



Charter Schools Institute

The State University of New York

Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees

Pursuant to the Charter Schools Act of 1998 (as amended) (the “Act”), the Board of Trustees of the State University of New York (the “Board of Trustees” or “State University”) has adopted these practices, policies and procedures for considering applications for charter renewal submitted by public charter schools that the State University has authorized (the “State University Renewal Practices”).

Purpose, Goals and Means

A charter school trades the greater autonomy it is granted for the greater accountability to which it is held. While the Board of Trustees has the obligation and authority to hold charter schools accountable through a number of means during the charter period (including revoking a school’s charter), the requirement that a school apply and be approved for renewal on a periodic basis is at the core of the Act’s charter school accountability bargain. Renewal, and the review that the State University conducts, is, therefore, a high-stakes process for charter schools and, of course, the parents of students enrolled in those schools.

The Board of Trustees has created and published these State University Renewal Practices so that it, the Charter Schools Institute, charter schools that the Board of Trustees has authorized, and equally importantly, the parents of students at those schools, understand the process, the criteria and the underlying assumptions and requirements surrounding renewal, as well as the responsibilities and obligations of all parties. In setting out and using these practices, charter schools will know before they come to renewal what it is they are expected to accomplish and what evidence they must be able to compile. This foreknowledge, in turn, enables charter schools to potentially make a more compelling case for renewal. Where the Board of Trustees makes a determination of non-renewal, charter schools will also understand the reasons for this outcome and, more importantly, not be surprised by it; so to, at least to the extent possible, parents will also be forewarned and informed. More generally, through the use of the State University Renewal Practices, the Board of Trustees, and the Charter Schools Institute, which is a creature of the Board of Trustees and answers to it, commit to a fair and transparent process.

The essential means that the Board of Trustees uses to accomplish the important purposes and goals for renewal review are as follows.

- By requiring schools to set out their goals (and how they are measured) at the early stages of the charter, all stakeholders are aware from the outset what a school is expected to accomplish.

- By prescribing specific goals and measures of academic performance that schools must adopt, while also allowing them to formulate additional goals and measures, the State University ensures that each school will generate objective and comparable evidence of student achievement, while also permitting each school to provide evidence of its success in meeting its unique program goals and mission.
- By providing feedback to schools as to their progress in making a compelling case for renewal, aligning that feedback to the State University's renewal criteria, and working with schools to identify and correct deficiencies before schools come to renewal, especially in the early years of their charters, the State University allows schools to understand if they are progressing successfully to renewal and take early corrective action if they are not, thereby increasing the opportunities for schools to succeed.
- By requiring charter schools to evaluate their own progress annually, the State University enables schools to determine for themselves whether they are moving successfully towards renewal.
- By giving far greater weight in the renewal decision process to the student assessment outcomes that a school generates than to other criteria, the State University makes renewal decisions that are heavily based on academic results (outcomes); by weighing those results carefully using multiple measures, as well as taking into account the totality of the evidence it gathers, including fiscal and organizational indicators, the State University maintains a renewal process that is comprehensive, nuanced and reflective of the complexity of each school's case for renewal as well as aligned to the purposes and requirements of the Act.
- By setting forth separate though related criteria for renewal, one set for the initial renewal decision and another set for subsequent renewal periods, the State University recognizes the differences in challenges between starting-up a school and those involved in sustaining its viability and effectiveness over the long-term, as well as the differences in the richness of student assessment data that a school which has recently opened will have compiled and one which has been in operation for an extended time.
- By holding schools to high standards, and renewing only those schools that have shown evidence that they are meeting those standards, and can in all cases likely continue to improve student learning and achievement, the State University fulfills the Act's promise of true, outcome-based accountability.

Background, History, Legal Requirements

The Charter Schools Act provides for the creation of independent and autonomous public charter schools. Such schools are given greater statutory and regulatory freedom; in return they are required to demonstrate that they are educationally sound and capable of improving student learning and achievement as measured by objective assessment outcomes.

Upon initial approval, charter schools receive a provisional charter under which they have authority to operate for a period of up to five years. Prior to the end of the five-year period (and the expiration of the charter), a charter school has the right to apply for renewal of its provisional charter for a second term of up to five years.¹ Such application is usually (but not necessarily) filed during the fifth year of the charter period and must be filed within six months of the expiration of the charter unless the charter entity waives the deadline for good cause shown.

