accompanying narrative.
 - Include page numbers in the bottom right-hand corner of each page.
 - Include the school name in the bottom left-hand corner of each page.
 - Submit petition in PDF and Word document formats to charterteam@dcpsb.org.

Request Templates

Click on the type of request you are submitting to be directed to the corresponding template:

1. **Enrollment ceiling change**; (To determine whether you are eligible for an enrollment increase, see the **enrollment increase policy**.)
2. Replication - **Operating an Additional Campus**; or
3. **LEA Status for Special Education**.

Request Submission Timeline

Requests will be considered by the PCSB Board four times a year.

If you would like to enact the proposed amendment or request by	Submit the proposed amendment or request to PCSB by the second Monday of the month:	The Board will consider the amendment or request at the following meeting:
April 2013	January* 2013	March 2013
July 2013	April 2013	June 2013
October 2013	July 2013	September 2013
January 2014	October 2013	December 2013

**Contact PCSB staff for date of submission due to winter holiday schedule.*

Notification

Notification Formatting and Submission Requirements

The Notification must include the following:

1. **Executive Summary**; and
 2. Notification and supporting narrative.
- Use one-inch margins and 12-point font.
 - If seeking to make several amendments, separate each proposed charter amendment and accompanying narrative.
 - Include page numbers in the bottom right-hand corner of each page.
 - Include the school name in the bottom left-hand corner of each page.
 - Submit petition in PDF and Word document formats to charterteam@dcpsb.org.

Notification Templates

Click on the type of notice you are submitting to be directed to the corresponding template:

1. **Campus Relocation/Operate New School in New Location**; or
2. **Adoption of new curriculum, standards, or assessments.**

Executive Summary Template

School Name:

Board Chair:

Telephone:

Email:

Executive Director/Head of School:

Telephone:

Email:

Headquarters Address:

Executive Summary

Address the following 3-5 pages.

1. School's mission, number of years in operation, grade levels served, number of students served, accreditation status (including accreditation expiration and grade levels accredited).
2. School's academic performance history, including PMF scores and/or accountability plan results for the past three years. Discuss academic performance of students with disabilities and English language learners.
3. Results of special education compliance and performance reviews by OSSE or PCSB.
4. Notices of concerns, charter warnings, or corrective action issued to the school by PCSB in the past three years. Describe schools' action taken in response to such issuances.

Charter Amendment Template

**Petition to Amend Charter Regarding
Mission Statement, Vision, Focus, and/or Educational Philosophy**

From: School Representative – School name

To: DC Public Charter School Board

Date: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

1. How the proposed amendment will serve the school's students;
2. Why the proposed amendment is needed;
3. Whether/how the proposed amendment will affect your school's educational focus and/or curriculum; and
4. How the proposed amendment will be implemented.

Petition to Amend Charter Regarding

Articles of Incorporation and/or Bylaws

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment to Articles of Incorporation/Bylaws:

Articles of Incorporation/Bylaws Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

1. What the proposed amendment is;
2. Why the proposed amendment is needed;
3. Whether/how the proposed amendment will affect your school's governance structure.

Petition to Amend Charter Regarding Goals and Student Academic Achievement Expectations

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

1. How the proposed amendment will serve the school's students;
2. Why the proposed amendment is needed;
3. Whether/how the proposed amendment will affect your school's educational focus and/or curriculum; and
4. How the proposed amendment will be implemented.

a. **Guidelines for Schools Electing to Use the PMF in Setting Goals and Academic Achievement Expectations**

The school must state that it will adopt the PMF policy currently in public comment.

- The policy states that the goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative accountability PMFs.
- The policy also states any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote.
- List two - three goals and expectations that are not covered by the PMF; one of which must address special education. If the mission of the school is not reflected in the PMF, include a goal that addresses it. Such goals and expectations wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the goals and expectations.

b. Guidelines for Schools Not Electing to Use the PMF in Setting Goals

- Schools are requested (but not required) to list goals and expectations in the following categories. Schools that operate multiple grade spans during the life of the charter should identify goals and expectations for each grade span, recognizing that tested grades are 3-8 and 10. All goals and expectations wherever possible, should be specific, include a time element, and be described in a way that the PCSB can feasibly measure or determine progress toward the goal. Please provide a total of 5 – 7 (up to 9 if the grade span is PK - 8 or PK-12) goals and student academic achievement expectations.

Category 1: Student Performance and Assessments.

How will student achievement and growth be measured in each subject area and within each grade span? Be sure to include special education performance. For example:

- Results on the DC-CAS for your student population and specifically special education students (for example, measured as percent proficient, percent advanced).
- Individual student growth on the DC-CAS for students who have taken the DC-CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient).
- For non-tested grades, specific measures of academic proficiency using widely used normed assessments.
- If the use of assessments in addition to the PMF is planned, what assessments will be used? Will any be the same across the network of schools? How will these results be used to inform the quality and needs of the D.C. school?

Category 2: Gateway Measures. For example:

- What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? What are specific goals around these? (For example, 90% of 9th graders will have sufficient credits to graduate on time, or 60% of 4th graders will test proficient on the ELA section of the DC CAS.) SAT, AP/IB, PSAT, and ACT scores and passage rates are also useful gateway measures for high school.

Category 3: Leading Indicators of School Success. For example:

- Set specific goals for attendance and re-enrollment rate.
- High schools may set specific goals for graduation rate, college

acceptance, four-year college acceptance, college-going, and college completion.

- Schools with vocational programs may set specific goals such as percentage of students earning an industry-recognized certificate and percentage of students employed within three months of graduation.

