



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



February 7, 2013

Dear Sir or Madam:

The State Board of Education (SBE) is seeking applications for state and local charter schools on a statewide basis. We encourage applications that will result in the reduction of racial, ethnic and economic isolation, particularly in Hartford. Charter schools are public, nonsectarian schools that operate independently of any local or regional board of education and represent an innovative means for educational change. They are designed and operated by enterprising groups of parents, educators and other members of the community who have a clear vision of an educational mission and, at the same time, are held accountable to their students and the public. Currently, there are 17 state charter schools operating in Connecticut.

Applications for state and local charters are due to the Connecticut State Department of Education (CSDE) on or before **April 1, 2013**. This application may be downloaded from the CSDE's Web site, http://www.sde.ct.gov/sde/lib/sde/PDF/rfp/RFP020_13.pdf. The SBE must vote on the complete application within 90 days of receipt of state charter applications and 75 days of receipt of local charter applications, and may act on the approval of charter applications on a staggered basis depending on when an application is filed. Therefore, applications filed earlier than the deadline may receive consideration sooner than those filed close to or at the deadline. A copy must also be filed with the local or regional school board in the town where the school will be located.

To assist applicants in developing the charter school proposal, the CSDE recommends that all persons intending to submit a proposal attend a bidders' conference. The Bidders' Conference will be held on Thursday, February 21, 2013 from 9:00 a.m. to 11:00 a.m. It will be held at the State Office Building in room 307A located at 165 Capitol Avenue in Hartford. Directions are attached. Please RSVP via e-mail to Felicia Canty at felicia.canty@ct.gov to indicate your attendance. Include names of the individuals who will be attending by February 15, 2013.

State charter schools are funded by a per-pupil grant from the General Assembly. The grant for the current year is \$10,200 per pupil. Local charters receive funding from the school district where the local charter school is located. In addition, the State Board of Education (SBE) may approve, within available appropriations, a local charter school per student grant not to exceed \$3,000. The local or regional board of education of the school district where the local charter school is located shall be responsible for the financial support of the local charter school at a level that is at least equal to the product of the per-pupil cost of the prior fiscal year, less the state aid for special education reimbursement for the current fiscal year, multiplied by the number of students attending the local charter school in the current fiscal year. In addition, the Department of Education may award, within available appropriations, a start-up grant of up to \$500,000 to any town in which a newly established local charter school is located. A state grant of \$200,000 may also be available for new and replicated schools for planning purposes. Charter school start-up grants from the U.S. Department of Education may be available to new charter schools in September 2013. The funds are awarded to states on a competitive basis for a three-year period. The CSDE intends to apply for this grant in the spring of 2013. However, the availability of funding for the 2013-14 school year is undetermined.

It must be noted that the SBE will approve state charter school applications contingent on funding from the General Assembly in the 2013 legislative session.

If you have questions about this process, please contact Robert Kelly, Charter School Program Manager, at 860-713-6574 or via e-mail at robert.kelly@ct.gov.

Sincerely,

Stefan Pryor
Commissioner of Education

Enclosure

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
HARTFORD**

**Application Package for the Development of State and
Local Charter Schools**

**C.G.S. Sec. 10-66aa-mm, as amended by Public Act 12-116 of the
June Special Session and Public Act 12-1 of the December Special
Session.**

PURPOSE: To develop a process and establish criteria for the development of state and local charter schools that provide opportunities for improved student learning and academic excellence for all students. (This application may be downloaded from the Connecticut State Department of Education's Web site, www.state.ct.us/sde, on the "Request for Proposals" page.)

Applications Due: Monday, April 1, 2013

Application – RFP 020



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

CONNECTICUT CHARTER SCHOOL APPLICATION CONTENTS

SECTION 1

Introduction _____	1
Program Overview _____	1
Application Process _____	8

SECTION 2

Application Instructions _____	12
Charter School Application Summary _____	14
Charter School Application _____	15

SECTION 3

Charter School Budget Instructions _____	35
--	----

SECTION 4

Charter School Questions and Answers _____	42
--	----

APPENDIX A: State Agency Contacts _____	43
--	----

APPENDIX B: Charter School Waiver Request _____	44
--	----

APPENDIX C: Charter School Law _____	45
---	----

APPENDIX D: 2012 Connecticut Charter Schools _____	56
---	----

APPENDIX E: Directions to the Hartford Office _____	64
--	----

APPENDIX F: List of Authorized Connecticut School Districts _____	65
--	----

APPENDIX G: State of Connecticut Regulation, Operations of a Charter School _____	66
--	----

INTRODUCTION

Recognizing the need for improvement in our public schools, Connecticut responded to the ever-growing interest in public school choice and charter schools by adopting charter school legislation. Connecticut's law, passed during the 1996 legislative session, responds to the unique concerns raised during several years of debate on the establishment of such schools. It was the belief of the legislature and the governor that charter schools can prove to be catalysts in the restructuring of our public schools. Charter schools can serve as another vehicle in the creation of innovative and diverse educational settings for our students. The Educational Improvement Panel, a panel of broadly represented Connecticut citizens created in response to the Connecticut Supreme Court decision in *Sheff v. O'Neill*, saw charter schools as one vehicle in the reduction of racial isolation. This recommendation resulted in amendments to the charter school legislation, which gives preference to charter school proposals that reduce racial and economic isolation of students.

Through a *charter* granted by the State Board of Education (SBE), a private entity or a coalition of private individuals is given the public authority to run an independent public school that is legally autonomous from the local school district. If developed properly, charter schools can create opportunities for improved student learning and academic excellence for *all* students by allowing for flexibility in the design of each school's educational program without compromising accountability for success.

In the 2011-12 school year, 17 state charter schools served 6,056 students throughout Connecticut. State charter schools are funded by a per-pupil grant from the General Assembly. The grant for the 2012-13 through 2014-15 school years will be \$10,200, \$11,000 and \$11,500 respectively. Please note that the budget adopted during the 2013 legislative session may affect these totals.

The Connecticut State Department of Education (CSDE) is seeking applications for state and local charter schools. Along with preliminary and background information, this packet contains the application, a copy of the charter school legislation, and other information to help in the development of your charter school application.

PROGRAM OVERVIEW

CHARTER SCHOOLS DEFINED

A charter school, as defined by the statutes, is a public, nonsectarian school that is established under a charter granted, pursuant to the provisions of the statutes, organized as a nonprofit entity under state law, acts as a public agency, and operates independently of any local or regional local board of education in accordance with the terms of its charter and the provisions of the statutes. No member or employee of a governing council may have a personal or financial interest in the assets, real or personal, of the school.

A "state charter school" is a new public school approved by the SBE.

A “local charter school” is a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located, as well as by the SBE.

CHARTER SCHOOL PROCESS AND ELIGIBILITY

Eligibility. Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education to establish a charter school. However, no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction. No member or employee of a governing council may have a personal or financial interest in the assets, real or personal, of the school.

Limits. Pursuant to Subsection (c) of Section 10-66bb of the C.G.S. as amended by Section 32 of Public Act (P.A.) 12-116, the SBE is required to review applications for local and state charter schools located in a town having one or more Commissioner’s Network schools, as defined in Section 19 of Public Act 12-116; or a town that has been designated as a low-achieving school district, pursuant to Section 10-223e of the Connecticut General Statutes. Please see Appendix F for the List of Authorized Connecticut Districts. No state charter school may enroll more than 250 students or 25 percent of the enrollment of the school district in which the state charter school is to be located, whichever is less, except in the case of a kindergarten to eighth-grade school, which may enroll up to 300 students. Current law allows the SBE to waive the enrollment requirements if the charter school applies to the SBE for an enrollment waiver and demonstrates a record of student achievement. Between July 1, 2012, and July 1, 2017, the SBE shall not approve more than four applications for the establishment of new state charter schools unless two of the four applications are for the establishment of two new state charter schools whose mission, purpose and specialized focus is to provide dual-language programs or other models focusing on language acquisition for English language learners.

Preferences and considerations. Pursuant to Section 32 of Subsection (c) the SBE shall give preference to applicants (A) whose primary purpose is the establishment education programs designed to serve one or more of the following student populations: i) students with a history of low academic performance; ii) students who receive free or reduced-price lunches, pursuant to federal law and regulations; iii) students with a history of behavioral and social difficulties; iv) students identified as requiring special education; v) students who are English language learners; or vi) students of a single gender; (B) whose primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education; (C) that will serve students who reside in a priority school district, pursuant to Section 10-266p of the Connecticut General Statutes; (D) that will serve students who reside in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities; (E) that demonstrate highly credible and specific strategies to attract, enroll and retain students from among the student populations described in subparagraph (A) i-vi; (F) that in the case of an applicant for a state charter school, such state charter school will be located at a institution of higher education or at a worksite thereof.. In determining whether to grant a charter, the SBE shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of over concentration of charter schools within a school district or in contiguous school districts. We are also encouraging applications that will result in the reduction of racial, ethnic and

economic isolation in Hartford, with a special focus on English language learners and dual-language programs.

APPROVAL PROCESS

State charter schools. An application for the establishment of a state charter school must be submitted to the SBE for approval and filed with the local or regional board of education in the school district in which the state charter school is to be located. The state board will: (a) review the application; (b) hold a public hearing on such application in the school district in which the school is to be located; (c) solicit and review comments on the application from the appropriate local or regional board of education, and from the local or regional boards of education for school districts that are contiguous to the district in which such school is to be located; and (d) vote on a complete application within 90 days of receipt of the application. The SBE may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present, and by voting at a regular or special meeting of the state board called for such purpose. The SBE may approve the application and grant the charter for the state charter school for up to five years, and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services. The SBE may condition the opening of such school on the school's meeting certain conditions, determined by the Commissioner of Education to be necessary, and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met. Between July 1, 2012, and July 1, 2017, the SBE shall not approve more than four applications for the establishment of new state charter schools unless two of the four applications are for the establishment of two new state charter schools whose mission, purpose and specialized focus is to provide dual-language programs or other models focusing on language acquisition for English language learners.

Local charter schools. An application for the establishment of a local charter school must be submitted to the local or regional board of education of the school district in which the local charter school is to be located for approval. The local or regional board of education must: (a) review the application; (b) hold a public hearing in the school district regarding the application; (c) survey teachers and parents in the school district to determine if there is sufficient interest in the establishment and operation of the local charter school; and (d) vote on a complete application no later than 60 days after the date of receipt. The board of education may approve the application by a majority vote of the members present and by voting at a regular or special meeting called for such purpose. If the application is approved, the board must forward the application to the SBE. The SBE will vote on the application no later than 75 days after the date of receipt. The SBE may approve the application and grant the charter for the local charter school for up to five years, and may allow the applicant to delay its opening for a period of up to one school year, in order for the applicant to fully prepare to provide appropriate instructional services. The SBE may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary, and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met.

RENEWAL

Charters may be renewed for up to five years by the SBE, upon application, in accordance with the provisions of the charter school legislation for the granting of new charters. The SBE may commission an independent appraisal of the performance of a charter school and consider the results of any such appraisal in determining whether to renew a charter. The SBE may decline to renew a charter if: (1) sufficient student progress has not been demonstrated; (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or

spent public funds in a manner that is detrimental to the educational interests of its students; (3) the school has not been in compliance with applicable laws and regulations; or (4) the efforts of the school have been insufficient to effectively attract, enroll and retain students from among the following populations - A) students with a history of low academic performance; B) students who receive free or reduced-price lunches, pursuant to federal law and regulations; C) students with a history of behavioral and social difficulties; D) students identified as requiring special education; or E) students who are English language learners.

PROBATION AND REVOCATION

The Commissioner of Education may place a school on probation if: (1) the school has failed to (a) adequately demonstrate student progress, (b) comply with the terms of its charter or with applicable laws and regulations, (c) achieve measurable progress in reducing racial, ethnic and economic isolation, or (d) maintain its nonsectarian status; or (2) the governing council has demonstrated an inability to provide effective leadership to oversee the operation of the charter school, or has not ensured that public funds are expended prudently or in a manner required by law. A charter school placed on probation must file a corrective action plan and operate pursuant to it for the period of probation, which may be up to one year. The probationary period may be extended for an additional year. The Commissioner must notify parents or guardians of students attending the school of the probationary status and the reasons, therefore, and may require the school to file interim reports on matters relevant to the probation.

The SBE may revoke a charter if a school has failed to: (1) comply with the terms of probation, including the failure to file or implement a corrective action plan; (2) demonstrate satisfactory student progress as determined by the commissioner; (3) comply with the terms of its charter or applicable laws and regulations; or (4) manage its public funds in a prudent or legal manner. Unless an emergency exists, the SBE must provide the governing council of the charter school a list of the reasons for the revocation, as well as an opportunity to demonstrate compliance with all the requirements for the retention of its charter. If an emergency exists, the State Board may revoke the charter and provide the governing council with a subsequent opportunity to demonstrate compliance.

PERSONNEL ISSUES

For purposes of charter school legislation, “school professional” means schoolteacher, administrator or other personnel certified by the SBE in accordance with its certification statutes and regulations.

Certification. Anyone providing instruction or pupil services in a charter school must possess a valid, appropriate Connecticut certificate or charter school educator permit on the day the school begins operation. At least one-half of these employees must be certified through the regular route. The remaining 50 percent may hold a nonrenewable, interim certificate. The Commissioner of Education may waive these requirements for any administrator or person providing instruction or pupil services employed by a state charter school who holds a charter school educator permit, provided not more than 30 percent of the total number of administrators and persons providing instruction or pupil services hold the charter school educator permit for the school year. However, charter applicants are not eligible for consideration of this waiver. The Commissioner may consider requests for waivers of the certifying requirements only after: (1) the school governance council has been established in accordance with Section 10-66bb, as amended, of the Connecticut General Statutes; and (2) teachers and administrators for whom the waivers are sought have been identified and are able to demonstrate evidence of effectiveness. (See Question and Answer section in this application for more information.) The Commissioner

cannot consider any requests for waiver of collective bargaining requirements set out in the general statutes.

Collective bargaining. The school professionals employed by a local charter school will be members of the appropriate bargaining unit of the local or regional school district in which the local charter school is located and shall be subject to the same collective bargaining agreement as the school professionals employed in that district. Consistent with the terms and conditions of the approved charter, however, the collective bargaining agreement may be modified by a majority of those employed or to be employed, and by a majority of the members of the governing council of the local charter school. The state charter school governing council shall act as a board of education for purposes of collective bargaining. Employees of a state charter school may choose not to form a collective bargaining unit or to bargain collectively.

Entitlements. School professionals employed by a local or regional board of education shall be entitled to a two-year leave of absence, without compensation, in order to be employed in a charter school. Leaves shall be extended upon request for an additional two years. At any time during or upon the completion of such a leave of absence, a school professional may return to work in the school district in the position in which he or she was previously employed, or in a comparable position. Issues regarding tenure and seniority of staff are specifically addressed in Section 10-66dd of the Connecticut General Statutes.