While the Act provides grounds for revoking a school's charter at any time during its charter, the specific grounds for revocation are such that the renewal review is the principal point at which the academic performance of the school is assessed and decisions as to whether to continue to permit the school to operate based on that record are made.²

Unlike the requirements for an application for a charter school, which are laid out in great detail, the Act prescribes only a few specific requirements for a charter school renewal application. They are:

- (a) a report of the progress of the charter school in achieving the educational objectives set forth in the charter;
- (b) a detailed financial statement that discloses the cost of administration, instruction, and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- (c) copies of each of the annual reports of the charter school, including the charter school report cards and the certified financial statements; and
- (d) indications of parent and student satisfaction.

The Act permits the Board of Trustees to require additional information.

The approval process for a renewal application parallels the initial charter school application process in some, though not all, respects. First, no application for charter renewal can be granted until and unless the charter entity, here, the Board of Trustees, makes the findings required by the Act as codified at subdivision 2852(2) of the Education Law (the “§ 2852(2) Findings”):

- (a) the charter school described in the application meets the requirements set out in [Article 56] and all other applicable laws, rules and regulations;

¹ There are no limits in the Act as to how many renewal periods a charter school may receive.

² The Act provides that a school's charter may be revoked (or the school placed on probation) where the school's performance on the State mathematics or English language arts assessment is so low that the school would be potentially eligible for inclusion on the Commissioner of Education's list of schools under registration review (SURR) and there is no improvement for three years. As such, a decision to revoke based on outcome measures is theoretically possible at the earliest in the fourth year of the charter (and given that data on the State assessments is not available until the spring and summer, such process is unlikely to begin before the start of the school's fifth year—and might not be completed until the middle of a school year). Therefore, practically speaking, for most schools, the renewal application process will be the first time that a charter school faces high stakes consequences for its academic performance outcomes. This is in contrast to legal, financial and operational failures, which may result in the school's charter being terminated at any time if such failures are sufficiently material.

- (b) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; and
- (c) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article.

Second, once the Board of Trustees approves a renewal application, a proposed charter is executed and forwarded to the Board of Regents for its review. In the event that the Board of Regents does not approve the proposed charter, it may return the proposed charter to the Board of Trustees with its comments and recommendation. Such recommendations may include amendments to the proposed renewal charter or reconsideration of the application's approval. Thereafter, and after consideration of the Board of Regents' comments and recommendation, the Board of Trustees may either resubmit the proposed charter (with some, all or none of the modifications that may have been suggested by the Board of Regents) or abandon the proposed charter, in which case the charter would expire at the end of its then present period.

As with the original application for a charter school, the decision to renew a charter is left to the sound discretion of the Board of Trustees.

Prior to and Preparing for Renewal

A. Initial Charter Period

During the first year that a school is in operation, the Charter Schools Institute works with that school to develop an accountability plan (the "Accountability Plan"). The Accountability Plan contains the general goals that the charter school obligates itself to meet and delineates very specific measures to determine whether such goals have been met. To ensure high standards, comparability between and among schools that the State University authorizes (as well as other public schools), and compliance with the No Child Left Behind Act ("NCLB"), the Charter Schools Institute prescribes many of the specific measures for student academic achievement; however, recognizing that each school may have unique features, the Institute permits schools to formulate additional measures. While a charter school is expected to include in the Accountability Plan goals and measures related to organizational and fiscal performance, the core function of the Accountability Plan is to set forth the goals and measures by which the academic performance of the school will be judged at the time the school comes to renewal (see, also, *Renewal Criteria, Evaluation Process and Outcomes, infra* at page 6).

Thereafter, and throughout the initial charter period, the Charter Schools Institute (and/or its consultants) will visit the school and review the school's academic and organizational progress on a periodic basis. Depending on the nature of the visit, the Charter Schools Institute will provide the school a written review of the visit (either in the form of a formal report or a letter to the school's board of trustees and its leadership team). Where possible, the Charter Schools Institute will discuss with the school board and its leadership team the visit findings and, if needed, possible avenues for corrective action. Should the Charter Schools Institute's oversight uncover severe deficiencies, the Institute, pursuant to the power

granted to it in the charter, may require a school to enter into a corrective action plan, or, in appropriate circumstances and as permitted and circumscribed by law, place the school on probation or revoke the school's charter.