Category 4: Other Goals.

- List two-three additional goals that are not covered by the above categories. One of these goals must be related to the mission of the school. Other goals can relate to student discipline and other aspects central to the school.

Petition to Amend Charter Regarding

Legal Compliance

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

Please address:

1. The need for the change;
2. How the change will be effected; and
3. Whether the school has been found in compliance with any of the following laws:
 - a. **Health and Safety:** *see* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.*;
 - b. **Enrollment Data:** *see* SRA §38-1802.04(c)(12);
 - c. **Maintenance and Dissemination of Student Records:** *see* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (compulsory school attendance); D.C. Code §31-501 *et seq.* (immunization of school students); D.C. Code §31-601 *et seq.* (tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
 - d. **Compulsory Attendance Laws:** *see* D.C. Code §38-201, *et seq.*
 - e. **Title I of the Elementary and Secondary Education Act:** if it is expected that the proposed school will receive any Title I funds, describe how District and Federal requirements for the use of these funds will be met;
 - f. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** *see* SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
 - g. **Other:** describe how the public charter school will meet any other applicable laws.

Request Templates

Request for

Enrollment Increase

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

REQUEST

The _____ Public Charter School submits to PCSB this request to increase its current enrollment ceiling of ____ to _____ for the 2013-2014 school year.

BACKGROUND

- 1. Please state the following; mission, number of years in operation, grade levels served, accreditation status, grade levels accredited, and the date of expiration.**

Mission:

Number of years in operation:

Grade levels served:

Accreditation status:

Accredited Candidate for Accreditation Not Accredited

Name of Accrediting Body: _____

Accredited grade levels: _____

Date of Expiration __/__/_____

- 2. Describe the school's academic performance history; including PMF scores and/or accountability plan results and DC CAS scores for the past three years.**

FY10

FY11

FY12

PMF Score

PMF Tier

of Accountability
Targets Met

Total # of
Accountability
Targets

DC CAS – Reading
scores

DC CAS – Math
scores

3. **List all notices of concerns, charter warnings or corrective action issued to the school by PCSB in the past five years. Explain the results of each event.**

4. **What are the current/ projected enrollment levels and the current/ projected enrollment ceiling levels for FY13 and FY14 respectively?**

Current enrollment levels	Current enrollment ceiling	Projected enrollment levels	Requested enrollment ceiling
---------------------------------	----------------------------------	-----------------------------------	------------------------------------

FY13

FY14

5. **Explain the enrollment history of the school for five years including the re-enrollment percentage rates and the number of students on the waiting list each year.**

FY09	FY10	FY11	FY12	FY13
------	------	------	------	------

Projected
enrollment levels

Audited enrollment
levels

Unaudited
enrollment level
(FY2013 only)

Re-enrollment
percentage rate

of students on the
waiting list

6. What is the maximum occupancy load for the current site?

Maximum Building Occupancy: _____

Does the total number of staff and students that will occupy the facility after the enrollment increase exceed the maximum occupancy load for staff and students per the school's certificate of occupancy?

YES NO

If yes, explain the steps taken and the timeline in place to address this issue.

7. How have constituents been informed of the proposed change (e.g. parents, staff, and advisory neighborhood commissioners). Describe any concerns that were raised by constituents.

8. Has the advisory neighborhood commissioner(s) for the new location been notified about the request for increased enrollment? If so, what method of notification was used? Describe any concerns that were raised.

9. How will this enrollment increase impact the school's budget both in terms of added staff, materials, etc.?

10. Please complete the following table:

Grade	<i>Example: Academic Year 2012-2013</i>	Academic Year 2012-2013	Academic Year 2013-2014
PreK-3	10		
PreK-4	10		
Kindergarten	10		
Grade 1	10		
Grade 2	10		
Grade 3	10		
Grade 4	10		
Grade 5	10		
Grade 6	10		
Grade 7	10		
Grade 8	10		
Grade 9	10		
Grade 10	10		
Grade 11	10		
Grade 12	10		

Alternative	10		
Special Ed Schools	10		
Adult	10		
Total	180		
Projected % - Special Needs	10% - 18		
Projected % - ELL	10% - 18		
# Campuses	2		

Request for

Replication - Operating an Additional Campus

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

Goals and Student Academic Achievement Expectations

- Describe the school's progress towards meeting the goals of its charter and how replicating the school model aligns with these goals.
- Describe the school's progress towards meeting the student academic achievement expectations of its charter.

Governance and Management

- Describe the leadership pipeline planned for the school. How will the existing school ensure stable leadership and effective operations at the new site?

Fiscal Viability

- Please explain the enrollment history of the school for the previous five years including the re-enrollment percentage rates and the number of students on the waiting list each year.
- What is the current enrollment and enrollment ceiling?

Community and Family Outreach and Engagement

- Will the new campus be located in an IFF priority neighborhood? What will be the impact on the number of quality seats offered in that community?
- How many traditional and public charter schools in a one-mile radius of the new campus serve students in the same grade levels and what are their performance histories?
- How have constituents been informed of the proposed new campus (e.g. parents, staff, advisory neighborhood commissioners)? If so, what method of notification was used? Please describe any concerns that were raised. How have these constituents been included in the planning process?

**Request for
Change in LEA Status**

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

Language of Proposed Amendment:

Charter Language to Be Deleted or Altered:

Narrative Instructions:

In 3-5 pages, address:

Please address:

1. The need for the change;
2. How the change will be effected;
3. Whether the school acts an independent LEA for special education issues or has contracted with DCPS for these services;
4. How the school provides a “Free and Appropriate Public Education” to students with disabilities according to the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973;
5. What procedures the school has in place to implement the Child Find program;
and
6. How the school provides a continuum of services for its special education students with disabilities.