Retirement system. Qualified school professionals hired by a charter school prior to July 1, 2010, and employed in a charter school may participate in the state teacher retirement system on the same basis as if such professional was employed by a local or regional board of education. The governing council of a charter school is required to make those contributions.

Qualified school professionals hired by a charter school on or after July 1, 2010, and who have not previously been employed by a charter school in this state prior to July 1, 2010, must participate in the state teacher retirement system on the same basis as if such professionals were employed by a local or regional board of education. The governing council of a charter school is required to make contributions to the state teacher retirement system for such professionals.

Any administrator or person providing instruction or pupil services in a charter school who holds a charter school educator permit issued by the State Board of Education pursuant to Section 3 of this act shall participate in the state teacher retirement system under chapter 167a pursuant to subdivision (2) of this section when such administrator or person providing instruction or pupil services obtains professional certification pursuant to Section 10-145b.

FUNDING

Student count. For the purposes of education equalization aid, a student enrolled in a local charter school *shall* be considered a student enrolled in the school district in which he or she resides. For the purposes of education equalization aid, students enrolled in state charter schools *shall not* be considered a student enrolled in the school district in which they reside.

Payment amount and schedule. Pursuant to Section 29 of P.A. 12-116 (b)(2) for local charter schools, the local or regional board of education of the school district where the local charter school is located shall be responsible for the financial support of the local charter school at a level that is at least equal to the product of the per pupil cost of the prior fiscal year, less the state aid for special education reimbursement for the current fiscal year, multiplied by the number of students attending the local charter school in the current fiscal year.

Pursuant to Section 29 of P.A. 12-116 (c)(1) for fiscal year ending June 30, 2014, and each fiscal year thereafter, the SBE may approve within available appropriation a per student grant to a local charter school not to exceed \$3,000 for each student enrolled in the local charter school.

Pursuant to Section 31 of P.A. 12-116 (a), for the fiscal year ending July 30, 2014, the SDE may award within available appropriations, a grant up to \$500,000 to any town in which a newly established local charter school is located, to be paid to the fiscal authority of the local charter not later than July 15 to assist with the start-up costs of such local charter school. (b) In order to be eligible for the grant an applicant must submit an application that satisfies one of the following conditions: 1) such applicant has high quality feasible strategies or a record of success serving students from among the following populations: A) students with histories of low academic performance; B) students who receive free or reduced price school lunches; C) students with histories of behavioral and social difficulties; D) students eligible for special education services; E) students who are English language learners; or F) students of a single gender; or 2) such applicant has a high quality, feasible plan for turning around existing schools that have demonstrated consistently substandard student performance, or a record of success in turning around such schools. The department shall determine whether such applicant satisfies the provisions of the subdivision (1) or (2).

Pursuant to Section 29 of P.A. 12-116 (d)(1), as amended by Public Act 12-1, for the fiscal year ending June 30, 2013, ten thousand two hundred dollars, for the fiscal year ending June 30, 2014, eleven thousand dollars, and for the fiscal year ending June 30, 2015, and each fiscal year thereafter, eleven thousand five hundred dollars. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July first and September first based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January first and the remaining amount not later than April fifteenth, each based on student enrollment on October first.(2) The town shall pay to the fiscal authority for a state charter school the portion of the amount paid to the town pursuant to subdivision (1) of this subsection attributable for students enrolled in such state charter school.

Special education. Pursuant to Section 10-66ee of the C.G.S. In the case of a student identified as requiring special education, the school district in which the student resides shall: (a) hold the planning and placement team (PPT) meeting for the student and invite a representative from the charter school to participate in the meeting; and (b) pay the state charter school an amount equal to the difference between the reasonable cost of educating the student and the sum of the amount received by the state charter school for the student from state, federal, local or private sources calculated on a per pupil basis. Payments must be made on a quarterly basis. Charter schools are responsible for ensuring that students receive the service mandated in their Individualized Education Programs (IEPs).

Grants eligibility. Charter schools shall be eligible to the same extent as boards of education for federal funds and competitive state grants, provided they are not eligible to receive federal Individuals with Disabilities Education Act (IDEA) funds. Charter schools are also eligible to participate in the short-term investment fund (STIF) administered by the State Treasurer. If the Commissioner of Education finds that a charter school uses a grant in a way that is inconsistent with the provisions of the charter school legislation, then the Commissioner may require repayment of the grant to the state.

Year-end rollover. Pursuant to Section 10-66ee (e), if at the end of a fiscal year, money received from the state charter school grant by a state charter school is unexpended, the charter school: (a) may use, for the expenses of the charter school for the following year, up to 10 percent of such amounts; and (b) may create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the Commissioner, and may deposit into such fund up to five percent of such unexpended state grant fund amounts.

TRANSPORTATION

Pursuant to Section 10-66ee (f), the local board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district unless the charter school makes other arrangements for such transportation. Any local or regional board of education may provide transportation services to a student attending a charter school outside of the district in which the student resides and, if it elects to provide such transportation, shall be reimbursed for a portion of the reasonable cost of such transportation services at the same percentage rate and in the same manner as school districts are reimbursed for regular transportation costs.

ANNUAL REPORTING

The governing council of a charter school must annually submit a school profile as described in subsection (c) of the Connecticut General Statutes § 10-220 to the Commissioner of Education. In addition, the governing council of a charter school must annually submit to the Commissioner of Education: (a) the educational progress of students in the school; (b) the financial condition of the school, including a certified audit statement of all revenues and expenditures; (c) accomplishment of the mission and any specialized focus of the charter school; and (d) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body.

Administrative Requirements. The CSDE requires education related forms to be completed by public schools in Connecticut. Charter schools are not exempted from submitting any Education Forms (ED). However, not all the forms in the Data Acquisition Plan apply to charters (i.e., since charter schools cannot receive state school construction funds, none of those forms are required) and some of the forms are grade level and/or program specific. Below is a list of forms we anticipate you will be required to file with the CSDE.

Type of ED Form	Required
Mandated annually by state or federal statute	Some
Data collections needed to implement state or federal statutes	Some
Forms required to initiate or change individual teacher certification status	As needed
General state/federal aid grants	Cash management forms only
School construction grants	None
Child nutrition grants	As needed

Type of ED Form	Required
Federal Title I grants	None
State and federal special education grants	As needed
Bilingual and immigrant education grants	As needed
Adult education grants	As needed

Vocational education grants	As needed
Other annual grant-related data collections	Some

Activities Required by the CSDE

Site Visits and Reports	1st Year	2nd Year	3rd Year	4th Year	5th Year
Informal site visit	Yes	Yes	Yes	Yes	Yes
Review of school fundamentals visit and report	Yes	No	No	Yes	No
Corrective action plan follow-up and report	No	Yes	If needed	If needed	If needed
Renewal site visit	No	No	No	Round I*	Round II

*Round I Charter Renewals base on readiness of school based on CSDE determination.

Documentation	When
Charter school annual reports	Every year
CSDE forms required of all public schools	Every year
Independent financial audit	Every year
Renewal application	Year 4 or 5

This plan is designed to give the Commissioner and SBE sufficient information for proper oversight of the charter school initiative and to give individual charter schools the opportunity to demonstrate the accomplishment of their unique educational missions and the stability of their organizations. This, in turn, provides the Connecticut General Assembly with sufficient evidence to show that the Connecticut charter school initiative is fulfilling the legislature’s vision.

MISCELLANEOUS

Powers of the governing council. Pursuant to Section 10-66ee (j). The governing council of a charter school may: (a) contract or enter into other agreements for purposes of administrative or other support services, transportation, plant services, or leasing facilities or equipment; and (b) receive and expend private funds or public funds, including funds from local or regional boards of education and funds received by local charter schools for out-of-district students, for school purposes.

Powers of the charter school. Pursuant to Section 10-66ff each charter school may: (a) sue and be sued; (b) purchase, receive, hold and convey real and personal property for school purposes; and (c) borrow money for such purposes.

CONCLUSION

This overview attempts to highlight the charter school law. In the case of variance between the language in the law and this summary, the law prevails (see Appendix C).

APPLICATION PROCESS

A. Request for Applications

Applications are being sought for the possible creation of new state and local charter schools. The SBE will approve state and local charter school applications contingent on funding from the General Assembly in the 2013 legislative session.

Charter school start-up grants from the U.S. Department of Education may be available to new charter schools in September 2013. The funds are awarded to states on a competitive basis for a three-year period. The CSDE intends to re-apply for this grant in the spring of 2013. However, the availability of funding for the 2013-14 school year is not certain.

Currently, 17 charter schools are in operation. The number of students who attend state charter schools is limited by the amount of funding authorized by the Connecticut General Assembly. There is no limit on the number of students enrolled in local charter schools. In reviewing charter applications, emphasis will be placed on the development of high academic standards and improved educational achievement for students.

The purpose of this application packet is to provide potential applicants with guidelines and information for submitting an application for a charter. The application contains specific criteria that will be used in assessing the quality of each response to questions in the application. Requests for an application may be made to Robert Kelly, Charter School Program Manager, at 860-713-6574 or robert.kelly@ct.gov or downloaded from the CSDE's Web site, http://www.sde.ct.gov/sde/lib/sde/PDF/rfp/RFP020_13.pdf

B. Expectations

Each applicant must produce a **complete** charter application that addresses all the elements required by law in order to be reviewed by the screening committee. Any incomplete application will be returned to the applicant and eliminated from the review process. The applicant's proposal for a charter school must present a powerful vision as well as functional details that provide a blueprint for the school's operation. Strong fiscal accountability for the public funds used by the school must be evident.

Charter schools represent a tremendous opportunity to work collaboratively with a broad group of people that may include parents, teachers, public school districts, institutions of higher education, and business and local community members, and the expectation is that the application will be developed by such groups.

C. Application

The application process for the Connecticut Charter School Program is designed to be focused. Charter school applicants will have more than two months to complete their applications, although it is expected that applicants started their planning process prior to the issuance of this application.

1. *State Charter Application:* Applications are due to the CSDE on or before **April 1, 2013**. The SBE must vote on the complete application within 90 days of receipt of such application and may act on the approval of charter applications on a staggered basis depending on when an application is filed. Therefore, applications filed earlier than the deadline may receive consideration sooner than those filed close to or at the deadline. A copy must also be filed with the local or regional school board in the town where the school will be located.
2. *Local Charter Application:* Applications are due to **both** the local board of education and the SBE on or before **April 1, 2013**. The local board must vote on the application within 60 days of receipt of such application. If approved, the local board shall forward the application

to the SBE immediately upon passage. The SBE must vote on the complete application within 75 days of receipt of such application and may act on the approval of charter applications on a staggered basis depending on when the application is filed. Pursuant to Subsection (c) of Section 10-66bb of the C.G.S. as amended by Section 32 of Public Act (P.A.) 12-116, the SBE is required to review applications for local and state charter schools located in a town having one or more Commissioner’s Network schools, as defined in Section 19 of Public Act 12-116; or a town that has been designated as a low-achieving school district, pursuant to Section 10-223e of the Connecticut General Statutes. Please see Appendix F for the List of Authorized Connecticut Districts.

D. Application Review Process

The review process for each charter school application has four components: review of the proposal for completeness; review of written proposal; possible interview with the Commissioner of Education; and public hearing. Each component is discussed below.

1. Review Completeness

Each applicant must produce a **complete** charter application that addresses all the elements required by law in order to be reviewed by the screening committee. Any incomplete application will be returned to the applicant and eliminated from the review process. The applicant’s proposal for a charter school must present a powerful vision as well as functional details that provide a blueprint for the school’s operation. Strong fiscal accountability for the public funds used by the school must be evident.

2. Review of Written Proposal

Applications will be evaluated by the CSDE staff. During this review, representatives of each applicant may be expected to meet with the review team to discuss the proposal and answer any questions the team may have about the proposal. If needed, specific meeting times and locations will be sent to the applicants at the appropriate time.

Review Criteria: Applications will be scored by readers based on the criteria established in Section 10-66bb (d), as amended by Section 32 of P.A. 12-116. (See the “Review Criteria” beginning on page 15 of the Charter School Application [listed below each application requirement]). The review panelists with education expertise and knowledge of charter school operation and finance will independently evaluate and rate how well the applicant’s responses address the review criteria articulated in each section of the application. The reviewers will rate each criterion according to the following sample:

Does Not Meet—The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issue in concept and/or ability to meet the requirement in practice.

Partially Meets—The response addresses some of the review criteria, but lacks some meaningful detail and requires important additional information in order to be reasonably comprehensive.

Meets—The response indicates solid preparation and grasp of the key issues that would be considered reasonably comprehensive. It addresses the review criteria with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school will operate.

Exceeds—The response reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses review criteria with

specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school will operate.

The review panelists will develop a summary rating for each application section and for the complete application as a whole. Reviewers must justify each rating with evidence from the application. The summary rating will be used by the review committee to prepare its recommendation for the Commissioner. The Commissioner will use the recommendation, public hearing and possible interview information to recommend or not recommend that the application be considered by the SBE for approval. The SBE makes the final decision on charter approval.

3. *Interview with the Commissioner of Education*

Representatives of each charter applicant may be required to meet with the Commissioner or his/her designee and should be prepared to answer questions about all aspects of their program, especially in the areas of governance, finances, facility, staffing, curriculum, mission and students.

4. *Public Hearing*

There will be an opportunity for the public to comment on the merits of each application. The hearing will be convened by members of the SBE, or the local board of education if the application is for a local charter, and take place in the town in which the proposed charter school would be located. The hearing will take place on weekday evenings beginning at 6 p.m. on a date and location determined by the CSDE.

E. Obligations

All applicants are hereby notified that any grant awarded by this agency is subject to contract compliance requirements set forth in Connecticut General Statutes Section 4a-60 and 4a-60a, and Sections 4a-68j-1 et seq. of the Regulations of Connecticut State Agencies.

Furthermore, the grantee may be required to submit periodic reports of its employment and subcontracting practices in such form, in such manner and at such time as may be prescribed by the Commission on Human Rights and Opportunities.

F. Affirmative Action

In accordance with the regulations established by the State Commission on Human Rights and Opportunities, each applicant who receives an approved charter will be required to have a completed Affirmative Action Packet on file with the CSDE or must complete an Affirmative Action packet and submit it with this document to:

Levy Gillespie
Equal Employment Opportunity Director
Title IX/ADA/Section 504 Coordinator
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
Telephone: 860-807-2101

G. Freedom of Information

All the information contained in an application submitted in response to this Request for Application is subject to the provisions of Chapter 3 of the Connecticut General Statutes (Public Records and Meetings and Freedom of Information Act [FOIA], Sections 1-200 et seq. of the Connecticut General Statutes). The FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency (as defined in the statute) are public records and every person has the right to inspect such records and receive a copy of such records.

H. Management Control of the Program and Consultation Role of CSDE Personnel

The grantee will have complete management control of any grant awarded. While members of the CSDE staff may be consulted for their expertise, they will not be directly responsible for the selection of sub-grantees or vendors, nor will they be directly involved in the expenditure and payment of funds.

I. Reservation

The CSDE reserves the right to make awards under this program without discussion with the applicant. Therefore, applications should represent the applicant's best effort from both a technical and cost standpoint. A pre-award conference may be held with finalists.

