



Charter Schools Institute
The State University of New York

Fall 2012 Charter School Renewal Visit Guide for School Leaders

A Resource for Leaders of SUNY Authorized Charter Schools

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I. INTRODUCTION

The charter renewal process is central to the autonomy for accountability bargain that serves as the foundation for the New York Charter Schools Act and the high standards and expectations of the Board of Trustees of the State University of New York (SUNY Trustees). Consistent with *The Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University of New York Board of Trustees* (the “SUNY Renewal Policies”)¹, the SUNY Charter Schools Institute (the “Institute”) conducts renewal evaluation visits near the end of each school’s charter term. Unlike regular school evaluation visits which focus mainly on the school’s academic program and organizational capacity, renewal visits address all of the SUNY Charter Renewal Benchmarks.² Evidence collected during the renewal visit, in conjunction with student performance data and information submitted by the school, in Institute files and obtained from previous visits, forms the basis for the Institute’s Renewal Recommendation to the SUNY Trustees. The SUNY Trustees’ Charter Schools Committee makes all final charter renewal decisions.

Initial Renewal

The *SUNY Renewal Policies* define three potential outcomes for SUNY authorized charter schools coming to renewal for the first time: Full-Term Renewal (five years); Short-Term Renewal (typically three years); or Non-Renewal (closure). During the fifth year of a school’s initial charter term, the Institute makes a renewal recommendation to the SUNY Trustees based on the extent to which the school has met its academic Accountability Plan goals, has in place an effective educational program as assessed using SUNY’s *Qualitative Education Benchmarks*, and the extent to which it met all other benchmarks related to governance, compliance, fiscal health and organizational capacity.

Subsequent Renewal

The *SUNY Renewal Policies* define two potential outcomes for SUNY authorized charter schools that have already been renewed at least one time: Full-Term Renewal (five years) or Non-Renewal (closure). When making recommendations regarding subsequent charter renewals, the Institute relies most heavily on student achievement data and schools’ performance against Accountability Plan goals. The *SUNY Renewal Policies* specifically do not provide a Short-Term Renewal outcome for schools in subsequent charter terms.

The Institute understands the many burdens on a school’s schedule and appreciates the cooperation of school leaders and staff throughout the renewal review process. The Institute has designed this guidance document to provide practical information about renewal evaluation visits so stakeholders know what to expect and how to prepare. Familiarity with the following procedures and protocols will help to ensure that each visit runs smoothly. At the end of this document, school leaders will find a checklist (Attachment A) to assist them in preparing for and participating in the renewal visit.

¹ The *SUNY Renewal Policies* are available on the Institute’s website at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>. The policies were last updated on June 25, 2012 to reflect the reconstitution of the SUNY Trustees’ Charter Schools Committee and its authority with respect to renewal.

² The SUNY Charter Renewal Benchmarks are available on the Institute’s website at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf>

II: PREPARING FOR THE RENEWAL VISIT

Scheduling Visit Dates

The Institute typically conducts renewal visits in the fall between September and November. The Institute may also invite schools with a strong record of academic performance to receive an early renewal visit, in which case the renewal visit may occur in May or June. To schedule a visit, the Institute contacts the school with planned visit dates. While the Institute does attempt to accommodate each school's schedule, planned visit days generally do not change unless a serious conflict exists, namely if large numbers of students will not be in attendance or participating in typical classroom instruction. Once a school leader knows the days of the renewal visit, he/she should share that information with staff and board members and begin visit preparations.

Point of Contact

The Institute's senior analyst for renewal is the initial point of contact for issues related to renewal visits. As the visit date approaches, the Institute will assign a visit team leader to each school who will work with school leaders to develop a schedule for the duration of the visit. In the weeks leading up to the visit, school leaders should contact the team leader about the renewal visit, though leaders should always feel free to contact the senior analyst with any questions or concerns regarding the renewal process.

Team Composition

While most school evaluation visits conducted during the charter term tend to focus on the extent to which schools are meeting the Renewal Benchmarks related to the academic program and organizational capacity, renewal visits encompass the full scope of the Renewal Benchmarks. Therefore, renewal visit teams also include members evaluating schools' governance, legal compliance and fiscal soundness.