Notification Templates

Notification of Campus Relocation/Operate New School in a New Location

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

NOTIFICATION

[School Name] Public Charter School respectfully submits to the District of Columbia Public Charter School Board this notification of its intent to relocate/operate its [name of campus] at [current street address] in [current Ward] to [proposed new street address] in [new Ward] effective [insert date]. Cite the reason(s) for the campus relocation and why this site was chosen.

SUPPORTING NARRATIVE

Please address all questions and requests for information in narrative form.

- How far away is the new location from the current location of the school? Is the new location in an IFF priority neighborhood and if so, which one?
- Describe the academic performance of the school. Please include the most recent DC CAS results (if applicable) and how they compare to schools within a one-mile radius of where you wish to relocate to that serve the same grade levels.
- How many traditional and public charter schools in a one-mile radius of the new location serve students in the same grade levels?
- How will the change in location impact the enrollment of students who currently attend this campus and how will you ensure that you will have a high re-enrollment rate? (I.e. how will you ensure that students from the existing campus will be able to continue attending your school once the move has occurred?)
- What outreach has already been done to families to let them know of the move? Describe any concerns that were raised about the location.
- What recruitment and marketing has been done in the community of the new school location?
- Has the advisory neighborhood commissioner for the new location been notified of the relocation? If so, what method of notification was used? Describe any concerns that were raised about the relocation.
- What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students that will occupy the facility after the enrollment increase, explain the steps taken and the timeline in place to address this issue.
- How will this campus relocation impact the school's budget in terms of facility, staff, materials, technology costs, etc.?
- What is the amount of the lease and what percentage of the budget is the lease expense?

Notification of Adoption of New Curriculum, Standards, or Assessments

From: School Representative – School Name

To: DC Public Charter School Board

DATE: XX/XX/201X

NOTIFICATION

School Name Public Charter School respectfully submits to the District of Columbia Public Charter School Board this notification of its intent to implement new curricula for the 20XX-20XX school year. The school will no longer use insert previous curricula and/or textbooks here for insert subject here. We will implement insert new curricula and/or textbooks for insert subject here.

BACKGROUND

[Please address all questions and requests for information in bullet form.]

- Explain the reason for the change and why this curriculum was chosen.
- Describe how this change supports or enhances the school's mission and assists with meeting the goals identified in the charter agreement.
- To which grades would the curriculum change apply? If a multi-campus LEA, to which campuses would this apply?
- What are the benefits to teachers and students (special education students, English language learners, gifted, below grade level, on grade level students, etc.)?
- Describe the professional development planned to ensure effective instructional delivery and who will provide it.
- How will the school evaluate the effectiveness of the curricular program and the implementation of it?
- Provide a timeline for implementation of the curriculum.
- Describe the impact of this change on the school's budget in terms of materials and professional development. If additional resources are needed, explain how the budget will support this implementation.
- How have constituents been informed of the proposed change (e.g. parents, staff, advisory neighborhood commissioners)?

Appendix

District of Columbia Public Charter
School Board

General Submission Template
for Governance and Grade Expansion

District of Columbia Public Charter School Board

3333 14th Street NW, Suite 210

Washington, DC 20010

Telephone: (202) 328-2660

Fax: (202) 328-2661

<http://www.dpcsb.org>

Application Format

The format provided in these guidelines allows schools to fully describe their plans for the proposed charter amendment in three areas - an Educational Plan, a Business Plan, and an Operations Plan. Charter amendment requests must meet the following guidelines:

- Include a Table of Contents that lists page numbers for each section of the application. Number each page of the educational, business, and operations plan. **Follow the same format and order as the Sample Table of Contents provided on page 15.**
 - Include labeled tabs to separate each of the sections outlined in the Table of Contents and any appendices.
 - For the bound copies, submit the application in a professionally bound format (pronged report cover; three-ring binder - no larger than 2½"; tape, coil, comb, or velo binding). No applications bound by staples, paper or binder clips or submitted in folders or portfolios will be accepted.
 - Limit the overall length of the application to 150 pages. Note that the following documents are *required* and *will not* count toward the overall 150 page limit:
 - Discipline Policy
 - Articles of Incorporation (if amended)
 - By-laws (if amended)
 - Management Agreement and Related Documents (if applicable)
 - Letter of Intent for Facility (if applicable)
 - Budget Narrative
 - Public Charter School Two-Year Operating Budget Worksheet
 - Public Charter School Five-Year Estimated Budget Worksheet
 - Monthly Cash Flow Projection
 - Capital Budget
 - In addition to the requirements outlined in the Educational Plan, if the school proposes to add grade levels, the following curricular materials for those grade levels should be included in Section F.
 - Student Learning Standards
 - Assessments
 - A Timeline for Curriculum Development
-

The narrative section of the application should be limited to a discussion of each of the criteria presented in the guidelines. Additional information that may support the information presented in the narrative and help the Board to assess better the amendment request should be included in the appendices. Examples of additional information to be included in the appendices are curriculum samples; student learning and performance standards; program descriptions; architectural drawings/floor plans of potential school sites; financial statements; and organizational charts.