The Commissioner of Education reserves the right to waive any of the formalities of this application process in the best interest of the program.

APPLICATION INSTRUCTIONS

Application Format

The application must be typewritten or word-processed (on one side of 8.5" x 11" sized paper). The application should follow the format and the order outlined, with the charter school Application Summary attached at the front of the application and tabs for each section. To facilitate the review process, please include a table of contents labeling and paginating each section. In addition to the required information, applicants may include any additional information that will help to better assess the proposed charter school. Attach all supporting documentation as appendices that should be referenced in the body of the application. Excluding appendices, the application must not exceed 200 pages. Succinct answers should be provided. Text should be printed using a readable font (10 or 12 point).

Number of Copies

State Charter Application: An original and five copies, including an e-copy in PDF format, must be submitted to the CSDE. A copy of the application must be filed at the local or regional board of education in the school district in which the state charter is to be located. The SBE must vote on the complete application within 90 days of receipt of such application.

Local Charter Application: An original and three copies, including an e-copy in PDF format, must be submitted to the CSDE. A copy of the application must be filed at the local or regional board of education in the school district in which the local charter is to be located. The local board must vote on the application within 60 days of receipt of such application. If approved, the local board shall forward the application to the SBE immediately upon passage. The SBE must vote on the complete application within 75 days of receipt of such application.

Due Date

The original application must be signed and dated by an authorized official. Applications (state charter, original and five copies; local charter, original and three copies) and e-copy in PDF format, **IRRESPECTIVE OF POSTMARK DATE** and means of transmittal, must be received by **4 p.m. on Monday, April 1, 2013.**

Submission

Both state and local charter school applications must be submitted to the CSDE at the address indicated below. ***Please e-mail application in pdf format to:*** robert.kelly@ct.gov

<i>Please mail application to:</i> CT State Department of Education Charter School Office, Room 302 P.O. Box 2219 Hartford, CT 06145-2219	<i>or</i>	<i>Deliver to:</i> CT State Department of Education Charter School Office 165 Capitol Avenue, Room 302 Hartford, CT 06106
<i>Please e-mail application in pdf format to:</i> robert.kelly@ct.gov		

CHARTER SCHOOL APPLICATION SUMMARY

This application summary will be used by the CSDE for a quick analysis and administrative processing of the applications received. The information provided must be an accurate representation of the application and must correspond to the information provided in the body of the application.

Proposed Charter School Name

School Location (city/town)

Charter Applicant Representative:
--

Contact Person: _____
 Organization: _____
 Street: _____
 City: _____ State: _____ Zip: _____
 Telephone: _____ Fax: _____ E-mail: _____

TYPE OF SCHOOL	
Local charter school	
State charter school	

Indicate number of persons involved in each category

FOUNDERS	
Parents	
Teaching staff	
Business community	
Community organization	
Higher education institution	
Others	

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?		
When will you be able to take occupancy?	Date	

PROJECTED STUDENT ENROLLMENT

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1															
Year 2															
Year 3															
Year 4															
Year 5															
Total															

Signature (Charter Applicant)

Date

CHARTER SCHOOL APPLICATION

Please answer the following questions as thoroughly and clearly as possible, in the format provided. If you are unable to provide a specific answer to a question, please describe the process and timeline by which you will address the issue raised. Following each question is a description of the criteria that will be used to review your application. They are not intended to be exhaustive or prescriptive, but rather should serve as a guide as you formulate your responses.

I. SCHOOL VISION AND DESIGN

1. Mission and Vision Statements

- a. Describe the mission of the charter school. Define the core purpose and key values of the school including the school model and the students to be served. The mission should be consistent with high academic standards, be succinct and meaningful, and be reflected throughout all sections of the application.
- b. The vision should align with the mission and provide an image of the school once it is operating. It should articulate what the school will achieve for the community it serves, students, parents, teachers and beyond.

Review Criteria:

- Speak to the core purpose and key values of the school.
- Inform the public about the students the charter intends to serve.
- Be consistent with high academic standards and student success.
- Focus on high-quality educational outcomes that are likely to result in increased student achievement.
- Illustrate a compelling image of the school's future.
- Describe the ways in which the school will positively affect stakeholders in the school.

2. Educational Philosophy

An educational philosophy defines the school's core beliefs and values about education. The educational philosophy should address the diverse needs of the student population and should be founded on an understanding of effective, research-based educational practices and high standards for student learning. The educational philosophy should serve as the basis of the school's pedagogical approach, curriculum, assessment, culture and other elements that create a comprehensive educational program.

- a. Describe the founding group's core beliefs and values about education.
- b. Describe how this educational philosophy aligns with the school's mission.
- c. Demonstrate that the philosophy will serve the diverse needs of individual students.
- d. Provide research, including explicit citations, on this educational philosophy and its associated educational practices that demonstrate it may improve the academic performance of the anticipated student population to be served.

Review Criteria:

- The educational philosophy describes the founding group’s core beliefs and values about education.
- The educational philosophy aligns with the school’s mission.
- This section of the application demonstrates that the educational philosophy will serve the diverse needs of individual students.
- The research (includes explicit citations) on the educational philosophy and its associated educational practices demonstrate that this approach may improve the academic performance of the anticipated student population(s) to be served.

3. Curriculum

Charter schools have the freedom to choose and/or develop curriculum models that best reflect the mission and educational philosophy of the school, and that best serve the needs of the anticipated student population. Regardless of whether the curriculum is purchased or internally developed, it is important that it aligns with the Common Core State Standards for English language arts (ELA) and mathematics and the Connecticut State Frameworks for all other areas of study. Additional information regarding Connecticut State Frameworks and the Common Core State Standards can found at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592> .

- a. Explain the process utilized to identify or develop the curriculum that will be used by the school and provide the criteria for selecting the curriculum.
- b. Explain how the curriculum will be consistent with the mission and educational philosophy of the school.
- c. Provide research on the curriculum, including citations, that demonstrates it may result in high academic achievement for the students served.
- d. Explain how you will ensure that the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners, students below or above grade level and students at risk.
- e. Describe the process that will be used to align the curriculum to the Common Core State Standards (CCSS) for mathematics and English language arts and the Connecticut State Frameworks for all other areas of study.
- f. Include the non-academic goals for students that are measurable and consistent with the school’s mission and educational philosophy.
- g. Applicants are to provide one sample curriculum unit for **English language arts and math** for **one grade** to be served in year one of operation. The following minimum curriculum components are to be included in the unit:

Content and Skills	Standards CCSS and State Frameworks	Learner Expectations	Big Ideas/Key Concepts	Assessments of/ for Learning
---------------------------	--	-----------------------------	-------------------------------	-------------------------------------

Teaching Strategies	Learning Activities	Embedded Literacy Numeracy & Tech Literacy	Instructional Resources
----------------------------	----------------------------	---	--------------------------------

The applicant is welcome to provide additional components. Note: complete curricula pursuant to Section 10-16b of the C.G.S. must be provided to the CSDE for review and approval as a condition of the school opening.

- h. Describe a clear plan that will facilitate ongoing development, improvement and refinement of the curriculum.
- i. Describe the process that will be used to evaluate whether the curriculum is effective and successfully implemented.
- j. Identify which individual(s) will be responsible for the above processes and procedures and provide evidence that they are well qualified for the task.

Review Criteria:

- The application explains the process utilized to identify or develop the curriculum that will be used by the school and provides reasons why the curriculum was chosen for the school.
- The curriculum is consistent with the mission and educational philosophy of the school.
- The application provides research (including explicit citations) on the curriculum that demonstrates it may result in high academic achievement of the anticipated student population to be served.
- The application describes how the curriculum will support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners, special education students, students who enter below grade level and other at risk students who might be targeted in order to eliminate the achievement gap.
- The application describes the process that will be used to align the curriculum to the Connecticut Common Core State Standards for mathematics and English language arts and the Connecticut State Frameworks for all other areas of study.
- The application includes non-academic goals for students that are measurable and consistent with the stated mission and educational philosophy, and charter student progress.
- Sample curricula units for one grade of English language arts and one grade of math is provided. Each reflects an organized, cohesive design that is aligned with the school's mission, common core state and content standards, is research-based and appropriate for the students the school intends to serve. The sample for each subject area appropriately addresses each component. The samples demonstrate the school's capacity to build a fully developed curriculum.
- The application describes a clear plan that will facilitate ongoing development, improvement and refinement of the curriculum.
- The application describes the process and procedures used to evaluate whether the curriculum is effective and successfully implemented (i.e., a timeline for scheduled review use of test data to evaluate effectiveness and make adjustments, etc.).
- The application identifies which individuals on the school's organizational chart (see School Governance and Management section) will be responsible for the above process and procedures. The individuals will be qualified and in alignment to the organization chart and budget.

4. Instruction

- a. Describe the instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing this pedagogical approach, (i.e. co-teaching or aides, technology, physical space, etc.).
- b. Describe how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with

- diverse learning styles, English language learners, special education students, students who enter below grade level, and other at risk students who should be targeted in order to eliminate the achievement gap.
- c. Describe how you will meet a wide range of student needs using differentiated instruction.
 - d. Explain how the school will ensure that teachers are proficient in delivering the chosen instructional methods to their students.

Review Criteria:

- The application describes the instructional methods or techniques that will be used to deliver the curriculum model(s), including any specific requirements for implementing the approach (i.e. co-teaching or aides, technology, physical space, etc.) and is aligned to the school budget and school facility plan.
- The application describes how these instructional methods support high standards of achievement and are accessible and appropriate for all students at all levels, including students with diverse learning styles, English language learners, special education students, students who enter below grade level, and other at-risk students who might be targeted in order to eliminate the achievement gap.
- The application explains how the school will meet a wide range of student needs through the use of differentiated instruction.
- The application explains how the school will ensure that teachers are proficient in delivering the chosen instructional methods to students informed by student performance data.
- The application describes how the school will determine the professional development needs of the staff and provide the necessary training and support.

5. Student Assessment

An integrated assessment system, including the current Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT), serve as structures for how teachers and administrators will measure what students know and are able to do through the delivery of the curriculum. Connecticut adopted Common Core State Standards (CCSS) for English language arts and mathematics in 2010 for use in curriculum development and revisions. It is expected that charter school applications reflect knowledge of CCSS in their curriculum proposals to prepare students for the first administration of Smarter Balanced Assessments in the 2014-15 school year. Smarter Balanced Assessments will replace the CMT and the CAPT as statewide assessments.

Multiple methods of assessment must be developed and utilized, including standardized and non-standardized measures, to establish and monitor goals for student achievement. Data gathered from assessments also help to determine strengths and areas needing improvement in curriculum design and delivery, the quality of instruction, and the school's overall performance in meeting targeted goals for student performance.

If the proposed charter school includes any or all of Grades 6-12, a Student Success Plan (SSP) must be developed in accordance with the criteria established by the CSDE. The SSP is an individualized student-driven plan that will be developed to address every student's needs and interests to help that student stay connected in school, and to achieve postsecondary educational and career goals. The SSP will begin in the 6th grade and continue through high school to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school

expectations, and exploring postsecondary education and career interests. The Student Success Plan and supporting structures, such as student portfolios and academic/personal records, should be electronic and portable following the student from school to school and district to district. Follow the link for further SSP information:

http://www.sde.ct.gov/sde/lib/sde/pdf/ssreform/studentsuccessplan_mission_skills.pdf.

The proposed assessment system should include formative and summative assessments, including how the school will link the review of curriculum and instruction to assessment by measuring the academic progress of individual students, cohorts of students over time and whole school performance, with the goal of continued school improvement.

- a. Identify which individual(s) on the school's organizational charter will be responsible for overseeing the assessment system and provide evidence that they are well qualified.
- b. Describe provisions for the participation of all students (including those students identified as requiring special education) in the appropriate statewide mastery examinations of the CMT and the CAPT, which will be replaced by Smarter Balanced Assessments in the 2014-15 school year, and other alternate assessments for students through the PPT process. Explain how the state test data will be used to determine, monitor and report individual student, cohort and school progress over time.
- c. Describe the additional standardized assessment tools the school will use, including how they will be used to determine, monitor and report individual student, cohort and school progress over time.
- d. Describe the non-standardized assessment tools (benchmark assessments, curriculum-based assessments, formative assessments, performance tasks, etc.) the school will use, including how they will be used to determine, monitor and report individual student, cohort and school progress over time.
- e. Define a purposeful and practical approach for measuring student progress toward achieving non-academic goals tied to the school's mission and educational priorities.
- f. Describe how the school will use student assessment data to improve curriculum and instruction.
- g. Include a plan to address the needs of students who do not meet established achievement targets.
- h. Describe the process and timeframe to inform students' families of their child's performance and progress.
- i. Describe the process for developing Student Success Plans (Grades 6-12) to include the core requirements as described on the State Department of Education website listed above.

Review Criteria:

- The application identifies which individuals on the school's organizational chart will be responsible for overseeing the assessment system. The individuals will be qualified and in alignment to the organizational chart and budget.
- Compliance with the requirement to participate in the in the appropriate statewide mastery examinations, the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT), which will be replaced by Smarter Balanced Assessments in the 2014-15 school year, including the provision of proper test accommodations as defined through the PPT process. The response explains how the state test data will be used to determine, monitor and report individual student, cohort and school progress over time.

- The assessment system includes additional standardized assessment tools and non-standardized assessment tools (benchmark assessments, curriculum based assessments, formative assessments, performance tasks etc.) the school will use, including how they will be used to determine, monitor and report individual student, cohort and school progress over time.
- The assessment system includes a meaningful and practical approach for measuring student progress toward attaining non-academic goals.
- The assessment system is linked to curriculum and instruction and explains how it will facilitate decision making about adjustments to the curriculum and instruction aimed at improving student outcomes.
- The assessment system includes established achievement targets and explains how the needs of students who do not meet the targets will be met.
- If applicable the application provides a plan for developing student success plans (Grades 6-12) which will ensure the state core requirements are met.

II. STRENGTH OF ORGANIZATIONAL EFFORT

Charter schools are entrusted with public funding to operate successful public schools. The applications will be measured on whether or not the appropriate conditions for success are provided. It is important that the State Board of Education understand that those involved in founding and sustaining the school possess the skills, qualifications and backgrounds to ensure that the schools efforts are successful.

1. Description of Founders

- a. Provide the resumes and a list of the founding group members that developed and designed the application for the proposed school, including background, relevant experience and/or qualifications of each founding member.
- b. Discuss the process by which the school design and application was developed, including the roles and responsibilities of the founders during the process.
- c. Identify any organizations, agencies or consultants that are partners in designing or establishing for these partners proposed school, including a brief description of the current and planned role and any resources they have contributed or plan to contribute to school development.
- d. Identify which members intend to serve on the governing council.
- e. Describe whether/how many members of the founding group are anticipating moving into another role or relationship (employee, consultant, etc.) with the proposed school.