The Visit Schedule

Institute teams generally conduct renewal visits over the course of two to four days, depending on the size and structure of the school. Using the teacher schedules and the school's organization chart provided by the school leader, the visit team leader drafts a broad visit schedule shortly before the visit. This schedule identifies the times when team members will conduct classroom observations and interview teachers during their preparation periods without specifying particular classes and teachers. Just prior to the visit or at the start of each day, the team leader notifies the school of which specific teachers the team will interview. The schedule also includes interviews of specialists, staff developers, coordinators, operations personnel and other out-of-classroom staff.

During the visit, the full visit team may arrive at different times with some members only present for part of the renewal visit. Consequently, the schedule may include meeting times for academic evaluation team members to share notes, begin to hypothesize patterns or trends, identify areas for further collection of evidence and develop conclusions. The schedule also includes time for visit team members to meet with school leadership at the end of the visit to share *preliminary*

conclusions. Note that the visit team does not determine the Institute’s renewal recommendation on the visit, as it will not yet have had an opportunity to synthesize the renewal visit evidence with other data collected earlier in the charter term.

Each day typically runs from approximately 8 a.m. to 6 p.m. If this falls outside of the school’s normal operating hours, please inform the custodial and security staff of the visit team’s expected presence and inform the visit team of special procedures for entering or exiting the building before or after regular school hours.

Sample 1.5 Day Initial Renewal Visit Schedule

Team Member Focus Area	Academics	Academics	Academics	Legal	Fiscal	
Day 1 (Half Day)						
12:00-12:15	Team Arrives					
12:15-12:45	Document Review					
12:45-1:45	Interview School Leader					
1:45-3:00	Classroom Observations			Interview School Nurse	Interview Director of Operations	
3:00-4:00	Interview Special Education Coordinator	Interview Director of Instruction		Interview Special Education Coordinator	<i>Interview CMO Finance Liaison</i>	
4:00-4:45	Follow-up with School Leader	Interview Data Coordinator	Interview Dean of Students	Document Review		
4:45-5:45	Team Meeting					
Day 2 (Full Day)						
7:30-7:45	Team Arrival					Off-site
7:45-8:45	Interview ELL Coordinator	Interview Teacher	Classroom Observations	Interview Dean of Students		
8:45-10:00	Interview Teacher	Classroom Observations	Interview Special Education Teacher	Document Review		
10:00-11:00	Interview Reading Specialist	Interview Teacher	Interview Teacher	Interview ELL Teacher		
11:00-12:30	Classroom Observations			Interview Director of Operations		
12:30-1:30	Lunch and Follow-Up with School Leader					
1:30-4:30	Team Meeting - Preliminary Conclusions and Report Drafting					
4:30-5:00	Debrief with School Leader		Off-site	Debrief with School Leader		
5:00-6:30	Board Interview			Board Interview		

Sample 2.5 Day Subsequent Renewal Visit Schedule

Team Member Focus Area	Academics	Academics	Academics	Legal	Fiscal
Day 1 (Half Day)					
12:00-12:15	Team Arrives				
12:15-12:45	Document Review				
12:45-1:45	Interview School Leader				
1:45-3:00	Classroom Observations			Interview School Nurse	Interview Director of Operations
3:00-4:00	Interview Special Education Coordinator	Interview Director of Instruction		Interview Special Education Coordinator	Interview CMO Finance Liaison
4:00-4:45	Follow-up with School Leader	Interview Data Coordinator	Interview Dean of Students	Document Review	
4:45-5:45	Team Meeting				
Day 2 (Full Day)					
7:30-7:45	Team Arrival				Off-site
7:45-8:45	Interview ELL Coordinator	Interview Teacher	Classroom Observations	Interview ELL Coordinator	
8:45-10:00	Interview Teacher	Classroom Observations	Interview Special Education Teacher	Document Review	
10:00-11:00	Interview ELL Teacher	Interview Reading Specialist	Interview Teacher	Interview Dean of Students	
11:00-12:30	Classroom Observations			Interview Director of Operations	
12:30-1:30	Lunch and Follow-Up with School Leader				
1:30-3:30	Classroom Observations				
3:30-4:30	Interview Director of Staff Development		Interview Special Education Teacher	Document Review	
4:30-5:30	Team Meeting				
Day 3 (Full Day)					
7:30-7:45	Team Arrival				Off-site
7:45-8:45	Interview Social Worker	Interview Teacher	Classroom Observations		
8:45-10:00	Classroom Observations				
10:00-11:00	Interview Teacher	Interview Teacher	Interview Teacher		
11:00-12:00	Classroom Observations				
12:00-1:00	Lunch and Follow-Up with School Leader				
1:00-4:30	Team Meeting - Preliminary Conclusions and Report Drafting				
4:30-5:00	Debrief with School Leader	Off-site			