Charter Amendment Request - Contents of Application

SAMPLE TABLE OF CONTENTS

Amendment Information Sheet

Executive Summary

Proposed Plans

A. Educational Plan

1. Mission and Purpose of Proposed Public Charter School
2. Goals and Student Academic Achievement Expectations
3. Charter School Curriculum
4. Graduation/Promotion Requirements
5. Support for Learning

B. Business Plan

1. Planning and Establishment
2. Governance and Management
3. Finance
4. Facilities
5. Recruiting and Marketing

C. Operations Plan

1. Student Policies and Procedures
2. Human Resource Information
3. Arrangements for Meeting District and Federal Requirements
4. Implementation of the Charter

D. Budget

- E. Required Documents⁵
- F. Full Curriculum (for full approval), Curriculum Sample (for Approval with Conditions), Scope and Sequence for Earning a HS Diploma, if applicable.

⁵ Items in Sections E and F do not count towards the 150-page limit.

AMENDMENT INFORMATION SHEET

1. Request for Approval: This application is a request for approval to amend the charter of [name of school] as provided in the District of Columbia School Reform Act of 1995.

2. Application Information:

Name of Public Charter School:

Address:

Contact Person:

Daytime Telephone:

E-mail:

Fax:

Name of Person Authorized to Negotiate:

Authorized Signature: _____ Date: _____

3. Purpose of Amendment:

Enrollment of students in additional grades

If proposing to add grades, do you wish to retain the existing school site?

Contract with management company

Yes No

Other

If no, describe plans:

(Explain) _____

Does the amendment request include a request for increased enrollment?

Yes No

At capacity, how many campuses will be in operation? _____

4. Projected Age Range and Number of Students Expected to Enroll:

Current Enrollment: From age/grade: to age/grade: Number of students:

At Full Capacity: From age/grade: to age/grade: Number of students:

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes No

Maximum Enrollment Table

Public Charter School

Grade	Academic Year #	Academic Year #	Academic Year #	Academic Year #	Academic Year #
Total					
# Campuses					

Please indicate campus locations, grades served, and when operations begin at each:

Location	Grades Served	Year One Operation

EXECUTIVE SUMMARY

In three - five pages, provide a narrative summary your school's historical performance and the key features of the application. Address the following in your school's summary:

1. What the amendment is, the purpose, and rationale.
2. Mission, number of years in operation, grade levels served, number of students served, accreditation status (including accreditation expiration and grade levels accredited).
3. School's academic performance history, including PMF scores and/or accountability plan results for the past three years. Discuss academic performance of students with disabilities and English language learners.
4. Results of special education compliance and performance reviews by OSSE or PCSB.
5. Notices of concerns, charter warnings, or corrective action issued to the school by PCSB in the past three years. Explain the results of each event.

This executive summary will be considered a public document and will be used by the PCSB as public information during public hearings and in response to queries from the public about charter amendment requests.

A. Educational Plan

1. Mission and Purpose of the Public Charter School [See SRA §§ 38-1802.02 (1), (2), (3)]

a. Mission and Philosophy:

- State the mission of the public charter school.
- Briefly describe the school's philosophy for educating students.

b. Educational Needs of the Target Student Population:

- What are the needs of the students you plan to serve? How will the school meet these needs?
- Explain the relationship between the student population to be served and the intended geographic area of the city where the school will be located.
- Describe the impact of the proposed school on the existing community and neighborhood schools and provide a rationale for the chosen location.

c. Educational Focus:

- What is the educational focus of the school or the grades you plan to serve?

2. Goals and Student Academic Achievement Expectations [See SRA §§ 38-1802.02 (1), 38.1802.02 (1)(3)(5)]

When evaluating a school, the SRA requires the PCSB to look at whether a school has fulfilled the "goals and student academic achievement expectations" in its charter [See SRA § 38-1802.12 (c)]. The PCSB has adopted the Performance Management Framework ("PMF") as a means of measuring goals and student academic achievement as well as certain other key indicators for all schools serving grades 3-12. There is also a pilot program for measuring student achievement in grades PK-2 and adult education.

Schools are encouraged, though not required, to use the PMF to set its goals and student academic achievement expectations. If the school does not to use PMF, the school is encouraged to create 5 -7 (up to 9 if the grade span is PK - 8 or PK-12) goals and student academic achievement expectations that meet or exceed the ambition of the PMF and that incorporate rigorous nationally recognized assessments or examinations.

a. **Guidelines for Schools Electing to Use the PMF for Goals and Student Academic Achievement Expectations.**

- The school must state that it will adopt the PMF policy currently in public comment.
- The policy states that the goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, to the indicators listed in the Elementary/Middle, high school, adult education, early childhood, and/or alternative accountability PMFs.
- The policy also states any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and PCSB staff and was officially adopted by PCSB's Board of Trustees in a public vote.
- List two - three goals and expectations that are not covered by the PMF. Two of these goals must be related to special education and the mission of the school. Other goals can relate to student discipline and other aspects central to the school. Such goals and expectations (see below) wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the expectations.

b. **Guidelines for Schools Not Electing to Use the PMF in Setting Student Academic Achievement Expectations.**

- Schools are requested (but not required) to list goals and expectations in the following categories. Schools that operate multiple grade spans during the life of the charter should identify goals and expectations for each grade span, recognizing that tested grades are 3-8 and 10. All goals and expectations wherever possible, should be specific, include a time element, and be described in a way that the PCSB can feasibly measure or determine progress toward the goal. Please provide a total of 5 – 7 (up to 9 if serving grades PK - 8 or PK - 12) goals and student academic achievement expectations.
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Category 1: Student Performance and Assessments.