Review Criteria:

- Provides the resumes of the founders, including relevant experience and/or qualifications, and their relationship to the community in which the school will be located.
- Describe briefly why and how the founding group came together to develop the school.
- Describe the process by which the school design and application was developed. Indicate the roles and responsibilities of the founders during the process.
- Specify whether each individual member of the founding group is a proposed governing board member, proposed school leader, or proposed for any other position or role, and indicate the process used to determine that the individual is the best candidate for the position.

- Identify any organizations, agencies or consultants that are partners in designing or establishing the proposed school, including a brief description of the current and planned role and any resources they have contributed or plan to contribute to school development.

2. School Governance and Management

Pursuant to state statute, charters are organized as nonprofit entities operated independently of any local or regional board of education, in accordance with the terms of its charter. Charter school governance is among the most critical functions leading to the success of the school and fulfillment of its overall mission. The governing council's responsibilities include but are not limited to developing and implementing policies, hiring qualified personnel to manage the school's day-to-day operations and holding them accountable for meeting established goals, and establishing a long-range plan and charter school accountability plan that will ensure the schools continued stability and financial viability. The council must ensure that the school is operating in accordance with its charter and complying with all of the state and federal laws that apply to the school.

C.G.S. requires that the charter school governing councils avoid conflicts of interest in the operation of the school. Section 10-66bb, as amended by Public Act 12-116, requires that no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school. In addition, the law prohibits a charter school and any affiliated charter management organization operating such charter school from sharing council members with other charter schools and such charter management organizations, and requires the disclosure of sharing management personnel between charter schools and any affiliated charter management organization. Refer to Appendix G: State of Connecticut Regulation, Operation of a Charter School, Sections 10-66mm-2 Disclosure of Board Members and Management Personnel and Section 10-66mm-3 Prohibition of Sharing Board Members, for further information.

- Indicate the structure of the council, including officers, members (indicate voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee).
- In accordance with the Section 10-66(d), as amended, the proposed governing council should include the involvement of teachers, parents and the chairperson of the local or regional board of education of the town in which the charter school is located or the designee of such chairperson provided such designee is a member of the board of education or the superintendent of schools for the district.
- List the officers and members of the initial governing council; include the names, relevant experience and or qualifications for serving on the council, and their relationship to the community in which the school will be located.
- Describe the criteria for selecting additional officers and members to the initial governing council, including but not limited to, parents, teachers and members of the community.
- Describe the plan to appoint subsequent officers and members to the governing council, including recruitment, selection (including qualifications sought) and removal procedures, meeting schedule, powers and roles of council officers, members and committees and how decisions will be made and recorded.
- Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including but not limited to policy development, education, management, finances, personnel, student achievement, mission, physical

- plant, law and community outreach.. Explain how the governing council will support the mission, goals and objectives of the charter school.
- g. Describe the authority the governing council will convey to the school's administrator. Explain the process by which the council and administration will make decisions and provide evidence of the distinct roles and responsibilities of council officers, members, committees and school administration.
 - h. Describe the criteria and process by which the governing council will hire and evaluate the school's lead administrator. Lead administrator evaluation should be in alignment with the Connecticut Guidelines of Education Evaluation (See Section IV School Viability of Administration, Human Resources Policies and Information.
 - i. Include an organizational chart that encompasses the governing council, council committees and employees of the school.
 - j. Include any plans to contract with a charter management organization (CMO). Explain the reasons why the CMO was chosen to assist with the proposed school. Provide a draft contract or letter of understanding defining the services and responsibilities provided and fee structure for the services. A signed management contract must be presented to CSDE prior to the school opening. The CSDE will review the basis for management fees charged including, but not limited to, direct and indirect costs for reasonableness consistent with established policies.
 - k. If planning to contract with a CMO, indicate how the establishment of the governing council procedures will prohibit the charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations. Disclose any plans to share management personnel between the charter school and charter management organization.

Review Criteria:

- Well-developed viable governance structure capable of providing proper oversight of the various functions of the school i.e. policy development, education, management, finance, personnel, mission, student achievement, physical plant, law and community outreach. Clear understanding of the officers and members (voting and non-voting ex-officio), length of terms and committees (denoting the officers and or members on each committee), including the involvement of teachers, parents and chairperson of the local or regional board of education or designee.
- Provides the list and resumes of the initial council membership, including a plan to appoint individuals to any unfilled position(s). Members will be capable of contributing the wide range of experience and expertise (such as education, management, financial planning, law and community outreach).
- Includes a plan to appoint or elect subsequent officers and members to the governing council, including recruitment, selection (based on qualifications) and removal procedures, meeting schedule, powers and roles of council officers, members and committees and how decisions will be made and recorded.
- Clearly defined roles and responsibilities of council membership, committees and school administration. Delineates the processes by which the board will be informed and make decisions regarding its oversight of the school. Includes the process by which the school administration will make decisions per the authority and oversight of the governing council.
- Presented the process that the governing council will use to hire and evaluate the administrator.

- Complete organizational chart that encompasses the governing council, council committees and employees of the school, aligned to application and budget.
- Provides a detailed plan to contract with a CMO, including an explanation of the reasons why the CMO was chosen. Includes a draft contract or letter of intent defining the services and responsibilities provided and fee structure for the services.

3. Evidence of Support

- a. Illustrate the scope of community support for the proposed charter school and its founders. Document through letters of support, surveys, petitions or other means, the endorsement of teachers, parents, students, business, community members and institutional leaders.

Review Criteria:

- Evidence that the proposed school is welcomed in the broader community, and confidence that the program is being offered as an attractive educational alternative.

****Local board of education approval of state charter school applications is NOT required.***

III. STUDENT COMPOSITION, SERVICES AND POLICIES

1. School Demographics

- a. Describe the community and the student population to be served by the school and the needs of the population.
- b. Describe how the educational program provided by the charter school will address the needs of the student population.
- c. Describe the grade range and ages the proposed charter school will serve, including grade levels upon opening and the growth plan for each year covered by the charter request.
- d. Provide a rationale for this enrollment plan, including your reasons for choosing to serve the specified grades.

Review Criteria:

- The application describes the community and student population that the proposed charter school would serve and the needs of the student population. The descriptions are supported by current demographic and statistical information.
- The application describes how the educational program provided by the proposed charter school will address the needs of the student population and are likely to result in increased student achievement.
- Sound enrollment planning including rationale for choosing to serve the specified grades, enrollment size and growth strategy.

2. Child Day Care Services

- a. Indicate if child day care services will be provided (i.e., preschool and/or before and after school services to children). If yes, indicate the age range of the children the charter will serve in the pre-school and the before- and or after-school program respectively.
- b. Connecticut General Statutes, Section 19a-77(b), provides that a program administered by a public school system (i.e., charter school) is not required to be licensed by the Department of Health (DPH) to operate. Indicate if the charter school

will retain the responsibility of the management and oversight of the program, program staff and the children served. If the charter school will not administer the program, indicate which entity will administer the program and if or when the entity administering the program will be licensed by DPH to serve young children.

Review Criteria:

- The establishment of a child day care program that meets proper licensing requirements.

3. Special Education and Section 504 of the Rehabilitation Act of 1973

All charter schools in Connecticut are public schools that enroll students through a free and open lottery process. Therefore, all charter schools must be prepared to enroll students with diverse learning needs, including students with disabilities. This section of the application should describe how the school will meet the needs of special education students and those students qualified under Section 504.

- a. Describe the school's plan to meet the needs of students with disabilities who require a range of special education supports and related services, as required, pursuant to the IDEA and Section 504 of the Rehabilitation Act of 1973 (Section 504), while, at the same time, remain true to the school mission, vision and educational philosophy.
- b. Clearly indicate that the school understands its responsibility to meet the requirements of Individualized Education Programs (IEPs) and Section 504 Plans, and has a detailed compliance plan that includes the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations and sufficient professional development for staff.
- c. Describe the system by which the charter school will work with the special education student's district of residence to receive reimbursement of the amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school from all sources (for state charter schools only). Describe how special education services set forth in the students' IEPs or Section 504 Plans will be paid.
- d. Describe the policies and procedures to ensure that students who may be eligible to receive special education and related services, under either IDEA or Section 504, are referred to their school district of residence or to the charter school staff for evaluation.
- e. Provide a plan to engage the parents of students with disabilities.

Review Criteria:

- Application includes a plan for educating students with disabilities and the plan aligns with the charter school's mission, vision, instructional approaches, philosophy, and budget.
- Plans are in place to provide adequate staff to address the needs of students with disabilities and Section 504 Plans, including properly state-certified special education teacher(s). The plan includes the provision of related service specialists, such as a speech language therapist, occupational therapist, physical therapist, nursing services, etc., through employment, outside contracts, or cooperation with districts of residence to provide adequate staff. The plan ensures that student education records are obtained in a timely manner and that staff receive copies of IEPs and Section 504 plans. The facility plan has allotted space for services to be delivered.

- The application includes a plan that describes the system by which the charter school and school district in which the identified student resides will determine the amount to be paid to the charter school.
- The charter school has a system whereby student attendance, behavior and academic performance are regularly monitored. Where found unsatisfactory, a request for a PPT meeting is made to the district where the student resides. The charter school has a team to consider a student's eligibility for Section 504 services.
- The application includes a plan to provide materials, such as a student handbook for parents of students with disabilities or Section 504, informing the parents of how the school will meet the needs of students.

4. Teaching English Language Learners (ELLs)

All charter schools in Connecticut are public schools that enroll students through a free and open lottery process. Therefore, all charter schools must be prepared to enroll students with diverse learning needs, including ELLs, all of whom must be provided with full and meaningful access to the general education curriculum.

The general education classroom needs to be an environment that is responsive to the educational needs of all children and accommodates their needs to the maximum extent appropriate. A continuum of services must also be available through the school so that all students can participate fully in the educational goals and mission of the school as described in its charter. This section of the application should describe the school's ELL programs and services, and how they will be implemented within the context of the proposed school.

For information on the laws, regulations and guidance on English language learners, please see the Department's website at

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

- a. Describe a plan that supports a responsive general education classroom that will provide ELL students access to the general education program. General education teachers will use the ELL Framework and "Scientific Research-Based Interventions (SRBI) for ELL students: A Handbook to accompany Connecticut's Framework for Response to Intervention (RTI)" as a resources that will support their ELL students.
- b. Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving ELL students, administering the mandated annual Language Assessment Scale (LAS) Links assessment and how they will exit from the program. In addition, present how data will be used to inform instruction and how will the school monitor the continued progress of exited ELL students.
- c. Describe the manner in which the school will ensure that it provides parents and guardians of ELL students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. Include a description of the manner in which the school will ensure that the reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.
- d. Clear indications that the school understands its responsibility to meet the state bilingual education requirements and federal requirements of ELL students and has a detailed compliance plan that includes the provision of certified personnel, receipt and retention of appropriate documentation, assessments, classroom adaptations and sufficient professional development for staff.
- e. Present a detailed plan that addresses how the achievement needs of ELL students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure the needs of ELL students are met.

Review Criteria:

- The application describes the plan for a responsive, general education classroom and how the school will provide ELL students access to the general education curriculum.
- Realistic plan to identify and meet the learning needs of ELL students including the use of the parent initial identification and annual notification letters (i.e. report cards and progress reports) to the extent possible, written in a language understandable to the parent/guardian. The plan includes how ELL student data will be reviewed to inform instructional practice.
- Describe how the school will involve parents/guardians of ELL students in the life of the school. Indicate how the school will ensure, to the extent possible, that all communications are provided in the student's home language.
- Plans for serving ELL students align with the overall mission, vision, curriculum, instructional approaches and philosophy of the school.
- Plans are in place to provide adequate staff to address the needs of ELL students, including properly state-certified staff. Since there are budgetary components to staffing, the costs should be included in the budget.
- There is an assessment and evaluation component of the plan, including the Language Assessment Scales (LAS Links), Developmental Reading Assessment–Second Addition (DRA2) and state testing that continually reviews and monitors the effectiveness of the program, and adjusts to changing needs and specific circumstances.
- Exit criteria and stages of second language acquisition are present and support the schools ELL plan.

5. Admissions Policy and Criteria

- a. Describe the student admissions policy and criteria.
- b. Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body.
- c. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery or other random selection. Include how the school will enroll students during the year if spaces become available. (The governing council of a state or local charter school may apply to the State Board of Education for a waiver of the requirements of the enrollment lottery, provided the state or local charter school has at its primary purpose an educational program designed to serve one or more of the following populations: A) student with a history of behavioral and social difficulties; B) students identified as requiring special education; C) students who are English language learners; or D) students of a single gender).
- d. Discuss the capacity of the school's plan to attract, enroll and retain students from among the populations described in Section 32(c)(A)(i) to (A)(v) of Public Act 12-116.
- e. Explain how these policies further the mission of the school in a non-discriminatory manner.
- f. Describe how the charter school will seek to provide a diverse educational experience for students.
- g. Describe the efforts the charter school will make to reduce racial, ethnic and economic isolation. Consider possible programs (e.g., curricular and extracurricular and/or student teacher recruitment).

Review Criteria:

- Admissions policy and plan that complies with requirements of Public Act 12-116 of Section 32(d).
- Detailed process and timetable for informing the public of admissions and enrollment, which will attract a diverse student body.
- A plan that has the capacity to attract enroll and retain students from among the populations described in Section 32(c) (A) (i) to (A) (v) of Public Act 12-116.
- A plan that is consistent with the school's mission, educational program and the student's unique educational and personal needs.
- An admissions policy that fosters a diverse student body and nondiscriminatory impact.
- A viable plan to attract students and maintain a school.
- A plan committed to the reduction of racial, ethnic and economic isolation in the areas of program (i.e., multicultural curriculum, teacher and student recruitment).

6. Student Discipline Policies

- a. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts, including expulsion and suspension (in- and out-of-school).
- b. Describe the school's policies regarding student expulsion and suspension (in- and out-of-school) for both general education and students identified as special education, and the educational alternatives available to students who are expelled or suspended.
- c. Include the due process procedures the school will follow in applying the discipline policy for all students, including students identified as eligible for special education.
- d. Include a description of the proposed qualifications and certification endorsement of the certified administrator that will perform student expulsion and suspension.
- e. The plan explains how in-school suspensions will be staffed by properly state-certified personnel, including an allotment of space for services to be delivered in the facilities plan.

Review Criteria:

- Discipline policies that comply with Sections 10-233a-f of the Connecticut General Statutes.
- Discipline policies that address the full range of acts that can be disciplined, up to and including expulsion and suspension (in- and out-of-school), that provide adequately for the safety of students and staff; provide due process for all students, including students identified eligible for special education.
- Plan to provide educational alternatives available to students who are expelled or suspended.
- A clear explanation of due process safeguards for all students, including students with disabilities, that are compliant with federal and state laws (both IDEA and 504).
- Description of proposed qualifications and certification endorsement of the administrator that will perform student expulsion and suspension, and of the staff who will monitor serving in-school suspensions.