Submission of Pre-Visit Documents

The Institute uses pre-visit documents in order to gain familiarity with the organizational structure and programs of each school prior to the start of the on-site review. This practice allows the visit team to maximize time spent in classrooms and speaking with school leaders and teachers during the visit. The senior analyst for renewal will provide each school with a due date for the submission of pre-visit documents.

Please be sure that pre-visit documents provide consistent, up-to-date, information such as teacher room numbers and class names, so the Institute can develop an accurate visit schedule. Again, we recognize that this process takes valuable time, but complete and timely receipt of these documents is essential to ensuring that the visit runs efficiently. To the extent possible, please feel free to submit *existing documents*. Please note that while the Institute team reviews all documents thoroughly, team members may or may not decide to ask questions about specific documents during the visit.

The Institute recognizes that because renewal visits take place at the beginning of the school year, the following documents may change between their submission to the Institute and the time of the visit. Nevertheless, they are essential tools in planning the visit.

Required Pre-Visit Documents

- **Staff Directory.** Provide a complete staff directory that includes each person's room/office number; for teachers, also include grades and subjects taught. The directory should also list non-instructional staff, including persons in the school who may not be employees, such as special education contractors or cafeteria and security personnel utilized by the school.
- **Teacher Roster and Certification.** Fill out the Institute required Teacher Roster & Certification template, detailing each current teacher's certification, teaching area and experience. The template is available on the Institute's website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>. The Institute recognizes that teacher rosters are subject to change at the beginning of the school year and asks that school leaders highlight these changes during pre-visit discussions with the visit team leader. Note too that additional information/guidance on certification is requested below.
- **Organizational Chart.** Provide a chart that includes *all* staff members and illustrates the school's current reporting structure. It need not name individual staff members, but should reflect all positions in the school and include relationships with any management company or charter management organization.
- **Teacher Schedules.** Provide schedules that clearly indicate where each teacher will be and what subject and grade he or she will teach during each scheduled period on the day(s) of the visit. Please also indicate non-instructional time, e.g., prep or planning periods, team meetings, lunch, etc. Again, in order to facilitate scheduling, please be sure to clarify class names and locations. If a teacher's schedule contains class names

for internal purposes such as “Harvard” or “801B,” please provide an explanatory key. The Institute uses this information to schedule teacher interviews with every effort to avoid conflicts with classroom instruction; nevertheless, situations may arise when the visit team may ask that the school provide coverage for a teacher in order to accommodate an interview. The Institute recognizes that teacher schedules are subject to change at the beginning of the school year and asks that school leaders highlight these changes during pre-visit discussions with the visit team leader.