How will student achievement and growth be measured in each subject area and within each grade span? Be sure to include special education performance. For example:

- Results on the state assessment (DC CAS or PARCC) for your student population and specifically special education students (for example, measured as percent proficient, percent advanced).
- Results on the school's chosen assessment measure (such as the NWEA or Terra Nova).
- Individual student growth on the state assessment and/or the proposed school's chosen assessment measure for students who have taken the DC CAS more than once (measured as median growth, or movement between categories such as Basic to Proficient).
- For non-tested grades, specific measures of academic proficiency using widely used normed assessments.

Category 2: Gateway Measures. For example:

- What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? What are specific goals around these? (For example, 90% of 9th graders will have sufficient credits to graduate on time, or 60% of 4th graders will test proficient on the ELA section of the DC CAS.) SAT, AP/IB, PSAT, and ACT scores and passage rates are also useful gateway measures for high school.

Category 3: Leading Indicators

- Set specific goals for attendance and re-enrollment rate.
 - High schools may set specific goals for graduation rate, college acceptance, four- year college acceptance, college-going, and college completion.
 - Schools with vocational programs may set specific goals such as percentage of students earning an industry-recognized certificate and percentage of students employed within three months of graduation.
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Category 4: Other Goals.

List two-three goals that are not covered by the above categories. One of these goals must be related to the mission of the school. Other goals can relate to student discipline and other aspects of the central to the school.

c. **Further discussion around goals**

- How will student progress towards meeting the proposed school's goals be measured and monitored to ensure students are on track?

3. **Charter School Curriculum** [See SRA §§ 38-1802.02 (3), (4)]

a. **Student Learning Standards:**

- What learning standards will be used for each academic subject, and why did you choose these standards?
- How does the selection of these standards ensure that all students will be nationally and internationally competitive, educated individuals in the 21st century, and **meet or exceed** expectations of the DC Learning Standards?

b. **Resources and Instructional Materials:**

- What resources and instructional materials are planned for use in each subject area and grade level?
- How will these resources and materials lead to the accomplishment of the school's mission and goals?

c. **Methods of Instruction:**

- What methods of instruction will be used?
- Why are these methods well-suited for the anticipated student population?
- Describe the methods and systems teachers will use to provide instruction to meet the needs of all students.

d. **Students with Disabilities:**

- How does your school(s) provide FAPE to students with disabilities according to the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504)?
 - What procedures are in place for Child Find?
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- How do you provide a continuum of services within your school(s)?
- What data do you utilize when determining the least restrictive environment (LRE) for students with disabilities along the continuum of services?
- What types of supports are provided to your general educators and other non-special education staff in ensuring their responsibilities in implementing individual education programs (IEP) goals for students with disabilities in the inclusion setting?
- How does the school plan to inform parents about their and their child's rights associated in accordance with IDEA or Section 504?
- How do you plan to track and assess progress towards goals for students with disabilities with IEPs?

e. **English Language Learners:**

- How will English language learners be identified?
- Explain the process the school will use to educate English language learners in both English and the core content as they matriculate through the stages of English language development.
- How will the school ensure effective communication with families who are not English speakers?

f. **Strategies for Providing Intensive Academic Support:**

- How will the needs of students who are substantially below grade level in reading and mathematics be addressed?

g. **Strategies for Meeting the Needs of Accelerated Learners:**

- How will the needs of students who are above grade level in reading and mathematics be addressed?

Note: Include curricular materials in Section F.

4. **Graduation/Promotion Requirements**

- a. PreK-Middle School Programs: Describe the criteria a student must meet to be eligible for graduation from the school.
 - b. High Schools: Describe courses that must be completed at each grade level to receive a high school diploma.
 - c. Alternative/Adult Education: Describe the requirements a student must meet to receive a certificate of completion, and/or career certifications,
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language acquisition certification, or other programs. Describe the proficiency level(s) that a student must attain to be promoted to the next level or to successfully exit the program. Describe what promotion and exit criteria the charter network uses, and how and why these are similar or different from the proposed school's criteria.

Note: High School Applicants only - Include in Section F, a four-year scope and sequence to ensure that all 9th graders will be on-track to graduate high school in four years with enough credits to enter competitive four-year colleges.

5. **Support for Learning** [*See* SRA §§ 38-1802.02 (10), (11), (14)]

a. **Family Involvement**

- What is the school's philosophy around family engagement and how will it promote this philosophy?
- Describe the parent trainings, programs, or initiatives, if any, that will be implemented to support students' families.
- Describe how families will be made aware of the school's performance on the PCSB's Performance Management Framework and the State's accountability index.

b. **Community Participation:**

- How will the community be engaged in the planning, development, and implementation of this charter amendment?

c. **School Organization and Culture:**

- What methods will be used to improve student self-motivation, classroom instruction, and learning for all students?
- Describe the plan for building a positive learning environment at the school.
- Describe plans for acculturating students new to the school.

d. **Extracurricular Activities:**

- Describe the types of sports, recreational, clubs, and other extracurricular activities offerings that are planned. Discuss any plans for collaboration with community organizations for the provision of recreational and/or social programs.
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e. **Safety, Order, and Student Discipline:**

- How will the school ensure that it has a safe and orderly environment to protect the health and safety of students and faculty?
- Describe the school's philosophy regarding student behavior and discipline for the general student population and for students with disabilities that supports the school model.

f. **Professional Development for Teachers, Administrators, and Other School Staff:**

- What professional development will be provided to teachers, administrators, and staff to implement the educational program and meet the goals and student academic achievement expectations?
- Describe what teachers, administrators and other school staff may need in terms of professional development opportunities and how they will be involved in the design and identification of such opportunities.