7. Student Health and Welfare

- a. Describe the school's plan for the provision of health and welfare services to students [school nurse (Section 10-212 of C.G.S.), vision and hearing screening (Sections 10-214 of C.G.S.), immunization requirements (Section 10-204a of C.G.S.) and mandatory health assessments (Sections 10-206 and 10-206a of C. G.S.)]. Discuss what services will be provided and who will provide them. Indicate how the school intends to comply with applicable health and welfare statutory requirements.

Review Criteria:

- Sound plan or process that ensures compliance with the requirement for the provision of health and welfare services to students (i.e., school nurse, vision and hearing screening, immunization requirements and mandatory health assessments).

IV. SCHOOL VIABILITY AND ADMINISTRATION

1. Human Resources Policies and Information:

- a. Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff.
- b. Describe the targeted staff size and the teacher-to-student ratio aligned to the school mission, students served and budget.
- c. Provide job descriptions of all certified charter school staff.
- d. Provide a copy of the certification endorsement for all classroom teachers, including principals and professional support staff, on or before the opening of school; include a description of their proposed qualifications; and indicate the number of staff who will pursue certification via the alternate route program (provides expedited certification through education and experience).
- e. Pursuant to Section 10-145o of the C.G.S., the charter school shall establish a teacher education and mentoring program that includes guided teacher support and coaching and the completion of "instructional modules" for beginning teachers. The Teacher Education and Mentoring (TEAM) Program is designed around five professional growth modules in order to provide a framework for the support of new teachers. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment and professional responsibility. Please refer to www.ctteam.org for additional information on this new program. When describing how the proposed charter school will implement the TEAM Program, applicants will:
 - Describe how the school will select the TEAM district facilitator and TEAM Coordinating Committee, and ensure that these educators have the knowledge and skills to implement the TEAM Program in the school.
 - Describe how the school will select mentors and ensure that they have participated in the required training prior to being assigned to a beginning teacher.
 - Describe the school's process for the review of module reflection papers.
 - Describe how the school will select reviewers of reflection papers and ensure that they have participated in the required training.
 - Describe how the school will provide support and professional development to beginning teachers and their mentors.
- f. The State Board of Education adopted the Connecticut Guidelines for Educator Evaluation that were developed by the Performance Evaluation Advisory Council (PEAC), and inform implementation of model teacher and administrator evaluation

and support systems. Public school districts will be required to implement teacher and administrator evaluation and support systems aligned to the Connecticut Guidelines for Educator Evaluation by the start of the 2013-14 school year.

The System of Educator Evaluation and Development (SEED) is the state model that is aligned to the Connecticut Guidelines for Educator Evaluation (Core Requirements). The guidelines were created by the CSDE to be used by public school districts to comply with the requirements of the guidelines. When describing how the proposed charter school will implement the Connecticut Guidelines for Educator Evaluation, applicants will:

- Indicate their decision to adopt the State Model (SEED) for teacher and administrator evaluation, and development OR describe the planning process to design an alternative that meets the “Core Requirements” outlined in the Connecticut Guidelines for Educator Evaluation (June 2012).
 - Describe how the school will ensure that teachers and administrators are prepared to implement the educator evaluation and development plan during the 2013 – 14 school year.
- g. Describe human resources policies governing salaries and fringe benefits, hiring, personnel contracts, affirmative action and benefit packages, which align to the school mission, students served and budget.

Review Criteria:

- Established professional standards for hiring teachers, administrators and other school staff. Delineated process for dismissing teachers, including conduct and performance issues for which teachers, administrators and other school staff may be dismissed.
- Established job descriptions of all certified charter school staff.
- Description of targeted staff size and the teacher to student ratio aligned to the school mission, students served and budget.
- Compliance with the certification requirements established in the charter school law.
- Description of a plan for identifying a district facilitator and TEAM Coordinating Committee members, which presents evidence of a plan to develop a Three-year Support Plan that will meet TEAM Program requirements. The school describes how they will ensure that TEAM-trained mentors are available to work with beginning teachers, and how the school will provide ongoing support and professional development to beginning teachers and mentors.
- Commitment to the establishment and implementation of teacher and administrator evaluation and professional development system, which is aligned to the Connecticut Guidelines for Educator Evaluation, school mission, students served and budget.
- Description of human resource policies governing salaries and fringe benefits, hiring, personnel contracts, affirmative action, and health and dental benefits aligned to the school mission, students served and budget.

2. Building Options

- a. Describe present options for a school building, including location, capacity and timetable for identifying and acquiring it.
- b. Explain how this site would be a suitable facility for the proposed school, including any plans and associated timelines to renovate and bring the facility into compliance with all applicable school building codes.

- c. Describe financing plans for acquisition of the facility.
- d. Indicate the costs associated with your building, provide an explanation for how the cost was determined (i.e., cost per square foot, renovation estimates), and ensure they are in alignment with your budget.

Review Criteria:

- A structured plan for identifying and acquiring a suitable facility able to support the proposed school.
- A detailed accounting of the costs associated with the building are provided and aligned to the budget.

3. Financial Plan

Using the attached Charter School Budget Instructions, prepare a pre-opening budget, a projected five-year budget, projected cash flow for year one of operation and a schedule of borrowings and repayments. The documents attached to the budget instructions are sample formats, not forms to be completed. Use a spreadsheet program to calculate and present the required budget statements. Sample templates in EXCEL format are available using the attached link

<http://www.sde.ct.gov/sde/lib/sde/excel/equity/charter/2013budget.xls> and may be amended as necessary.

The budgets must reflect the expenses related to all commitments proposed in the application through the proposed school's fifth year of operation, including the schools mission, education program, expected student population, human resources, professional development, facilities and growth. Financial projections must include total documented sources of revenue including the state per-pupil grant and other grants (federal, state and private) and fundraising.

The budget narrative must provide details to explain the projected line item amounts in the budgets, including descriptions of salaried positions and other operating expenses, through proposed school's fifth year of operation.

The cash flow projection for year one of operation must be documented including a plan for funding cash flow shortfalls.

The schedule of borrowings and repayments must identify any estimated funds to be borrowed (loans, notes, mortgages etc.) including the anticipated source of the funds and the repayment schedule for the borrowing.

- a. State law prohibits unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations. Explain the structure for managing the school's finances. Include any fiscal staff positions, required qualifications, and job duties.
- b. Describe how the school will track finances in its daily business operations.
- c. Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the schools financial position.
- d. A financial statement audit, including Federal and State Single Audits, shall be performed annually by and independent certified public accountant.

Review Criteria:

- The budget reflects all commitments proposed in the application through the proposed school's fifth year of operation, including the schools mission, education program, expected student population, human resources, professional development, facilities and growth.

- Financial projections include total documented sources of revenue including the state per-pupil grant and other grants (federal, state and private) private donations and fundraising.
- The budget narrative provides details to explain the projected amounts reported in the budgets by line item and by year for the Pre-opening Budget and the Projected Five-Year Budget. For the Salary and Benefits section, provide supporting evidence including the title and salary of each position by line item and year. For revenues indicate the source of the revenue and anticipated availability. If reporting Private Contributions provide a rationale for how the amount was calculated including source of the funds and anticipated date of receipt. Provide evidence to substantiate the figure i.e. letters of commitment from donors, grant applications or a detailed plan outlining fundraising efforts.
- The cash flow projection for the first year of operation should indicate an understanding of when grant funds will be available and where applicable includes a plan for funding cash flow shortfalls.
- Financial projections show evidence of sound financial planning that will provide for the fiscal viability of the school.
- The schedule of borrowings and repayments identifies any estimated funds borrowed (loans, notes, mortgages etc.), aligned to the budgets and cash flow statement and includes the source of the funds, the repayment schedule and the purpose of the borrowing.
- The application describes a sound financial management system utilizing Generally Accepted Accounting Principles (GAAP) with adequate systems of internal controls.
- The application describes how the school will track finances in its daily business operations, i.e. accounting software that will be utilized.
- The application describes the fiscal controls and financial management policies the governing council will use to provide oversight of the school's financial position.
- The application provides for an independent fiscal audit of the financial operations of the school.

4. Transportation

- a. Describe the plan for transporting students from within the local school district to and from school. What arrangements, if any, have been made with the local school board/boards?
- b. If the charter school plans to implement an extended-day or extended-year program that requires transportation beyond what the district provides, what arrangements will be made to transport these students?
- c. Indicate what transportation options, if any, are available for out-of-district students.

Review Criteria:

- A pupil transportation plan for safely transporting students within the school district to and from school, that will meet the school's program and calendar needs.
- A pupil transportation plan for out-of-district students (if any) aligned to the school's program and calendar needs, which is aligned to the budget.

5. Waiver Requests (this section is not subject to scoring)

Waivers of existing state statutes can be requested as a part of the application per Section 10-66bb (d) of the Connecticut General Statutes, as amended by P.A. 12-116. Please describe and provide a justification for waivers of statutes that the school believes are necessary for the successful operation of the charter school. (See Appendix B for waiver form.) Please note that the law specifically exempts certain statutes from waiver.

Review Criteria:

- Clearly articulated request that advances the goals and objectives of the school and responds to the requirements of the charter school law.

6. Charter School Self-evaluation and Accountability

- a. Based on your mission statement, learning objectives, student assessment, school management and governance, admissions policy and criteria, and financial plan describe the school's self-assessment or evaluation design to ensure that the school is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) governing council has been sufficiently responsible for the operation of the school and the school is fiscally solvent; (4) making sufficient efforts to attract, enroll and retain students from among the populations described in Public Act 12-116, Section 32(c)(A)(i) to (A)(v); and (5) making efforts to reduce racial, ethnic and economic isolation.
- b. Describe how you intend to hold your school accountable to both parents and other stakeholders.

Review Criteria:

- Results-based system of internal evaluation, including the use of measurable schoolwide goals and objectives of the five areas described above.
- Discuss the data and process that will be used to evaluate the school's progress toward achieving its schoolwide goals and objectives of the five areas described above.
- Describe the data and process that will be used to inform parents and stakeholders about school's performance toward achieving its schoolwide goals and objectives of the five areas described above, and how the school will be held accountable.

7. Timetable

- a. Provide a detailed timetable of projected activities and dates leading to the opening of the charter school. The timetable should include, but is not limited to outreach/enrollment, curriculum development, staffing and building acquisition.

Review Criteria:

- A well-developed, realistic timetable of all activities preceding the first day of school.

Preferences (Pursuant to Section 10-66bb as amended by Public Act 12-116)

If you are claiming a preference for any of the following, complete the sections below:

1. Serving High-need Student Populations

- a. If you intend to be a charter school whose primary purpose is the establishment of an education program designed to serve one or more of the following high need student populations: 1) students with a history of low academic performance; 2) students who receive free or reduced-price lunch, pursuant to federal law and regulations; 3) students with a history of behavioral and social difficulties; 4) students identified as requiring special education; 5) students who are English language learners; or 6) students of a single gender.

Indicate the high need student population(s) to be served. Refer to sections of the application that support the schools commitment and ability to serving the population(s), including, but not limited to, the mission and vision, education

program, student assessment, staffing, professional development, and admission policy and budget. Indicate how the services and educational program of the proposed school will lead to increased student achievement of such students.

- b. A charter school that exhibits highly credible and specific strategies to attract, enroll and retain students from among the six high-need student populations described above.

Refer to sections of the application that support the schools commitment and ability to attract, enroll and retain students from among the high-need student populations, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development ,and admission policy and budget. Explain specific strategies the school will use to attract, enroll and retain students from among the six high-need student population described.

Review Criteria:

- Provides compelling evidence from various sections of the application that support the school’s commitment and ability to serve the high-need student population(s) indicated. Provides evidence that the services and educational program planned will lead to increased student achievement of such students.

2. Turnaround Model

- a. Pursuant to Section 10-66bb(c)(b), as amended by Public Act 12-116, if your proposed charter school’s primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education, indicate the school and district. Refer to sections of the application that support the charter school’s commitment to serving the existing school and district, including, but not limited to, the mission and vision, education program, student assessment, staffing, professional development, and admission policy and budget. Indicate how the services and educational program of the proposed school will lead to increased student achievement of the students enrolled in the existing school.

Review Criteria:

- Provides compelling evidence from various sections of the application that support the schools commitment and ability to serve the existing school and district. Provides evidence of high academic standards and success working with the population(s) and community the existing school serves. Evidence is provided to suggest the school district supports the turnaround plan.

3. Reduction of Racial, Ethnic and Economic Isolation

- a. If your proposed school will result in the reduction of racial, ethnic and economic isolation, describe the percentage and number of students you plan to enroll from each district. Explain how your projected student body will affect the reduction of racial, ethnic and economic isolation of your students, school and the greater communities that you serve. Explain how the transportation needs of these students will be satisfied. Refer to sections of the application that support the charter school’s commitment to the reduction of racial, ethnic and economic isolation of its students and the greater community, including, but not limited to, the mission and vision,

education program, student assessment, staffing, professional development, and admission policy and budget.

Review Criteria:

- A clear plan that includes the percentage and number of students to be enrolled from each district and how students from diverse backgrounds will be brought together at the school. The plan is credible and its success at reducing racial, ethnic and economic isolation of the proposed school student population and greater community is clear. The plan is in alignment with, but not limited to, the mission, educational program, admissions policy and budget sections of the application.

4. Higher Education Institution

- a. Verify that the applicant is a higher education institution.

Review Criteria:

- Applicant is a higher education institution.

5. Priority School District or Districts with at Least 75 Percent Racial or Ethnic Minority Enrollment

- a. Explain where the students served by the proposed school will reside. Refer to sections of the application that support the claim.

Review Criteria:

- The school will serve students who reside in priority school districts, pursuant to Section 10-266p of the C.G.S., or reside in districts in which 75 percent or more of the enrolled students are members of racial or ethnic minority populations. The plan is in alignment with other sections of the application.

6. Location at a Work Site

Describe the work site where the school will be located.

Review Criteria:

- Location of school is clearly a work site.

7. Serving an Underserved Geographic Location, Age/Grade Level or Mission Not Addressed by Existing Charter Schools

- a. Describe how the charter school will serve underserved populations.

Review Criteria:

- Uniqueness of proposal's geographic location, age/grade levels served or mission relative to the existing charter schools.

V. DOCUMENTATION

To be submitted prior to the granting of the charter:

1. Safety, Liability and Insurance

- a. Describe the school's insurance coverage plans, including health, automobile (for pupil transportation), general liability, property, and officer and employee liability.
- b. Please submit written documentation of:
 - signed copy of facility lease;

- approved inspection by a local building inspector;
- approved inspection by the local fire department;
- approved health inspection certificate; and
- compliance with all other federal and state health and safety laws and regulations.

2. Governance and Other Documentation

- a. copies of incorporation documents.
- b. complete list of governing council member names, addresses, titles and committee appointments.
- c. Complete curriculum approved by the CSDE in all required areas of study, pursuant to Section 10-16b of the C.G.S., for each grade served during the term of the charter.
- d. Complete bylaws of governing council.
- e. School employment policies.
- f. If applicable, a signed management contract with a CMO, including the services and responsibilities provided, and fee structure for the services.
- g. Copies of the certification endorsements for all classroom teachers, principals and professional support staff.