To assist schools in determining whether they are making appropriate progress towards a successful renewal review, the Charter Schools Institute's visit protocols, reports and oral feedback will center on a school's performance under the same measures and performance indicators (benchmarks) that the Institute employs during the renewal review itself. In particular, the Charter Schools Institute will review with a charter school on a periodic basis the goals and specific measures set forth in its Accountability Plan as well other benchmarks concerning the educational program and the school's organizational and fiscal viability and stability.

In addition to providing oversight and feedback to the school, the State University, and the Act, each require that charter schools not be passive recipients of their evaluation process. Charter schools are required in each year they are in operation to provide a detailed annual progress report to the State University and the State Education Department. These annual reports must discuss each of the school's performance-based measures and its progress towards its goals as determined by the specific measures in the Accountability Plan. As with the reports that the Charter Schools Institute itself generates, the Institute endeavors to discuss those reports (and other aspects of the school's operations) with the school's leadership team, and provides assistance (consistent with its oversight role) where and if possible to identify deficiencies and correct them.

Such assistance may be necessarily limited in nature, subject to, among other things, the constraints of the Charter Schools Institute's capacity. Consistent with the school's status as an independent and autonomous public school, any inability by the State University to provide assistance, requested or otherwise, does not excuse a school's failure to meet its educational or other goals or to comply with the requirements of the Act, charter or other applicable laws and regulations.

B. Subsequent Charter Periods

During subsequent charter periods, the Charter Schools Institute's oversight process remains similar to that which it employs during the initial charter period, though with differences in scope and timing. For instance, the Charter Schools Institute continues to provide feedback to schools during subsequent charter periods that is keyed to the renewal criteria that the State University uses during the renewal review; however, the means through which it provides such feedback, and the evidence that the Institute gathers—including visits—differs in emphasis and degree. In general, and consonant with the record of success that any renewed school has generated, the frequency of the Charter Schools Institute's visits, as well as their breadth and depth decreases, though the Institute retains the latitude to increase such visits, and expand their scope, where appropriate and necessary. Finally, as during the initial charter period, schools are required to continue to report annually on their progress towards their Accountability Plan goals.

Application for Renewal

To assist the State University in capturing the information necessary to make an informed decision on renewal, as well as to allow the State University to make the § 2852(2) Findings (see, *Background, History, Legal Requirements, supra* at page 4) and any other findings it requires, the application for renewal of a charter asks charter schools to answer the following questions with their responses supported by valid objective evidence.

- Is the school an academic success?
- Has the school met its non-academic goals and been faithful to its mission and charter design?
- Has the school been effectively governed?
- Are parents and students satisfied?
- Has the school successfully met its legal requirements?
- Is the school fiscally sound?
- If the school's charter is renewed, what are its plans for the term of the next charter period, and are they reasonable, feasible and achievable?

The application for charter renewal is available to charter schools at the offices of the Charter Schools Institute and on its website. The Charter Schools Institute provides additional information to applicants regarding the means and manner of the submission, including required formats for the submission of assessment data. Application requirements (and manner of submission) differ depending on the type of renewal for which a charter school is eligible to apply.

Renewal Criteria, Evaluation Process and Outcomes

The ultimate criteria that a school must meet in order to be renewed are those implicit in the § 2852(2) Findings, (see, *Background, History, Legal Requirements, supra*, page 4.) In addition, the State University requires that each school granted renewal be an “effective, viable organization.” The State University will not act favorably on any application for renewal unless it can and does make each of these findings (collectively, the “Required Findings”).

The Required Findings are quite broad, *e.g.*, whether the school will be operated in an “educationally sound manner,” and neither self-defining nor self-executing. The State University therefore uses a set of “general guidelines and methods” that further refine and define what evidence a charter school must be able to marshal as well as how the State University evaluates and what weight it assigns to the various sources of evidence it gathers during the renewal inquiry. In addition, the State University has established a set of “renewal outcomes”

which specify with greater precision the various kinds of renewal available, when and what charter schools are eligible for a particular type of renewal, including any specific level of performance that a charter school must achieve in order for the State University to make one or more of the Required Findings.