g. **Structure of the School Day and Year:**

- Provide the school's calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day and year will be organized for instruction, assessment, independent study, professional development, Parent-teacher conferences and extra- or co-curricular activities (Dates are subject to change).
 - High School Applicants only: Include a four-year scope and sequence to ensure that all 9th graders will be on-track to graduate high school in four years with enough credits to enter competitive four-year colleges. Include in the scope and sequence how students who fall off-track can still graduate in four years and be college-ready.
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h. **Technology Plan:** *Virtual Schools Only*

- Describe all technological equipment and services that will be required to implement the curriculum, including hardware, software, connectivity, and media storage.
 - Specify any equipment that students and families will be responsible for obtaining, and any equipment that the virtual charter school will provide.
 - Indicate how the virtual charter school will ensure access to technology for all students. Describe the scope of technological support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which support will be accessible to students and families.
 - Detail any technological support for which students and families will be responsible.
 - Explain the procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Describe the virtual charter school's Acceptable Use policy. Specify data protection and recovery procedures in the event of a catastrophic system failure.
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B. Business Plan

1. **Planning and Establishment** [*See SRA §§ 38-1802.02 (8), (13), (14), (16)*]
 - a. **Planning Process:**
 - Explain how and why the school decided to request this amendment.
 - To date, how have parents, teachers, and other members of the community been involved in developing the amendment request?
 - Describe plans for further recruitment of board of trustees and school leadership positions.
 - b. **Corporate Structure and Nonprofit Status of the School:**
 - Submit copies of by-laws and articles of incorporation if this request requires the existing documents to be amended.
 2. **Governance and Management** [*See SRA §§ 38-1802.02 (7), (9); 38-1802.05*]
 - a. **Board of Trustees:**
 - Explain the procedure by which board members have been and will be selected.
 - How will the board be organized to manage and provide strategic direction for the school?
 - Outline the succession planning for the board members and leadership.
 - Describe the relationship of the Board of Trustees to the school's administrators, staff, parents, and students.
 - b. **Administrative Structure:**
 - Describe the administrative structure of the school.
 - How will the parents, teachers, and students of the school have input in decision making?
 3. **Finance** [*See SRA § 38-1802.02 (6)*]
 - a. **Anticipated Sources of Funds:**
 - How much funding do you expect to receive from the per pupil allocation? Include add-ons for grade levels, students with disabilities, and English language learners. Indicate the amount and sources of additional funds, property, or other resources expected to be available for the costs of operating the public charter school in accordance with
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this charter amendment. Where grants or loans are included, please indicate which of these are in hand and which are anticipated. For anticipated grants or loans, please provide evidence of firm commitments where they exist.

- Describe what contingencies are in place in the event that funds for per pupil allocations are not available, or are lower than expected.
- Explain the specific financial goals and objectives for the projected five-year budget (e.g., capital improvements, equipment, increased instructional and staffing costs).

b. **Planned Fundraising Efforts:**

- Describe any planned fundraising efforts to generate capital or to supplement the per pupil allocation for operating expenses.

c. **Financial Management and Accounting:**

- Describe the financial management and internal accounting procedures of the school, including the fiscal controls that are in place to ensure accountability.
- Describe the school's cash flow management plan and how it will ensure availability of funds throughout the year.

d. **Provision for Audit:**

- Describe the provisions that will be made for conducting annual audits of the financial operations of the school.

4. **Facilities** [See SRA §§ 38-1802.02 (6); 38-1802.09]

a. **Identification of a Site:**

- Describe the facility and any existing occupancy limitations for this site.

b. **Site Renovation:**

- Explain how this site would be a suitable facility, including any plans to renovate.

c. **Financing Plans for Facilities:**

- Describe financing plans for acquisition (purchase, lease, etc.) and renovation of a facility.
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d. **Building Maintenance:**

- Describe plans for building maintenance, including how assurances will be made to see that applicable codes and standards are continuously met.

5. **Recruiting and Marketing** [*See* SRA § 38-1802.06]

a. **Outreach to the Community:**

- Discuss how the school and its program will be publicized throughout the community and whom the school plans to serve.
- Identify and describe relationships with community organizations that will assist in outreach and recruitment efforts.

b. **Recruitment of Students:**

- What outreach efforts will be made to recruit families and students?
- What is the timeline for student recruitment?
- If planning to locate the school in an area that is densely populated with schools, describe a recruitment strategy that will ensure adequate enrollment.
- Provide a contingency plan to ensure viability of the school should enrollment be significantly less than expected.
- If the school is targeted for a specific population, describe how recruitment efforts *will ensure a fair and equitable* open enrollment process.

c. **Future Expansion and Improvements:**

- In a table, please display enrollment targets for each age/grade level for the first five years of operation, including projected enrollment for limited or non-English proficient students and Students with Exceptional Needs at each level.
 - If the targets reflect an increasing enrollment, describe plans for expanding school facilities, attracting additional qualified staff, and acquiring the other resources needed to serve a larger student body.
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C. Operations Plan