- **Assessment List and Calendar.** Provide a list of diagnostic, formative, and summative assessments by grade level administered during the year; also provide the current annual calendar of when they are administered.
- **Professional Development Calendar.** Provide a calendar of professional development opportunities planned for the staff.
- **Visit Data Collection Form.** Complete and submit the Institute’s Visit Data Collection Form requesting student enrollment and teacher faculty retention data. The template for this document is also available on the Institute’s website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>.
- **Board Materials.** Provide the following information (the same should be supplied for any committee of the board that has met during the charter term).
 - List of trustees with contact information, committee assignments, officer positions held and/or a list of non-trustee officers
 - Board Policy manual or compilation
 - Board orientation materials or “board book”
 - Open Meetings Law policy
 - Minutes from entire current charter term (including committee meeting minutes)
 - Agendas and/or meeting packets
 - Notice documents (Public notice and notice to trustees)
- **School Policies**
 - Current Admissions/Enrollment Policy
 - Student Discipline (including the Special Education Discipline Policy, if Different)
 - Dress Code Policy
 - Complete Parent and/or Student Handbook from the current academic year
 - Family Educational Rights and Privacy Act (FERPA) policies, annual notices and sample waiver form (if applicable)
 - Freedom of Information Law Policy (which should, at minimum, identify the Records Access Officer, Records Access Appeals Officer, and provide appropriate contact information for each), Subject Matter List, and List of Officers and Employees (which should identify all personnel, including the board, along with their public office address and salary)

- Complaint Policy (which should clearly articulate how to file a formal complaint alleging a violation of law or the charter and provide appropriate appeals information).
- **Personnel**
 - Personnel policies and/or employee manual
 - List of all staff employed by the school (including non-academic staff) in alphabetical order. The list should include any maiden names that may be used on certification or fingerprint records.
 - List of all academic staff identifying their teaching assignment(s) and current certification status. The list should include any maiden names that may be used on certification or fingerprint records.
 - Collective Bargaining Agreement(s), if applicable
- **Students**
 - Health services policies including medication policy (even if those match district policies)
 - Student retention/promotion policy
 - Student roster indicating special education status (including placement/services), ELL status (including standing – e.g., beginner, advanced, etc.), and FRPL status
 - Copy of current student waitlist, if applicable
- **Miscellaneous**
 - Proposed by-laws for the next charter term
 - Proposed code of ethics for the next charter term
 - Inventory of all fixed assets owned/maintained by the school (including leased equipment)
 - Proposed Management Agreement, if applicable
 - Current facility lease, if applicable
 - Other education service provider contracts and shared service agreements between schools, if applicable

Logistics

The visit team seeks the following accommodations:

- *Coordination* - *The school* should designate someone, typically the school leader, to serve as a liaison for the visit team. That person should be available throughout the visit to troubleshoot issues with the schedule, help team members locate documents or other evidence and ensure that the evaluation team has the chance to gather as much information as possible about the school's program and accomplishments.

- *Meeting Space* - The evaluation team will require a private meeting space (e.g., a small conference room, vacant classroom or lounge) for the duration of the evaluation visit. **Please also provide an LCD projector in the room with a clear space to project.**
 - **The Institute** understands that space is often limited in charter schools and recognizes that taking over a space for an entire day may cause disruption to some staff. That said, a private meeting space is essential to the successful conduct of the evaluation visit. This space will be used for team discussions, document review and interviews with members of the school community if necessary. Place and clearly label requested documents for review in this room.
 - Note, too, that many of the evaluation team members utilize laptop computers during the visit. Please ensure that adequate power outlets are available in the team's meeting room, which may require providing a power strip and/or extension cords.
- *Meals* - The Institute asks schools to provide the team with the names of, or preferably lunch menus from, nearby restaurants that deliver. The team, which may ask school staff to accept delivery of meals, will cover all costs. Please note that team members are required to pay for their own lunch and that the school should not provide food or beverages for the team members during the school evaluation visit.

III: DURING THE VISIT

Renewal visit team members will observe classrooms, interview teachers, administrative staff and school board members and review documents during the visit. Team members then analyze the evidence collected from these observations and interviews to generate conclusions about the links between student achievement data, the educational program and organizational capacity. The team typically shares conclusions with school leaders at the end of the renewal visit; however, as noted above, these conclusions are preliminary subject to change once additional analysis is conducted after the visit.

Document Review

Visit team members examine a broad range of documents during the visit (the full list is below). The Family Educational Rights and Privacy Act (FERPA) permits the Institute and its staff, as the school's authorizer, to inspect student records including student performance data, Individualized Education Programs (IEPs) and discipline records during an evaluation visit. All external members of the visit team have signed, and are bound by, confidentiality agreements.