CHARTER SCHOOL BUDGET INSTRUCTIONS

The charter school application package must include, at a minimum, the four financial budget statements/schedules identified below:

1. *Pre-opening Budget Statement* (see attached format and sample EXCEL templates: <http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2013budget.xls>)

This budget statement must detail estimated start-up activities that are **not** reflected in the school's projected five-year budget statement below. Budget narrative must accompany the detail line items in order to provide a full understanding of the budget estimations.

2. *Projected Five-year Budget Statement* (see attached format and sample EXCEL templates: <http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2013budget.xls>)

This budget statement should detail the estimated financial activity of the school for the first five years of operation. Budget narrative must accompany the detail line items in order to provide a full understanding of the budget estimations.

3. *Projected Cash Flow For Year One of Operation* (see attached format and sample EXCEL templates: <http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2013budget.xls>)

This cash flow statement should detail the estimated movement of funds in and out of the school for year one of operation.

4. *Schedule of Borrowings and Repayments* (no suggested format)
Please identify any estimated funds borrowed (loans, notes, mortgages, etc.), including the source of the funds, the repayment schedule and the purpose of the borrowing.

Budget Narrative

Provide details to explain the projected amounts reported in the budget by line item and by year for the Pre-opening Budget and the Projected Five-year Budget. For the Salary and Benefits section, provide supporting evidence, including the title and salary of each position by line item and year. For revenues, indicate the source of the revenue and a timeline indicating when funds will be available. If reporting Private Contributions, provide a rationale for how the amount was determined, including source of the funds and anticipated date of receipt. Provide evidence to substantiate the figure (i.e., letters of commitment from donors, grant applications or a detailed plan outlining fundraising efforts).

The above charter school budget statements were designed to keep financial reporting requirements at a minimum, while enabling compliance with monitoring standards and comparability to public school financial data. While not every school will use each revenue and expenditure category, these budgetary statements should assist the school in planning and monitoring financial performance. These financial budgets, however, should be part of a comprehensive financial control process that culminates in the preparation of estimated and actual financial statements (balance sheet, statement of revenue and expenses, statement of cash flows, etc.). **We encourage you to seek assistance from your financial adviser and/or Certified Public Accountant in preparing the aforementioned statements and in designing your financial control system.**

Charter school start-up grants from the U.S. Department of Education may be available to new charter schools in September 2013. The funds are awarded to states on a competitive basis for a three-year period. The CSDE intends to apply for this grant in the spring of 2013. However, the availability of funding for the 2013-14 school year is undetermined. Awards will be announced in the summer of 2013. If we receive the award, the grant allows charter schools to receive start-up funding for planning and implementation during the first three years of operation. The purpose of the grant is to increase the number of high-quality charter schools in Connecticut. If chartered, the charter application serves as the initial application for the Charter School Program (CSP) start-up grant funds.

As public schools, charter schools are eligible to apply for federal and state grants, such as Title I and Title II grants. For information on these grants, please contact the following CSDE staff: Marlene Padernacht, Title I, at 860-713-6568 or via e-mail at marlene.padernacht@ct.gov, and James Dargati, Title II, at 860-713-6562 or via e-mail at james.dargati@ct.gov.

Charter schools in operation must prepare and submit with their **Annual Report** to the Commissioner of Education details of the school's financial condition. *This requires the charter school to develop and maintain fiscally responsible accounting records along with a strong system of internal controls.* Such financial records must be maintained in accordance with generally accepted accounting principles (GAAP) on a modified accrual basis. Under this method, revenues are recognized when they become both measurable and available, and expenditures are recognized at the point at which they are incurred. Also, since most charter schools receive more than one grant from local, state and federal government sources (e.g., the per pupil allotment, entitlement programs, and possibly competitive grants), the school must use fund accounting in accordance with GAAP in maintaining the school's accounting records. Fund accounting requires a self-balancing set of accounts insuring that revenues collected are spent for the intended purpose.

Explanation of Budget Categories

Revenue

Number of students	Estimated number of students enrolled
Per-pupil revenue	Number of students x per pupil amount
Student entitlements	Estimated value of entitlements, i.e., Title I and II
Grants	Include anticipated federal and state competitive grants
In-kind services	Match with the “other objects” category in the expense section
Private contributions	

Expenditures

Salaries and Benefits

Salary–Administrators/ Supervisors	111A	Full-time and part-time administrative employees, including business manager if applicable
Salary–Teachers	111B	Full-time and part-time employees including counselors providing direct instruction to pupils
Salary–Education Aides	112A	Full-time and part-time employees who assist staff in providing classroom instruction
Salary–Clerical	112B	Full-time and part-time employees performing clerical and secretarial duties
Other	119	Full-time and part-time employees who do not fit into objects 111A, 111B, 112A or 112B. Included can be Fiscal staff, janitorial personnel, health service providers, grant activity coordinators and food service personnel
Benefits	200	Amounts paid on behalf of employees, over and above gross salaries. Such fringe benefit payments include group insurance, social security contribution, retirement contribution, tuition reimbursement, unemployment compensation and workmen's compensation insurance.

Services and Activities

In-service staff development	322	Staff development activities performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll
Pupil services	323	Certified or licensed individual who serve students’ mental and Physical needs not listed above under salaries and benefits. Includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted guidance counselors, etc.
Field trips	324	Costs incurred for conducting educational activities off site. Includes admission costs to educational centers, fees for tour guides, etc.
Parent activities	325	Services for parents including workshops and seminars
Professional tech services	330	Technical services that are not directly related to instructional activities. Included are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category
Accounting	330	Outside accounting services and or accounting software
Audit	331	Audit of the grant program by an independent auditor. This category is separated from object code 330 as many grants do not include this cost as an eligible grant expenditure
Student transportation	510	Transporting pupils to and from school and other activities. Included are such items as bus rentals for field trips and extra-curricular activities
Communication	530	Services provided by persons or businesses to assist in transmitting and receiving messages or information. This category includes telephone and internet services
Postage	530	Postage machine rental and postage
Travel	580	Expenses associated with staff travel

<i>Physical Plant</i>		
Rent	400	Rent or lease of building (for mortgage payments use loan re-payment category)
Utilities	400	
Custodial service	400	Janitorial services performed by persons other than employees
Maintenance and repairs	400	Repair/maintenance services and materials not provided by school personnel. Including contracts and agreements covering the upkeep of buildings and equipment
Renovations/expansion	400	Costs associated with renovating and expanding physical plant rendered by persons or businesses other than employees. Includes payments to contractors for major permanent structural alterations and for the initial or additional installation of heating and ventilating systems, electrical systems, plumbing systems or other service systems in existing buildings Grounds maintenance 400 Lawn care and snow removal performed by persons other than employees
<i>Marketing and Development</i>		
Charter Management Organization	590	All payments made to a Charter Management Organization
Advertising	590	advertisement costs for announcements in professional publications, newspapers or broadcasts and personnel recruitment
Printing	590	Publishing of school handbooks, annual reports, brochures, etc.
Insurance	590	For all types of insurance other than employee benefits (general liability, property, etc.)
<i>Supplies and Equipment</i>		
Supplies–Instructional	611	Consumable items purchased for instructional use
Supplies–Administrative	612	Consumable items directly related to noninstructional program administration
Supplies–general	690	Expenditures for any other supply that is not instructional or administrative in nature. This category would include maintenance supplies, heating supplies, and transportation supplies
Text books	641	Text books, work books, text book binding and repair
Library books	642	Library books, reference books, periodicals and newspapers purchased for use by school library
Computers	700	Describe breakdown of computers for instruction vs. administration
Furniture	700	
Vehicles	700	
Other equipment	700	Machinery and other equipment not included above
<i>Other Objects</i>		
Other objects (e.g., in-kind)	800	Costs for other objects not included above; also put “in-kind expenses” here to match “in kind services” above
<i>Loan Repayments</i>		
Interest	900	Describe rate and terms
Principal	900	Describe use of loan

Pre-Opening Budget Statement Format
Start-Up Explanation of Revenues and Expenditures

Revenue

In-kind services	-	
Private contributions	-	for example: Foundation X grant for \$\$
Total Revenue	\$0	

Expenditures

Salaries and Benefits

Salary–Administrators	111A	\$0	for example: 10 weeks for 2 administrators
Salary–Teachers	111B	-	for example: 6 weeks for 5 teachers
Salary–Other	112A	-	
Salary–Support staff	112B	-	
Benefits	200	-	

Subtotal \$0

Services and Activities

In-service staff development	322	\$0
Pupil services	323	-
Field trips	324	-
Parent activities	325	-
Professional tech services	330	-
Accounting	330	-
Audit	331	-
Student transportation	510	-
Communication	530	-
Telephone	530	-
Postage and shipping	530	-
Travel	580	-

Subtotal \$0

Physical Plant

Rent	400	\$0
Utilities	400	-
Custodial services	400	-
Maintenance and repairs	400	-
Renovations/expansion	400	-

Subtotal \$0

Marketing and Development

Charter Management Org.	590	\$0
Advertising	590	-
Printing	590	-
Insurance	590	-

Subtotal \$0

Supplies and Equipment

Supplies–Instructional	611	\$0
Supplies–Administrative	612	-
Supplies–General	690	-
Text books	641	-
Library books	642	-
Computers	700	-
Furniture	700	-
Vehicles	700	-
Other equipment	700	-

Subtotal \$0

Other Objects

Other objects (e.g., in-kind)	800	-
-------------------------------	-----	---

Subtotal \$0

Loan Repayments

Interest	900	-
Principal	900	-

Subtotal \$0

Total Expenditures **\$0**

INCOME LESS EXPENDITURES **\$0**

Projected Five Year Budget Statement Format

		FY 1	FY 2	FY 3	FY 4	FY 5
Revenue						
Number of students		\$0	\$0	\$0	\$0	\$0
Per-pupil revenue		-	-	-	-	-
Student entitlements		-	-	-	-	-
Grants		-	-	-	-	-
In-kind services		-	-	-	-	-
Private contributions		-	-	-	-	-
Total Revenue Expenditures		\$0	\$0	\$0	\$0	\$0
Salaries and Benefits						
Salary--Administrators	111A	\$0	\$0	\$0	\$0	\$0
Salary--Teachers	111B	-	-	-	-	-
Salary--Other	112A	-	-	-	-	-
Salary--Support staff	112B	-	-	-	-	-
Benefits	200	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Services and Activities						
In-service development staff	322	\$0	\$0	\$0	\$0	\$0
Pupil services	323	-	-	-	-	-
Field trips	324	-	-	-	-	-
Parent activities	325	-	-	-	-	-
Professional tech services	330	-	-	-	-	-
Accounting	330	-	-	-	-	-
Audit	331	-	-	-	-	-
Student transportation	510	-	-	-	-	-
Communication	530	-	-	-	-	-
Telephone	530	-	-	-	-	-
Postage and shipping	530	-	-	-	-	-
Travel	580	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Physical Plant						
Rent	400	\$0	\$0	\$0	\$0	\$0
Utilities	400	-	-	-	-	-
Custodial services	400	-	-	-	-	-
Maintenance and repairs	400	-	-	-	-	-
Renovations/expansion	400	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Marketing and Development						
Charter Management Org.	590	\$0	\$0	\$0	\$0	\$0
Advertising	590	-	-	-	-	-
Printing	590	-	-	-	-	-
Insurance	590	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Supplies and Equipment						
Supplies--Instructional	611	\$0	\$0	\$0	\$0	\$0
Supplies--Administrative	612	-	-	-	-	-
Text books	641	-	-	-	-	-
Library books	642	-	-	-	-	-
Supplies-General	690	-	-	-	-	-
Computers	700	-	-	-	-	-
Furniture	700	-	-	-	-	-
Vehicles	700	-	-	-	-	-
Other Equipment	700	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Other Objects						
Other objects (e.g., in-kind)	800	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Loan Repayments						
Interest	900	-	-	-	-	-
Principal	900	-	-	-	-	-
Subtotal		\$0	\$0	\$0	\$0	\$0
Total Expenditures		\$0	\$0	\$0	\$0	\$0
INCOME LESS EXPENDITURE		\$0	\$0	\$0	\$0	\$0

Charter School Cash Flow Schedule For Year One of Operation

Charter School Name

	Budget	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Totals
Beginning Balance														
Revenue														
Number of students														
Per-pupil revenue														
Student entitlements														
Grants														
In-kind services														
Private contributions														
Total Revenue														
Expenditures														
Salaries and Benefits														
Salary-Administrators	111A													
Salary-Teachers	111B													
Salary-Other	112A													
Salary-Support staff	112B													
Benefits	200													
Subtotal														
Services and Activities														
In-service development staff	322													
Pupil services	323													
Field trips	324													
Parent activities	325													
Professional tech services	330													
Accounting	330													
Audit	331													
Student transportation	510													
Communication	530													
Telephone	530													
Postage and shipping	530													
Travel	580													
Subtotal														
Physical Plant														
Rent	400													
Utilities	400													
Custodial services	400													
Maintenance and repairs	400													
Renovations/expansion	400													
Subtotal														
Marketing & Development														
Charter Management Org.	590													
Advertising	590													
Printing	590													
Insurance	590													
Subtotal														
Supplies and Equipment														
Supplies-Instructional	611													
Supplies-Administrative	612													
Text books	641													
Library books	642													
Supplies-General	690													
Computers	700													
Furniture	700													
Vehicles	700													
Other Equipment	700													
Subtotal														
Other Objects														
Other objects (e.g., in-kind)	800													
Subtotal														
Loan Repayments														
Interest	900													
Principal	900													
Subtotal														
Total Expenditures														
ENDING CASH BALANCE														

CHARTER SCHOOL QUESTIONS AND ANSWERS

For frequently asked questions, please refer to the attached link,
<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/charter/FAQs.pdf> .

**CHARTER SCHOOL TECHNICAL ASSISTANCE
STATE AGENCY CONTACTS**

<i>Topic</i>	<i>Contact Person</i>	<i>Phone</i>
Mastery Tests	Steve Martin	860-713-6857
Collective Bargaining	Laura Anastasio	860-713-6519
Establishing a Nonprofit	Office of the Secretary of State	860-509-6000
Parent Involvement	Judith Carson	860-807-2122
Per-pupil Expenditures	Eugene Croce	860-713-6466
Teacher Education And Mentoring (TEAM) Program	Nancy Pugliese	860-713-6708
Pupil Transportation, Discipline	Ronald Harris	860-713-6519
Public School Law/Waivers	Robin Cecere	860-713-6519
School Facilities	Brian Mahoney	860-713-6451
School Governance and Management	Robert Kelly	860-713-6574
Special Education	Mary Jean Schierberl	860-713-6943
Student Admissions	Robert Kelly	860-713-6574
Student Assessment	Kenneth Imperato	860-713-6532
Teacher Certification	Helen Jabs	860-713-6969
Child Nutrition	Benedict Onye	860-807-2080
School Health	Stephanie Knutson	860-807-2108

CHARTER SCHOOL LAW

Sec. 10-66aa. Charter schools: Definitions. As used in sections 10-66aa to 10-66ff, inclusive, and sections 10-66hh to 10-66kk, inclusive:

- (1) "Charter school" means a public, nonsectarian school which is (A) established under a charter granted pursuant to section 10-66bb, (B) organized as a nonprofit entity under state law, (C) a public agency for purposes of the Freedom of Information Act, as defined in section 1-200, and (D) operated independently of any local or regional board of education in accordance with the terms of its charter and the provisions of sections 10-66aa to 10-66ff, inclusive, provided no member or employee of a governing council of a charter school shall have a personal or financial interest in the assets, real or personal, of the school;
- (2) "Local charter school" means a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located and by the State Board of Education pursuant to subsection (e) of section 10-66bb;
- (3) "State charter school" means a new public school approved by the State Board of Education pursuant to subsection (f) of section 10-66bb;
- (4) "Charter management organization" means any entity that a charter school contracts with for educational design, implementation or whole school management services; and
- (5) "Whole school management services" means the financial, business, operational and administrative functions for a school.