1. **Student Policies and Procedures** [See SRA §§ 38-1802.02(10); 38-1802.06]
 - a. **Timetable for Registering and Enrolling:**
 - Describe the calendar to be used for registering and enrolling students.
 - Provide the cutoff date for accepting enrollment forms and the timetable for a random selection process, if needed.
 - Describe the process for enrolling students if more students apply than available spaces in the school and the enrollment procedure for siblings.
 - b. **Policies and Procedures for Enrollment and Withdrawal of Students:**
 - What are the policies and procedures that will guide the enrollment and withdrawal of students, including verification of District residency?
 - Describe the school's policy on enrollment and tuition reimbursement for nonresident students.
 2. **Human Resource Information** [See SRA §§ 38-1802.02 (12), (18); 38-1802.07]
 - a. **Key Leadership Roles:**
 - Please provide the names and qualifications of the persons who will hold critical positions - chief administrative officer (e.g., executive director, principal or head of school); curriculum leader (e.g., curriculum coordinator or director, lead teacher, principal); business officer; and legal counsel, and the percentage of the person's time that will be assigned to these duties.
 - If permanent selections for these roles have not yet been made, indicate the names and supply the résumés of the individuals who are providing leadership for these areas of responsibility.
 - b. **Qualifications of School Staff:**
 - Describe the criteria that will be used in hiring teachers, administrators, and other school staff, and how these criteria will meet or exceed the requirements of the Elementary and Secondary Education Act.
 - Describe the recruitment strategies that will be employed to achieve the desired quality of staff.
 - Describe the steps to be taken to ensure that background checks are
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conducted on all school personnel, including volunteers, prior to the beginning of their employment or service.

c. **Staffing Plan:**

- Provide information about the anticipated number of staff members, their positions, and the pupil-teacher ratio.
- Explain how staff will be organized to accomplish the school's mission and goals.

3. **Arrangements for Meeting District and Federal Requirements**

Submit a document that assures that the school will meet each of the following requirements.

- a. **Health and Safety:** *See* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.*;
- b. **Enrollment Data:** *See* SRA §38-1802.04(c)(12);
- c. **Maintenance and Dissemination of Student Records:** *See* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.* (compulsory school attendance); D.C. Code §31-501 *et seq.* (immunization of school students); D.C. Code §31-601 *et seq.* (tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
- d. **Compulsory Attendance Laws:** *See* D.C. Code §38-201, *et seq.*;
- e. **Title I of the Elementary and Secondary Education Act;**
- f. **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** *see* SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
- g. **Other:** The public charter school will meet any other applicable requirements.

4. **Implementation of the Charter** [*See* SRA §§ 38-1802.02 (6), (15); 38-1802.04(c)]

a. **Timetable and Tasks for Implementation of Charter:**

- Provide a detailed timetable of the projected steps and dates leading up
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to implementation if the amendment request is granted.

- Include in the timetable the development of a comprehensive curriculum if a comprehensive curriculum (or curriculum sample) is not submitted with this application.

b. **Maintenance and Reporting of Academic and Non-Academic Performance Data:**

- Describe how the school's technology structure or plan will be used to enhance the educational environment and how it will aid in general communication with students, parents, and the PCSB.
- Identify the person(s) and/or title(s) of those who will be responsible for collecting, maintaining and reporting data to stakeholders.

c. **Major Contracts Planned:**

- Describe all major contracts planned, with a value equal to or exceeding \$25,000, for equipment, educational and other services, leases, improvements, purchases of real property, or insurance. Provide the name(s) of prospective contractors, if known.

d. **Services Sought from the District of Columbia Public Schools:**

- List and describe the nature and extent of any services to be sought from the DC Public Schools. These might include such things as special education services, transportation, or food services.
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D. Budget

1. Budget Narrative

- Provide a budget narrative that includes a description of the assumptions on which revenues are based, as well as the basis for the calculation of line item expenses.
- Include a list of all components that make up each line item in the budget. For example, the narrative description corresponding to Line Item 23 “Salary of Teachers” should provide a detailed itemization of the number of teachers and average salary budgeted (i.e. 20 teachers @ \$50,000 = \$1M).

2. Two-Year Operating Budget

Using the form available on the PCSB website at www.dcpsb.org, prepare and submit a Two-Year Operating Budget (using a fiscal year of July 1 to June 30) that includes sources of revenue, both public and private, and planned expenditures.

If the Two-Year and Five-Year Operating Budget Projections include revenues from non-formula grants, donations, and/or activity fees (such as before- and after-school care) that amount to 10 percent or more of total revenues, please submit two- and five-year budget projections that show how the school would continue to operate and meet its objectives using only the funds provided by the per pupil allocation and formula grants.

In addition to the other expenditures associated with operating the public charter school, the applicant must include in its operating budget an Administrative Fee of one-half of one percent of the annual budget of the school, payable to the District of Columbia Public Charter School Board to cover the costs associated with the performance of its administrative responsibilities.

3. Estimated Five-Year Budget Projections

Using the form available on the PCSB website at www.dcpsb.org, prepare and submit five-year estimates of the public charter school budget. These projections are needed to ensure that a school can cover its estimated fixed and variable costs with its expected per pupil funding.

4. Capital Budget

In addition to including capital costs in the Two-Year Operating Budget Projection, please provide a capital budget that includes a detailed price list of fixed assets to be purchased.

5. Cash Flow Projection for Year One

Using the form available on the PCSB website at www.dpcsb.org, provide a monthly cash flow projection for the period from July 1 through June 30 of Budget Year One.