Please make all requested documents available for review in the team's private meeting space upon its arrival. Please also provide these materials in an organized and clearly identified manner, e.g., in labeled binders or folders. The school should also arrange electronic access to documents too large or unwieldy to print (e.g., curriculum documents or school policies). In addition, throughout the visit, the evaluation team may request additional documents to pursue a particular line of inquiry. In order to minimize the work in preparing these documents for the renewal visit, and to enable the Institute to understand the school's actual operation, please provide whenever possible existing documents. If school leaders have any questions about the requested documents, they should contact the senior analyst well before the visit date.

- **Map of School.** Provide a basic floor plan that evaluators can use to locate classrooms and offices. This does not need to be a formal blueprint.
- **Core Curriculum Documents.** Present documents that demonstrate a comprehensive curriculum aligned to state standards, such as curriculum frameworks or maps, scope and sequences, pacing guides, unit plans and lesson plans. These documents should include the documents that teachers use in their planning. If the school uses commercial curriculum materials (e.g., textbooks or prepared labs) provide examples showing their alignment to the school's curriculum and to state standards.
- **Lesson Plans.** Provide copies of English language arts and mathematics lesson plans from all teachers who will be teaching these subjects during the renewal visit.
- **Assessment Documents:** Provide examples of the school's key assessments, such as interim assessments or unit tests. In addition, provide documents, tools and results that demonstrate the school's systems for collecting and analyzing data and indicate how the school leader and staff use assessment data. These documents might include **sample** data binders, rubrics, item analyses, action plans or report cards.
- **Student Writing Samples.** Provide student writing products from each student from one representative class in each grade.
- **Evaluations.** Provide all protocols for evaluations of teachers, administrators, school leaders, the board (and management company or partner organization, if applicable). Since leaders will not have completed summative evaluations for the current year by the time of the visit, provide instead evaluations from the previous year. The Institute understands the confidential nature of these documents and will review them in confidence in its meeting room, assuming that it offers adequate privacy. Please make teachers aware that team members may discuss their evaluations with them and/or with school leaders who completed the evaluation.

Please make documents available from each of the following groups of staff and school *community* members:

- **Teachers:** Provide formal evaluation documents, such as observation checklists/narratives, teacher self-assessments, or summative evaluation documents.
- **Administrators:** Provide all evaluations of instructional leaders and other senior staff and the criteria used, e.g., annual goals, job descriptions, bonus requirements.
- **School Leaders:** Provide the board's evaluation of school leaders who report directly to it and the criteria used to assess leadership performance.
- **Management Company/Organization:** If a school has a management company/organization, provide the board's evaluation of the company.
- **FERPA List.** Provide information identifying which personnel have access to which records and provide the FERPA Log attached to each individual school file to demonstrate who has accessed each file.

- **Personnel Files.** Provide the following information:
 - Evidence that each school employee has passed the required fingerprinting background check. If any employee has not been screened, provide evidence that the school's board or its designee has approved an emergency conditional appointment for such employee(s), and that the board has adopted an appropriate supervision policy. Fingerprint records should be printed and arranged in alphabetical order.
 - Evidence that each teacher is appropriately certified and/or highly qualified for their teaching assignment. Teacher certification records should be printed and arranged in alphabetical order. If any teacher is uncertified or if their certification has expired, provide evidence that they are highly qualified, which, at minimum, requires production of such teacher's college transcripts and evidence that they have successfully completed a content specialty examination.
- **Other:** The Institute encourages school leaders to provide any other documents that may enhance the team's understanding of the school's program and progress. These might include correspondence or newsletters for parents and the community, school newspapers, parent satisfaction survey results, etc.

Classroom Observations

In order to maximize information gathering and ensure an in-depth understanding of the school's program, members of the visit team often begin visiting classrooms at the start of the visit. While they are unlikely to visit all classes, renewal visit team members do attempt to observe a representative sample of classrooms, particularly those in the core areas of instruction. Visit schedules specify time periods allocated for classroom observations, but do not identify specific classrooms or teachers for observation to allow the visit team flexibility and freedom to pursue a particular line of inquiry.