A. General Guidelines and Methods

- While the State University has specific criteria to evaluate each school, each renewal decision is based on the totality of the evidence that the State University gathers.
- In keeping with the Act's emphasis on academic achievement, the legal requirements of NCLB, as well as the State University's own focus, the State University weighs a charter school's academic performance in the current charter period far more heavily than any other factor (such as, for example, future plans), in determining whether it can make the Required Findings that relate to the strength of the educational program.
- In determining the strength of a charter school's academic performance during a charter period, the State University considers the most important indicator to be, and gives the greatest weight to, the school's record in meeting its Accountability Plan academic goals. In assessing the extent to which a school has succeeded in meeting those academic goals, the State University gives added weight to those measures associated with State mandated assessments (and the data compiled thereunder), and in particular those measures assessing performance in English language arts and mathematics. The State University may also factor into its review when standardized assessment data were posted (early or later in the charter period) as well as positive and negative trends that the data evidence.
- In recognition of the limitations of the standardized assessment data that are available at the time the State University conducts its initial renewal review, the challenges that a start-up charter school faces, and the lag-time between the time that assessment data is available and the time that the State University conducts its review, the State University also reviews the school's academic program and evaluates its strength and effectiveness based on established and accepted program evaluation benchmarks ("Qualitative Educational Benchmarks"). The depth of the State University's review, the level of quality required, and the weight accorded to these factors, varies depending on whether the school is applying for its initial charter renewal or subsequent renewals as well as the specific renewal that school is seeking or the State University is considering awarding.
- The criteria to evaluate whether a school should be renewed at the end of the initial charter period, and the criteria used to evaluate a school facing subsequent renewal decisions, take account of the different challenges that a start-up school faces as well as the increase in available student performance data for schools that have been in operation for longer than a single charter period.

- To focus its evidence gathering, and to allow schools to understand with greater particularity the criteria under which the State University makes the ultimate Required Findings, the State University deploys a set of renewal benchmarks. Not every benchmark, or a particular group of benchmarks, is weighted equally. Accordingly, success in meeting the criteria under one or more benchmarks does not necessarily result in a positive result as to the State University's decision on renewal.

B. Initial Renewal Outcomes

The following renewal outcomes are available to schools that are in their first charter period.³ Each outcome contains specific criteria that a school must meet in order to be eligible for that outcome. These criteria are keyed to one or more of the Required Findings. In addition to any specific criteria set forth in a particular outcome, a school, to be eligible for any type of renewal, must be able to provide evidence that permits the State University to make *each* of the Required Findings, e.g., the school will be operated in a fiscally sound manner. The success of a school in meeting any specific requirements set forth in a particular outcome will be reviewed and analyzed pursuant to the General Guidelines and Methods.

- *Early Renewal*: available to a school that after three years of operation has accumulated three years of data in multiple grades on all or nearly all of the standardized assessment measures set forth in its Accountability Plan and for the last two years has met or come close to meeting its Accountability Plan academic goals based on its performance on those measures. In addition, the State University must find that the educational program, as assessed by the Qualitative Educational Benchmarks, is sound and effective. Early Renewal will be for a full-term of five years only.
- *Short-Term Planning Year Renewal*: available to a school that has taken one or more planning years and has yet to be renewed. The renewal term will be equal in length to the number of planning years the school has taken. The State University must be able to determine that the educational program will be sound during the next charter period based on the available outcomes on the standardized assessment measures and any data available as gathered using the Qualitative Educational Benchmarks.
- *Full-Term Renewal*: available to a school in its fifth year, Full-Term Renewal is for the maximum term of five years. In order for a school to be eligible for Full-Term Renewal, a school must at the time of renewal either (a) have compiled a strong and compelling record of meeting or coming close to meeting its Accountability Plan academic goals, and have in place at the time of the renewal review an educational program that, as assessed by the Qualitative Educational Benchmarks, is effective or (b) made strong overall progress towards meeting its Accountability Plan academic goals and have in place at the time of the renewal review an educational program that,

³ A school that is awarded a Short-Term Planning Year Renewal is still considered a school in its initial charter period when it comes again to renewal in its fifth full year of operation.

as assessed by the Qualitative Educational Benchmarks, is particularly strong and effective.