Sec. 10-66bb. Application process and requirements. Charter renewal. Probation. Revocation. *Repealed by PA 12-116 and substituted with the following, effective July 1, 2012:*

- (a) On and after July 1, 1997, the State Board of Education may grant charters for local and state charter schools in accordance with this section.
- (b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.
- (c) On and after July 1, 2012, the State Board of Education shall review, annually, all applications and grant charters, in accordance with subsections (e) and (f) of this section, for a local or state charter school located in a town that has one or more schools that have been designated as a commissioner's network school, pursuant to section 19 of this act, at the time of such application, or a town that has been designated as a low achieving school district, pursuant to section 10-223e, as amended by this act, at the time of such application. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, said board shall, upon application by such school to said board, waive the provisions of subdivision (1) of this subsection for such school. (3) The State Board of Education shall give preference to applicants for charter schools (A) whose primary purpose is the establishment of education programs designed to serve one or more of the following student populations: (i) Students with a history of low academic performance, (ii) students who receive free or reduced priced lunches pursuant to federal law and regulations, (iii) students with a history of behavioral and social difficulties, (iv) students identified as requiring special education, (v) students who are English language learners, or (vi) students of a single gender; (B) whose primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education; (C) that will

serve students who reside in a priority school district pursuant to section 10-266p; (D) that will serve students who reside in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities; (E) that demonstrate highly credible and specific strategies to attract, enroll and retain students from among the populations described in subparagraph (A)(i) to (A)(vi), inclusive, of this subdivision; or (F) that, in the case of an applicant for a state charter school, such state charter school will be located at a work-site or such applicant is an institution of higher education. In determining whether to grant a charter, the State Board of Education shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed charter school; (2) the interest in the community for the establishment of the charter school; (3) the school governance and procedures for the establishment of a governing council that (A) includes (i) teachers and parents and guardians of students enrolled in the school, and (ii) the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, and (B) is responsible for the oversight of charter school operations, provided no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in this section, may be charged; (5) the educational program, instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrollment of the school; (8) the student admission criteria and procedures to (A) ensure effective public information, (B) ensure open access on a space available basis, including the enrollment of students during the school year if spaces become available in the charter school, (C) promote a diverse student body, and (D) ensure that the school complies with the provisions of section 10-15c and that it does not discriminate on the basis of disability, athletic performance or proficiency in the English language, provided the school may limit enrollment to a particular grade level or specialized educational focus and, if there is not space available for all students seeking enrollment, the school may give preference to siblings but shall otherwise determine enrollment by a lottery, except the State Board of Education may waive the requirements for such enrollment lottery pursuant to subsection (j) of this section; (9) a means to assess student performance that includes participation in state-wide mastery examinations pursuant to chapter 163c; (10) procedures for teacher evaluation and professional development for teachers and administrators; (11) the provision of school facilities, pupil transportation and student health and welfare services; (12) procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making; (13) procedures to document efforts to increase the racial and ethnic diversity of staff; (14) a five-year plan to sustain the maintenance and operation of the school; and (15) a student recruitment and retention plan that shall include, but not be limited to, a clear description of a plan and the capacity of the school to attract, enroll and retain students from among the populations described in subparagraph (A)(i) to (A)(v), inclusive, of subdivision (3) of subsection (c) of this section. Subject to the provisions of subsection (b) of section 10-66dd, an application may include, or a charter school may file, requests to waive provisions of the general statutes and regulations not required by sections 10-66aa to 10-66ff, inclusive, as amended by this act, and which are within the jurisdiction of the State Board of Education.

(e) An application for the establishment of a local charter school shall be submitted to the local or regional board of education of the school district in which the local charter school is to be located for approval pursuant to this subsection. The local or regional board of education shall: (1) Review the application; (2) hold a public hearing in the school district on such application; (3) survey teachers and parents in the school district to determine if there is sufficient interest in the establishment and operation of the local charter school; and (4) vote on a complete application not later than sixty days after the date of receipt of such application. Such board of education may approve the application by a majority vote of the members of the board present and voting at a regular or special meeting of the board called for such purpose. If the application is approved, the board shall forward the application to the State Board of Education. The State Board of Education shall vote on the application not later than seventy-five days after the date of receipt of such application. Subject to the provisions of subsection (c) of this section, the State Board of Education may approve the application and grant the charter for the local charter school or reject such application by a majority vote of the members of the state board present

and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. The state board may grant the charter for the local charter school for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(f) (1) Except as otherwise provided in subdivision (2) of this subsection, an application for the establishment of a state charter school shall be (A) submitted to the State Board of Education for approval in accordance with the provisions of this subsection, and (B) filed with the local or regional board of education in the school district in which the charter school is to be located. The state board shall: (i) Review such application; (ii) hold a public hearing on such application in the school district in which such state charter school is to be located; (iii) solicit and review comments on the application from the local or regional board of education for the school district in which such charter school is to be located and from the local or regional boards of education for school districts that are contiguous to the district in which such school is to be located; and (iv) vote on a complete application not later than ninety days after the date of receipt of such application. The State Board of Education may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. Charters shall be granted for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(2) On and after July 1, 2012, and before July 1, 2017, the State Board of Education shall not approve more than four applications for the establishment of new state charter schools unless two of the four such applications are for the establishment of two new state charter schools whose mission, purpose and specialized focus is to provide dual language programs or other models focusing on language acquisition for English language learners. Approval of applications under this subdivision shall be in accordance with the provisions of this section.

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, [or] (3) the school has not been in compliance with applicable laws and regulations, or (4) the efforts of the school have been insufficient to effectively attract, enroll and retain students from among the following populations: (A) Students with a history of low academic performance, (B) students who receive free or reduced priced lunches pursuant to federal law and regulations, (C) students with a history of behavioral and social difficulties, (D) students identified as requiring special education, or (E) students who are English language learners. If the State Board of Education does not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal.

(h) The Commissioner of Education may at any time place a charter school on probation if (1) the school has failed to (A) adequately demonstrate student progress, as determined by the commissioner, (B) comply with the terms of its charter or with applicable laws and regulations, (C) achieve measurable progress in reducing racial, ethnic and economic isolation, or (D) maintain its nonsectarian status, or (2) the governing council has demonstrated an inability to provide effective leadership to oversee the operation of the charter school or has not ensured that public funds are expended prudently or in a manner required by law. If a charter school is placed on probation, the commissioner shall provide written notice to the charter school of the reasons for such placement, not later than five days after the placement, and shall require the charter school to file with the Department of Education a corrective action plan acceptable to the commissioner not later than thirty-five days from the date of such placement. The charter school shall implement a corrective action plan accepted by the commissioner not later than thirty days after the date of such acceptance. The commissioner may impose any additional terms of probation on the school that the commissioner deems necessary to protect the educational or financial interests of the state. The charter school shall comply with any such additional terms not later than thirty days after the date

of their imposition. The commissioner shall determine the length of time of the probationary period, which may be up to one year, provided the commissioner may extend such period, for up to one additional year, if the commissioner deems it necessary. In the event that the charter school does not file or implement the corrective action plan within the required time period or does not comply with any additional terms within the required time period, the Commissioner of Education may withhold grant funds from the school until the plan is fully implemented or the school complies with the terms of probation, provided the commissioner may extend the time period for such implementation and compliance for good cause shown. Whenever a charter school is placed on probation, the commissioner shall notify the parents or guardians of students attending the school of the probationary status of the school and the reasons for such status. During the term of probation, the commissioner may require the school to file interim reports concerning any matter the commissioner deems relevant to the probationary status of the school, including financial reports or statements. No charter school on probation may increase its student enrollment or engage in the recruitment of new students without the consent of the commissioner.

(i) The State Board of Education may revoke a charter if a charter school has failed to: (1) Comply with the terms of probation, including the failure to file or implement a corrective action plan; (2) demonstrate satisfactory student progress, as determined by the commissioner; (3) comply with the terms of its charter or applicable laws and regulations; or (4) manage its public funds in a prudent or legal manner. Unless an emergency exists, prior to revoking a charter, the State Board of Education shall provide the governing council of the charter school with a written notice of the reasons for the revocation, including the identification of specific incidents of noncompliance with the law, regulation or charter or other matters warranting revocation of the charter. It shall also provide the governing council with the opportunity to demonstrate compliance with all requirements for the retention of its charter by providing the State Board of Education or a subcommittee of the board, as determined by the State Board of Education, with a written or oral presentation. Such presentation shall include an opportunity for the governing council to present documentary and testimonial evidence to refute the facts cited by the State Board of Education for the proposed revocation or in justification of its activities. Such opportunity shall not constitute a contested case within the meaning of chapter 54. The State Board of Education shall determine, not later than thirty days after the date of an oral presentation or receipt of a written presentation, whether and when the charter shall be revoked and notify the governing council of the decision and the reasons therefor. A decision to revoke a charter shall not constitute a final decision for purposes of chapter 54. In the event an emergency exists in which the commissioner finds that there is imminent harm to the students attending a charter school, the State Board of Education may immediately revoke the charter of the school, provided the notice concerning the reasons for the revocation is sent to the governing council not later than ten days after the date of revocation and the governing council is provided an opportunity to make a presentation to the board not later than twenty days from the date of such notice.

(j) (1) The governing council of a state or local charter school may apply to the State Board of Education for a waiver of the requirements of the enrollment lottery described in subsection (d) of this section, provided such state or local charter school has as its primary purpose the establishment of education programs designed to serve one or more of the following populations: (A) Students with a history of behavioral and social difficulties, (B) students identified as requiring special education, (C) students who are English language learners, or (D) students of a single gender.

(2) An enrollment lottery described in subdivision (8) of subsection (d) of this section shall not be held for a local charter school that is established at a school that is among the schools with a percentage equal to or less than five per cent when all schools are ranked highest to lowest in school performance index scores, as defined in section 10-223e, as amended by this act.

(NEW) (Effective July 1, 2012), contained in Public Act 12-116. (a) The Department of Education shall conduct a study of a charter school opt-out enrollment lottery process for students who reside in the school districts in which a charter school is located. Such study shall include, but not be limited to, (1) the feasibility of conducting a charter school opt-out enrollment lottery process on the part of the governing authority for the state charter school and the local or regional board of education in which such state charter school is located, (2) the cost of conducting and administering such charter school opt-out enrollment lottery process, and (3) the methods by which such charter school opt-out enrollment lottery process can be conducted and administered. For purposes of this section, "charter school opt-out enrollment lottery process" means a student enrollment lottery process, conducted pursuant to subparagraph (D) of subdivision (8) of subsection (d) of section 10-66bb of the general statutes, as amended by this act, that automatically includes the names of all students who reside in a school

district in which a charter school is located and who is enrolled in a grade served by such charter school in such enrollment lottery, unless a student affirmatively elects to not participate in such enrollment lottery.

(b) Not later than February 1, 2014, the Commissioner of Education shall submit the study described in subsection (a) of this section and any recommendations regarding a charter school opt-out enrollment lottery process to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 10-66cc. School profile. Report.

(a) The governing council of a charter school shall submit annually, to the Commissioner of Education, a school profile as described in subsection (c) of section 10-220.

(b) The governing council of each charter school shall submit annually, to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, and, in the case of a local charter school, to the local or regional board of education for the school district in which the school is located, a report on the condition of the school, including (1) the educational progress of students in the school, (2) the financial condition of the school, including a certified audit statement of all revenues from public and private sources and expenditures, (3) accomplishment of the mission, purpose and any specialized focus of the charter school, (4) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body, and (5) best practices employed by the school that contribute significantly to the academic success of students.

Sec. 10-66dd. School professionals employed in charter schools. Charter schools subject to laws governing public schools; exceptions; waivers. Participation in the state teacher retirement system.

(a) For purposes of this section, "school professional" means any school teacher, administrator or other personnel certified by the State Board of Education pursuant to section 10-145b.

(b) (1) Subject to the provisions of this subsection and except as may be waived pursuant to subsection (d) of section 10-66bb, charter schools shall be subject to all federal and state laws governing public schools.

(2) Subject to the provisions of subdivision (5) of this subsection, at least one-half of the persons providing instruction or pupil services in a charter school shall possess the proper certificate other than (A) a certificate issued pursuant to subdivision (1) of subsection (c) of section 10-145b, or (B) a temporary certificate issued pursuant to subsection (c) of section 10-145f on the day the school begins operation and the remaining persons shall possess a certificate issued pursuant to said subdivision (1) or such temporary certificate on such day.

(3) The commissioner may not waive the provisions of chapters 163c and 169 and sections 10-15c, 10-153a to 10-153g, inclusive, 10-153i, 10-153j, 10-153m and 10-292.

(4) The state charter school governing council shall act as a board of education for purposes of collective bargaining. The school professionals and persons holding a charter school educator permit, issued by the State Board of Education pursuant to section 3 of this act, employed by a local charter school shall be members of the appropriate bargaining unit for the local or regional school district in which the local charter school is located and shall be subject to the same collective bargaining agreement as the school professionals employed by said district. A majority of those employed or to be employed in the local charter school and a majority of the members of the governing council of the local charter school may modify, in writing, such collective bargaining agreement, consistent with the terms and conditions of the approved charter, for purposes of employment in the charter school.

(5) For the school year commencing July 1, 2011, and each school year thereafter, the Commissioner of Education may waive the requirements of subdivision (2) of this subsection for any administrator or person providing instruction or pupil services employed by a charter school who holds a charter school educator permit, issued pursuant to section 3 of this act, provided not more than thirty per cent of the total number of

administrators and persons providing instruction or pupil services employed by a charter school hold the charter school educator permit for the school year.

(6) For the school year commencing July 1, 2011, and each school year thereafter, any administrator holding a charter school educator permit, issued pursuant to section 3 of this act, shall be authorized to supervise and conduct performance evaluations of any person providing instruction or pupil services in the charter school that such administrator is employed.