During their time in the classroom, evaluation team members observe instruction and inspect instructional resources; they examine the work of students on display as well as work in folders, journals and written assignments. Evaluators do not interrupt instruction, but may briefly talk to students or teachers at opportune moments.

Teachers should have lesson plans, grade books and related documents, as well as artifacts of student work available for inspection. Please inform teachers and students that visitors may be entering and leaving their classes throughout the day and reassure them that they are not obligated to greet or respond to visitors in any way. Teachers should refrain from deviating from their typical routine or pedagogical style. Changes to routines and teaching methods often have undesirable consequences, as students are neither accustomed to, nor prepared for, the changes. Furthermore, such practice prevents the evaluation team from accurately assessing the effectiveness of typical and daily instructional activity.

Interviews

The school evaluation team will conduct interviews with a number of school stakeholders. Interviews typically take 45-60 minutes. In addition, the Institute may choose to cancel an

interview noted in the schedule if team members believe they have gathered sufficient related evidence. In the event that team members would like to add an interview, the team lead will work with the school leader to find a mutually suitable time.

- **School Leader Interview.** At the beginning of the visit or during a pre-visit teleconference, the school leader(s) provides a general orientation to the school, indicating current priorities, immediate challenges, and program changes since the previous visit, as well as the reporting structure and roles of key personnel.
- **Teacher Interviews.** These interviews primarily involve teachers from observed classes, though the team may schedule interviews with other teachers. As noted above, team members make every attempt to schedule interviews with teachers when they are not instructing students; however, the Institute may request coverage for a class so that a particular teacher can participate in an interview.

Please provide accurate teacher schedules for the day of the visit in order to avoid, to the extent possible, any conflicts with classroom instruction. Please let all personnel know about scheduled interview times according to the visit schedule. It is preferable to conduct interviews in the teachers' own classrooms so that they can readily refer to their curriculum and other materials; however, when that is not possible, please identify another private space such as an unused classroom or office. In such cases, teachers may wish to bring documents with them such as curriculum guides, grade books, assessment calendars, etc. The Institute's academic benchmarks (in particular Renewal Benchmarks 1B-F) provide a framework for the types of questions teachers should expect to answer during the interviews. Please ensure that teachers understand that the purpose of the school visit is to evaluate the overall school program, not individual teachers. The Institute does not use staff names and minimizes the identification of titles and positions in its evaluation reports. In addition, team members do not provide feedback to individual teachers regarding their observed performance in the classroom.

- **Administrator Interviews.** The Institute interviews other school leaders, besides the principal or head of school, generally at the beginning of the visit. Evaluators may follow up with school leaders later in the visit as additional questions emerge and clarification of issues is needed. In addition, the Institute schedules other key staff members such as the school's special education coordinator, academic intervention coordinators or curriculum specialists for interviews.
- **School Board Interview.** The board interview requires approximately 90 minutes and may occur at the school during the renewal visit or at the Institute's Albany or New York City offices on a separate date from the school visit. As oversight is one of the major responsibilities of the board, the Institute anticipates that all board members will attend. The board interview primarily focuses on governance and the board's plans for the future; it also includes discussion of school performance, legal compliance and fiscal soundness. While school leaders may be ex-officio, non-voting members of their school's board, the Institute may ask them not to participate in part or all of the board interview.

Debrief with School Leaders

At the end of the renewal visit, the evaluation team typically generates preliminary conclusions based on the information collected during the visit and shares them with school leaders. Note that these conclusions are preliminary as the Institute conducts additional analysis of the evidence after the visit and incorporates review of additional evidence collected throughout the charter term. Participation by other school staff at this briefing is left to the discretion of the school leader; typically, senior school leaders attend and sometimes board members as well. The Institute does not discuss a specific renewal recommendation during the debrief.