- *Renewal with Conditions:* available to a school that (a) meets the standards for Full-Term Renewal or Short-Term Renewal as regards its educational program, but that has material legal, fiscal or organizational deficiencies that cannot be fully corrected by the time of renewal — so long as such deficiencies are not fatal to making each and every other required finding, or (b) meets the standards for Full-Term Renewal or Short-Term renewal as regards some portion of its educational program, but requires conditions to improve the academic program. Such conditions may include, but are not limited to, restrictions on the number of students and grades served. Conditions may also be imposed that are consonant with the requirements of NCLB as to schools requiring corrective action. Where appropriate, conditions may be imposed which if not met by the school shall be deemed a substantial and material violation of the school's charter and therefore expose the school to probation or charter revocation.
- *Short-Term Renewal:* available to a school in its fifth year that (a) has compiled an ambiguous or mixed record of educational achievement as measured by the school's progress toward meeting its Accountability Plan academic goals, but that has in place and in operation at the time of the renewal review an academic program of sufficient strength and effectiveness, as assessed by the Qualitative Educational Benchmarks, that will likely result in the school's being able to meet or come close to meeting those goals with the additional time that renewal would permit or (b) has compiled an overall record of meeting or coming close to meeting its Accountability Plan academic goals but that at the time of the renewal visit, has in place an educational program that, based on its assessment pursuant to the Qualitative Educational Benchmarks, is inadequate in multiple and material respects. Typically, but not always, Short-Term Renewal will be for two years. Short-Term Renewal may also be coupled with conditions relating to educational, organizational, fiscal or legal deficiencies.
- *Restructuring Renewal:* available to a school that does not meet the standards for any type of renewal but which submits plans to the Board of Trustees for a restructuring of the school that legally commits the school to implementing a wholesale restructuring of the education corporation, including, but not necessarily limited to, a new board of trustees, administrative team, academic program, organizational structure, and such plans, if implemented, would lead to the school likely meeting its standardized assessment measures set forth in its Accountability Plan during the next charter period. Whether to permit a school to submit an application for a Restructuring Renewal is at the discretion of the State University.
- *Non-Renewal:* where a school does not present a case for any kind of renewal, the charter will not be renewed and the charter will be terminated upon its expiration.

C. Subsequent Renewal Outcomes

In subsequent renewal reviews, and in contrast with initial renewal reviews, the State University evaluates the strength and effectiveness of a school's academic program almost exclusively by the degree to which the school has succeeded in meeting its academic program Accountability Plan goals. This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of the data set of student assessment outcomes that the school has generated, as well as the fact that the school has successfully navigated the start-up phase of its operational life. It is also consistent with the Act's purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

Where, however, a school has generated a set of student assessment outcomes that would lead the Charter Schools Institute to be able to make the Required Findings that are related to academic success, but the Institute's renewal site visit generates overwhelming and incontrovertible evidence that the academic program is in disarray and that the structures, personnel and practices that led to such positive assessment outcomes are, in material respect, no longer in place (through an assessment of the Qualitative Educational Benchmarks), the Institute's recommendations and the Board of Trustees' decisions may take account of such countervailing evidence, and such countervailing evidence if of sufficient strength and weight may affect the Institute's recommendations and the Board of Trustees' decisions.

The following outcomes are available to schools that are not in their first charter period. Each outcome contains specific criteria that a school must meet in order to be eligible for that outcome. These criteria are keyed to one or more of the Required Findings. In addition to any specific criteria set forth in a particular outcome, a school, to be eligible for any type of renewal, must be able to provide evidence that permits the State University to make *each* of the Required Findings.

- *Early Renewal:* available to any school that over the life of the school has consistently met or come close to meeting its academic program Accountability Plan goals. A school that is able to make that showing is eligible to apply for Early Renewal four years from the time it applied for its prior renewal.
- *Full-Term Renewal:* available to any school that has been previously renewed and that has consistently met or come close to meeting its academic program Accountability Plan goals during the present charter period.
- *Renewal with Conditions:* available to a school (a) that otherwise meets the standards for Full-Term Renewal as regards its educational program, but that has material educational, legal, fiscal or organizational deficiencies that cannot be fully corrected by the time of renewal — so long as such deficiencies are not fatal to the State University making each of the Required Findings, or that (b) meets the standards for Full-Term Renewal as regards some portion of its educational program, but requires conditions to improve the academic program. Such conditions may include but are

not limited to restrictions on the number of students and grades served. Conditions may also be imposed that are consonant with the requirements of NCLB as to schools requiring corrective action. Where appropriate, conditions may be imposed which if not met by the school shall be deemed a substantial and material violation of the school's charter and therefore expose the school to probation or revocation.