E. Required Documents

Articles of Incorporation (if applicable)

By-laws (if applicable)

Discipline Policy

Management Agreement and Related Documents (if applicable)

Letter of Intent for Facility (if applicable)

F. Curriculum Sample

Description of the standards

Description of the related content /objectives

Sequence and pacing guide, which aligns to the objectives

Instructional strategies inclusive of any distinctive pedagogy

Instructional materials/ textbooks

Formative/summative assessments

Discrete skills or concepts required prior to this learning

POLICY TITLE:		
Charter Amendment Policy		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
May 1, 2012	N/A	N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		
School Academic Operations		

Pursuant to the D.C. Code §38-1802.04(c)(10), “a public charter school seeking to revise its charter shall prepare a petition for approval of the revision and file the petition with the eligible chartering authority that granted the charter,” which will treat it in the same manner as a petition to establish a public charter school found in D.C. Code §38-1802.04(c)(10) sum of the following components:

- Mission, goals, and manner of conducting district-wide assessments;
- Rules and policies for governance;
- Articles of incorporation and bylaws;
- Health and safety procedures and compliance with health/safety and civil rights laws;
- Accreditation; and
- Relationship between the public charter school and its employees.

In addition to clarifying the definition of and process for charter amendments, the PCSB seeks to create clear parameters for schools or local education agencies (LEA) requesting non-material changes and notifying PCSB of non-mission-critical.

Policy Statement

Charter Amendment: A charter amendment is required for **material changes** to the charter, specifically:

- the mission or educational philosophy;
 - the articles of incorporation and bylaws;
 - the grade levels to be served (including early childhood); and
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- the governance structure, including, but not limited to, the engagement or dismissal of a management company.

Schools will be required to file a charter amendment at least six months prior to the initiation of the change or six months prior to the start of a school year unless there are extenuating circumstances. The charter amendment will include declarations from the LEA regarding the impact of the proposed change on its educational, business, and operational procedures and follow the template provided by the PCSB. Upon submission of the charter amendment, the PCSB will perform a technical review of the petition, hold a public hearing, and the PCSB Board will vote on the charter amendment.

Non-material Charter Amendment Request: Schools will be required to **request permission** in writing three months prior to the change going into effect in the case of changes to:

- articles of incorporation and bylaws;
- enrollment ceiling;
- accountability plan;
- operation of additional campuses (with no changes to grade configuration); or
- LEA status for special education.

These requests will be subject to PCSB Board approval and may require a charter amendment if the change has the potential to impact the school's ability to carry out its stated charter mission with fidelity. Within three weeks of the PCSB's receipt of the non-material change request, the PCSB will notify the LEA if the requested change requires a charter amendment.

Non-Mission-Critical Charter Notification: Schools will be required to **notify** the PCSB in writing of proposed changes three months prior to a change going into effect to:

- campus re-location;
- accreditation status;
- adoption of different primary curricula (textbook or program), standards, or summative assessments.

Once reviewed by the PCSB, notifications may require the school to provide further clarification, documentation, or explanation in person before the Board in a public meeting.

POLICY TITLE:		
Enrollment Ceiling Increase Policy		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
10/31/10	Revised 5/7/12 Submitted July 3, 2012 for Board Approval	N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		
School Operations		

The following policy was introduced for 30 days of public comment at PCSB’s May 21, 2012 board meeting. Additionally a public hearing was held at PCSB’s June 18 board meeting.

No public testimony was provided and no public comments were submitted.

PCSB Staff therefore recommend that the follow policy as originally introduced be adopted by the board.

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Section 2.3 of each school’s Charter Agreement states the maximum number of students a school may enroll over a five-year period. Further it states that schools may submit written requests to “the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided the School Corporation delivers to the Board (i) evidence the (a) the School Property has sufficient capacity to accommodate the increase enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.”

Policy Statement

A school must meet the following minimum criteria in order to be considered for an enrollment ceiling increase request:

- 1) Access to a facility to accommodate the projected enrollment (as demonstrated through a lease)
- 2) A history of meeting enrollment projections (within at least 80% of enrollment projections for the two most recent years);
- 3) Currently not under corrective action;
- 4) At least a satisfactory rating on 3 of the 5 Fiscal Management criteria outlined in the Charter Review Framework; and,
- 5) If beyond Year Six of operation, the school is properly accredited (or at least a candidate for accreditation)

PCSB staff will generally recommend FOR an enrollment increase in the following cases:

- 1) For standard schools, a score of 65 or greater on the most recent PMF or for schools with non-tested grades, meeting over 2/3 of the school's accountability plan targets on the most recent accountability plan;
- 2) Re-enrollment rate of at least 80%;
- 3) Evidence of a wait list of at least the number of students planned in the enrollment increase;

PCSB staff will generally recommend AGAINST an enrollment increase in the following cases:

- 1) For standard schools, a score of less than 50 on the most recent PMF; For schools with non-tested grades, meeting fewer than 1/2 of the school's accountability plan targets on the most recent accountability plan;
- 2) Re-enrollment rates of lower than 65%;
- 3) No evidence of a wait list.

PCSB staff will generally base its decision on the totality of other factors (listed below) in the following cases:

- 1) PMF scores of between 50 and 64 on the most recent PMF; For schools with non-tested grades, meeting between $\frac{1}{2}$ and $\frac{2}{3}$ of the school's accountability plan targets on the most recent accountability plan;
- 2) For schools with three years or fewer of operating history.

Other factors to be considered

- 1) Trends in academic performance;
- 2) Results of qualitative assessments of academic quality and operational capacity, such as PDRs or other instruments to be developed by PCSB; (this is particularly important for schools with three years or fewer of operating history);
- 3) Size of the requested increase;
- 4) Rationale for the requested increase.

Notes:

- For multi-campus schools, the above criteria are only for the campus for which the expansion is being requested.
 - For schools with a PMF score and an Accountability Plan, both criteria parts of criteria 1 must be met.
-