IV: AFTER THE RENEWAL VISIT

Renewal Recommendation Report

After a renewal visit, the Institute produces a draft Renewal Recommendation Report, based on the cumulative evidence collected over the course of the charter term, including the renewal visit and previous evaluation visits, as well as data on the school's attainment of its Accountability Plan goals, governance, organizational and fiscal health. The draft report also contains a preliminary renewal recommendation. Schools have an opportunity to provide factual corrections and to comment on the draft report. Please refer to the SUNY Renewal Policies for details about next steps in the event that the Institute's recommendation in its draft report is for non-renewal.

The Institute incorporates the factual corrections and takes the school's comments into consideration in generating a final report. The Institute submits the final Renewal Recommendation Report to the SUNY Trustees with copies to the chair of the school's board and the school leader. The Institute also posts the report on its website.

ATTACHMENT A: RENEWAL VISIT CHECKLIST FOR LEADERS OF SUNY AUTHORIZED CHARTER SCHOOLS

The Institute designed the following checklist to help school leaders prepare for renewal visits.

FOUR WEEKS PRIOR TO THE RENEWAL VISIT

- Share information with the school's board, staff, students and parents regarding the dates, purpose and conduct of the renewal visit, including classroom observations and staff interviews.
- Prepare the pre-visit documents for electronic submission (detailed on pages 6-8 of the Fall 2012 Charter School Renewal Visit Guide for School Leaders):
 - Staff Directory
 - Teacher Roster and Certification
 - Organizational Chart
 - Teacher Schedules
 - Assessment List and Calendar
 - Professional Development Calendar
 - Visit Data Collection Form
 - Board Materials
 - School Policies
 - Personnel Documents
 - Student Documents
 - Miscellaneous

THREE WEEKS BEFORE THE RENEWAL VISIT

- Send the pre-visit documents via e-mail to: charters@suny.edu. Please be sure to include the school name in the subject line of the e-mail.

ONE – TWO WEEKS BEFORE THE RENEWAL VISIT

- Work with the Institute's visit team leader to plan for the renewal visit, including the development of a schedule for the visit, ensuring teacher and staff availability as outlined in the visit schedule.
- Speak with the visit team leader by telephone to review and finalize the visit schedule, and discuss school materials and documents.

- Arrange logistical components of the renewal visit, including reserving a private and secure room for the visit team to meet, conduct interviews and review documents.

THE DAY BEFORE THE RENEWAL VISIT

- Ensure that the requested document review materials are available, organized and clearly labeled in the team's private meeting space.
 - Map of School
 - Core Curriculum Documents
 - Lesson Plans
 - Assessment Documents
 - Student Writing Samples
 - Evaluations
 - FERPA List
 - Personnel Files
- Finalize the schedule.
- Review the team's private meeting space, ensure LCD projector set-up.
- Remind teachers to make lesson plans, grade books and related documents as well as artifacts of student work available for inspection during the visit.
- Inform custodians, security and other relevant personnel about the scheduled arrival/departure times of the renewal visit team.

DURING THE RENEWAL VISIT

- Provide names of, or preferably menus from, nearby restaurants that deliver. Visit team members will pay for their lunches; the school should not provide food or beverages for visit team members during the school evaluation visit.
- Provide teachers scheduled for interviews and/or observations with the visit schedule, including the time and location of interviews.
- Ensure that the team's meeting space remains private and all requested documents are available and clearly labeled. As needed, provide a power strip and/or extension cords.
- Be available to the renewal visit team for an initial interview and any necessary follow-up. Assist the team in securing data, information and documents as needs develop during the visit.
- Bring concerns and questions to the attention of the team leader as they arise.

- Attend the debrief meeting to discuss the visit team’s preliminary conclusions and next steps in the renewal review process. Decide if any other senior staff members should attend this meeting.

AFTER THE RENEWAL VISIT

- Work with the school’s board to review and provide factual corrections and comments on the Institute’s draft Renewal Recommendation Report. Please refer to the SUNY Renewal Policies for details about next steps in the event that the Institute’s recommendation in its draft report is for non-renewal.
- Share the Institute’s final renewal recommendation with staff, parents and the school community.