- *Restructuring Renewal*: available to a school that does not meet the standards for any type of renewal but which submits plans to the Board of Trustees for a restructuring of the school that legally commits the school to implementing a wholesale restructuring of the education corporation, including, but not necessarily limited to, a new board of trustees, administrative team, academic program, organizational structure, and such plans, if implemented, would lead to the school likely meeting its standardized assessment measures set forth in its Accountability Plan during the next charter period. Whether to permit a school to submit an application for a Restructuring Renewal is at the discretion of the State University.
- *Non-Renewal*: where a school does not present a case for any kind of renewal, the charter will not be renewed and the charter will be terminated upon its expiration.

Review and Decision Process

The State University renewal process is designed to be open, rigorous and timely. The key elements of this process are set forth below.

- A charter school submits an application, usually during the start of the last year of its charter.⁴ The school receives a decision generally within five to six months of the application's submission.
- The Charter Schools Institute reviews the application as well as data and records in its files. It thereafter generally (though not in the case of Short-Term Planning Year Renewal) conducts an extensive and comprehensive site visit to the school. The scope of the site visit and its duration varies depending on the type of renewal that the school is seeking and for which it is eligible, e.g., an initial or subsequent renewal. Depending on these and other factors, the site visit may encompass interviews with parents, students, teachers, administrators and board members, reviews of documentary evidence including evidence relating to curriculum, pedagogy, internal assessment, board governance and legal compliance, and extensive classroom observations. Its duration may be from one to four days or more if necessary. The Institute may require additional documentation and other evidence where necessary and appropriate. The Institute may conduct follow-up visits where it deems necessary.

⁴ Applicants for a Short-Term Planning Year Renewal will generally submit their applications for such renewal well before that time; so, too, applicants for Early Renewal will submit their applications pursuant to the specific timetable set forth above.

- The Charter Schools Institute solicits and considers comments from the general public, including school districts in which charter school students reside.
- The Charter Schools Institute prepares a draft report of its findings and solicits comment from the school on those findings to ensure their accuracy.
- Where the Charter Schools Institute is prepared to make a recommendation of non-renewal, it will so notify the school and allow the school an opportunity to present evidence in opposition, and will consider such evidence, prior to making its final recommendation. The Charter Schools Institute will determine the form, time, manner and place and other practices thereto.
- The Charter Schools Institute prepares a report to the Charter Schools Committee of the Board of Trustees (the “Charter Schools Committee”) that contains the Institute’s renewal recommendations and forwards a copy to the school.
- The Charter Schools Institute will take appropriate steps to see that the school disseminates the key findings and the recommendation of the Institute to the parents of students at the school.
- Where the Charter Schools Institute’s renewal report recommends non-renewal of the charter, the school may petition to appear before the Charter Schools Committee, and the Charter Schools Committee, at its sole discretion, may grant or not grant such petition. If the petition is granted, the school may, at the discretion of the Charter Schools Committee, present testimonial and documentary evidence as well as legal argument to the Charter Schools Committee. The Charter Schools Committee will determine the form, time, manner and place and other practices thereto. At its sole discretion, the Charter Schools Committee may but is not required to appoint a subcommittee to act for it.
- The Charter Schools Committee will reach a recommendation and present it to the Board of Trustees. If the Charter Schools Committee has elected to appoint a subcommittee, the Charter Schools Committee may provide for the subcommittee to present its recommendation to the Charter Schools Committee or directly to the Board of Trustees. In the event the Charter Schools Committee is unable to meet, the Institute in consultation with the Co-Chairs or Chair of the Charter Schools Committee (as the case may be), and upon no dissent being made by any member of the Charter Schools Committee, may present its findings and recommendation directly to the Board of Trustees.
- In its discretion, and as the case may be, the Board of Trustees will act on the Charter Schools Committee’s, subcommittee’s or Charter Schools Institute’s recommendation.
- If approved by the Board of Trustees, proposed renewal charters will thereafter be entered into and forwarded to the Board of Regents for action (approval or return to

the Board of Trustees for further consideration together with any comments and recommendation).

Supplemental and Additional Practices, Policies and Procedures

The State University Renewal Practices provide an overview of the renewal process and describe its central elements; they do not delineate every detail of the renewal process employed by the Board of Trustees or the Charter Schools Institute. Supplemental, interstitial practices and procedures may be required and employed to ensure the integrity, comprehensiveness and excellence of its charter school program and the renewal process in particular. Such amendments and supplements, if material, may be made either through action of the Board of Trustees or, where appropriate, by the Charter Schools Institute acting in consultation with the Co-Chairs or Chair of the Charter Schools Committee (as the case may be).