(c) School professionals employed by a local or regional board of education shall be entitled to a two-year leave of absence, without compensation, in order to be employed in a charter school provided such leave shall be extended upon request for an additional two years. At any time during or upon the completion of such a leave of absence, a school professional may return to work in the school district in the position in which he was previously employed or a comparable position. Such leave of absence shall not be deemed to be an interruption of service for purposes of seniority and teachers' retirement, except that time may not be accrued for purposes of attaining tenure. A school professional who is not on such a leave of absence and is employed for forty school months of full-time continuous employment by the charter school and is subsequently employed by a local or regional board of education shall attain tenure after the completion of twenty school months of full-time continuous employment by such board of education in accordance with section 10-151.

(d) (1) An otherwise qualified school professional hired by a charter school prior to July 1, 2010, and employed in a charter school may participate in the state teacher retirement system under chapter 167a on the same basis as if such professional were employed by a local or regional board of education. The governing council of a charter school shall make the contributions, as defined in subdivision (7) of section 10-183b for such professional.

(2) An otherwise qualified school professional hired by a charter school on or after July 1, 2010, and who has not previously been employed by a charter school in this state prior to July 1, 2010, shall participate in the state teacher retirement system under chapter 167a on the same basis as if such professional were employed by a local or regional board of education. The governing council of a charter school shall make the contributions, as defined in subdivision (7) of section 10-183b for such professional.

(3) Any administrator or person providing instruction or pupil services in a charter school who holds a charter school educator permit issued by the State Board of Education pursuant to section 3 of this act shall participate in the state teacher retirement system under chapter 167a pursuant to subdivision (2) of this section when such administrator or person providing instruction or pupil services obtains professional certification pursuant to section 10-145b.

**Sec. 10-66ee, as amended by Public Act 12-116, as amended by Public Act 12-2 and Public Act 12-1.
Charter school funding. Special education students. Transportation. Contracts. Cooperative arrangements.**

(a) For the purposes of equalization aid under section 10-262h a student enrolled (1) in a local charter school shall be considered a student enrolled in the school district in which such student resides, and (2) in a state charter school shall not be considered a student enrolled in the school district in which such student resides.

(b) (1) The local board of education of the school district in which a student enrolled in a local charter school resides shall pay, annually, in accordance with its charter, to the fiscal authority for the charter school for each such student the amount specified in its charter, including the reasonable special education costs of students requiring special education. The board of education shall be eligible for reimbursement for such special education costs pursuant to section 10-76g.

(2) The local or regional board of education of the school district in which the local charter school is located shall be responsible for the financial support of such local charter school at a level that is at least equal to the product of (A) the per pupil cost for the prior fiscal year, less the reimbursement pursuant to section 10-76g for the current fiscal year, and (B) the number of students attending such local charter school in the current fiscal year. As used in this subdivision, "per pupil cost" means, for a local or regional board of education, the quotient of the net current expenditures, as defined in subdivision (3) of section 10-261, divided by the average daily membership, as defined in subdivision (2) of section 10-261, of such local or regional board of education.

(c) (1) For the fiscal year ending June 30, 2014, and each fiscal year thereafter, the State Board of Education may approve, within available appropriations, a per student grant to a local charter school described in subsection (b) of section 31 of public act 12-116 act in an amount not to exceed three thousand dollars for each student enrolled in such local charter school, provided the local or regional board of education for such local charter school and the representatives of the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b, mutually agree on staffing flexibility in such local charter school, and such agreement is approved by the State Board of Education. For the purposes of equalization aid grants pursuant to section 10-262h, as amended by public act 12-116, the state shall make such payments, in accordance with this subsection, to the town in which a local charter school is located as follows: Twenty-five per cent of the amount not later than July fifteenth and September first based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January first and the remaining amount not later than April fifteenth, each based on student enrollment on October first.

(2) The town shall pay to the fiscal authority for a local charter school the portion of the amount paid to the town pursuant to subdivision (1) of this subsection attributable for students enrolled in such local charter school. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July twentieth and September fifteenth and twenty-five per cent of the amount not later than January fifteenth and the remaining amount not later than April fifteenth.

(d) (1) For the purposes of equalization aid grants pursuant to section 10-262h, as amended by Public Act 12-116 and Public Act 12-1, the state shall pay in accordance with this subsection, to the town in which a state charter school is located for each student enrolled in such school, for the fiscal year ending June 30, 2013, ten thousand two hundred dollars, for the fiscal year ending June 30, 2014, eleven thousand dollars, and for the fiscal year ending June 30, 2015, and each fiscal year thereafter, eleven thousand five hundred dollars. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July fifteenth and September first based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January first and the remaining amount not later than April fifteenth, each based on student enrollment on October first.

(2) The town shall pay to the fiscal authority for a state charter school the portion of the amount paid to the town pursuant to subdivision (1) of this subsection attributable for students enrolled in such state charter school. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July twentieth and September fifteenth and twenty-five per cent of the amount not later than January fifteenth and the remaining amount not later than April fifteenth.

(3) In the case of a student identified as requiring special education, the school district in which the student resides shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the charter school to participate in such meeting; and (B) pay the state charter school, on a quarterly basis, an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school for such student pursuant to subdivision (2) of this subsection and amounts received from other state, federal, local or private sources calculated on a per pupil basis. Such school district shall be eligible for reimbursement pursuant to section 10-76g. The charter school a student requiring special education attends shall be responsible for ensuring that such student receives the services mandated by the student's individualized education program whether such services are provided by the charter school or by the school district in which the student resides.

(e) Notwithstanding any provision of the general statutes, if at the end of a fiscal year amounts received by a state charter school, pursuant to subdivision (2) of subsection (d) of this section, are unexpended, the charter school (1) may use, for the expenses of the charter school for the following fiscal year, up to ten per cent of such amounts, and (2) may (A) create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the commissioner, and (B) deposit into such fund up to five per cent of such amounts.

(f) The local or regional board of education of the school district in which the charter school is located shall provide transportation services for students of the charter school who reside in such school district pursuant to section 10-273a unless the charter school makes other arrangements for such transportation. Any local or regional board of education may provide transportation services to a student attending a charter school outside of the district in which the student resides and, if it elects to provide such transportation, shall be reimbursed pursuant to section 10-266m for the reasonable costs of such transportation. Any local or regional board of education providing transportation services under this subsection may suspend such services in accordance with the provisions of section 10-233c. The parent or guardian of any student denied the transportation services required

to be provided pursuant to this subsection may appeal such denial in the manner provided in sections 10-186 and 10-187.

(g) Charter schools shall be eligible to the same extent as boards of education for any grant for special education, competitive state grants and grants pursuant to sections 10-17g and 10-266w.

(h) If the commissioner finds that any charter school uses a grant under this section for a purpose that is inconsistent with the provisions of this part, the commissioner may require repayment of such grant to the state.

(i) Charter schools shall receive, in accordance with federal law and regulations, any federal funds available for the education of any pupils attending public schools.

(j) The governing council of a charter school may (1) contract or enter into other agreements for purposes of administrative or other support services, transportation, plant services or leasing facilities or equipment, and (2) receive and expend private funds or public funds, including funds from local or regional boards of education and funds received by local charter schools for out-of-district students, for school purposes.

(k) If in any fiscal year, more than one new state or local charter school is approved pursuant to section 10-66bb, as amended by this act, and is awaiting funding pursuant to the provisions of this section, the State Board of Education shall determine which school is funded first based on a consideration of the following factors in order of importance as follows: (1) The quality of the proposed program as measured against the criteria required in the charter school application process pursuant to section 10-66bb, as amended by this act, (2) whether the applicant has a demonstrated record of academic success by students, (3) whether the school is located in a school district with a demonstrated need for student improvement, and (4) whether the applicant has plans concerning the preparedness of facilities, staffing and outreach to students.

(l) Within available appropriations, the state may provide a grant in an amount not to exceed seventy-five thousand dollars to any newly approved state charter school that assists the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the Commissioner of Education, for start-up costs associated with the new charter school program.

(m) Charter schools may, to the same extent as local and regional boards of education, enter into cooperative arrangements as described in section 10-158a, provided such arrangements are approved by the Commissioner of Education. Any state charter school participating in a cooperative arrangement under this subsection shall maintain its status as a state charter school and not be excused from any obligations pursuant to sections 10-66aa to 10-66ll, inclusive.

(n) The Commissioner of Education shall provide any town receiving aid pursuant to subsection (c) or (d) of this section with the amount of such aid to be paid to each state or local charter school located in such town.

(NEW) (Effective July 1, 2012), contained in PA 12-116. (a) For the fiscal year ending June 30, 2014, and each fiscal year thereafter, the Department of Education may award, within available appropriations, a grant of up to five hundred thousand dollars to any town in which a newly established local charter school is located, to be paid to the fiscal authority for such local charter school not later than July fifteenth to assist with the start-up costs associated with the establishment of such local charter school pursuant to subsection (b) of this section, provided the local or regional board of education for such local charter school and the representatives of the exclusive bargaining unit for certified employees, chosen pursuant to section 10-153b of the general statutes, mutually agree on staffing flexibility in such local charter school, and such agreement is approved by the State Board of Education.

(b) In order to be eligible for a grant under this section, an applicant for a grant shall submit an application to the Commissioner of Education, pursuant to section 10-66bb of the general statutes, as amended by this act, for the establishment of a local charter school to be established on or after July 1, 2012, and such application shall satisfy one of the following conditions: (1) Such applicant has high quality, feasible strategies or a record of success in serving students from among the following populations: (A) Students with histories of low academic performance, (B) students who receive free or reduced price school lunches, (C) students with histories of behavioral and social difficulties, (D) students eligible for special education services, (E) students who are English language learners, or (F) students of a single gender; or (2) such applicant has a high quality, feasible plan for turning around existing schools that have demonstrated consistently substandard student performance, or a record of success in turning around such schools. The department shall determine whether such applicant satisfies the provisions of subdivision (1) or (2) of this subsection.

(c) Grant applications shall be submitted to the department at such time and in such manner as the department prescribes. Each applicant receiving a grant award under this section shall submit, at such time and in such form as the department prescribes, any reports and financial statements required by the department. If the department finds that any grant awarded pursuant to this section is being used for purposes that are not in conformity with the purposes of this section, the department may require the repayment of the grant to the state.

(d) Any unexpended funds appropriated to the Department of Education for purposes of this section shall be available for redistribution as a grant in the next fiscal year.

(e) The department may develop guidelines and grant criteria as it deems necessary to administer the grant program under this section.

Sec. 10-66ff. Powers. Liability limited. Participation in Short-Term Investment Fund.

(a) Each charter school may (1) sue and be sued, (2) purchase, receive, hold and convey real and personal property for school purposes, and (3) borrow money for such purposes.

(b) The state, a local or regional board of education or the applicant for a charter school shall have no liability for the acts, omissions, debts or other obligations of such charter school, except as may be provided in an agreement or contract with such charter school.

(c) Charter schools established pursuant to sections 10-66aa to 10-66gg, inclusive, shall be eligible to invest in participation certificates of the Short-Term Investment Fund administered by the State Treasurer pursuant to sections 3-27a to 3-27f, inclusive.

Sec. 10-66gg. Report to General Assembly. Not later than January 1, 2012, and biennially thereafter, within available appropriations, the Commissioner of Education shall review and report, in accordance with the provisions of section 11-4a, on the operation of such charter schools as may be established pursuant to sections 10-66aa to 10-66ff, inclusive, to the joint standing committee of the General Assembly having cognizance of matters relating to education. Such report shall include: (1) Recommendations for any statutory changes that would facilitate expansion in the number of charter schools; (2) a compilation of school profiles pursuant to section 10-66cc; (3) an assessment of the adequacy of funding pursuant to section 10-66ee, and (4) the adequacy and availability of suitable facilities for such schools.

Sec. 10-66hh. Program to assist charter schools with capital expenses.

(a) For the fiscal year ending June 30, 2008, and each fiscal year thereafter, the Commissioner of Education shall establish, within available bond authorizations, a grant program to assist state charter schools in financing (1) school building projects, as defined in section 10-282, (2) general improvements to school buildings, as defined in subsection (a) of section 10-265h, and (3) repayment of debt incurred for school building projects. The governing authorities of such state charter schools may apply for such grants to the Department of Education at such time and in such manner as the commissioner prescribes. The commissioner shall give preference to applications that provide for matching funds from nonstate sources.

(b) All final calculations for grant awards pursuant to this section in an amount equal to or greater than two hundred fifty thousand dollars shall include a computation of the state grant amount amortized on a straight line basis over a ten-year period. Any state charter school which abandons, sells, leases, demolishes or otherwise redirects the use of a school building which benefited from such a grant award during such amortization period, including repayment of debt for the purchase, renovation or improvement of the building, shall refund to the state the unamortized balance of the state grant remaining as of the date that the abandonment, sale, lease, demolition or redirection occurred. The amortization period shall begin on the date the grant award is paid. A state charter school required to make a refund to the state pursuant to this subsection may request forgiveness of such refund if the building is redirected for public use.

Sec. 10-66ii. Report on best practices employed by charter schools. The Department of Education shall, annually, publish a report on all of the best practices reported by governing councils of charter schools pursuant to

subdivision (5) of subsection (b) of section 10-66cc and distribute a copy of such report to each public school superintendent and the governing council of each charter school.

Sec. 10-66jj. Bond authorization for program to assist charter schools with capital expenses.

(a) For the purposes described in subsection (b) of this section, the State Bond Commission shall have the power, from time to time, to authorize the issuance of bonds of the state in one or more series and in principal amounts not exceeding in the aggregate twenty million dollars, provided five million dollars of said authorization shall be effective July 1, 2008.

(b) The proceeds of the sale of said bonds, to the extent of the amount stated in subsection (a) of this section, shall be used by the Department of Education for the purpose of grants pursuant to section 10-66hh.

(c) All provisions of section 3-20, or the exercise of any right or power granted thereby, which are not inconsistent with the provisions of this section are hereby adopted and shall apply to all bonds authorized by the State Bond Commission pursuant to this section, and temporary notes in anticipation of the money to be derived from the sale of any such bonds so authorized may be issued in accordance with said section 3-20 and from time to time renewed. Such bonds shall mature at such time or times not exceeding twenty years from their respective dates as may be provided in or pursuant to the resolution or resolutions of the State Bond Commission authorizing such bonds. None of said bonds shall be authorized except upon a finding by the State Bond Commission that there has been filed with it a request for such authorization which is signed by or on behalf of the Secretary of the Office of Policy and Management and states such terms and conditions as said commission, in its discretion, may require. Said bonds issued pursuant to this section shall be general obligations of the state and the full faith and credit of the state of Connecticut are pledged for the payment of the principal of and interest on said bonds as the same become due, and accordingly and as part of the contract of the state with the holders of said bonds, appropriation of all amounts necessary for punctual payment of such principal and interest is hereby made, and the State Treasurer shall pay such principal and interest as the same become due.

Sec. 10-66kk. Governing council. Internet posting of meeting schedules, agendas and minutes. Membership.

(a) The governing council of each state charter school shall post on any Internet web site that the council operates the (1) schedule, (2) agenda, and (3) minutes of each meeting, including any meeting of subcommittees of the governing council.

(b) The membership of the governing council of each state charter school shall meet the requirements concerning such membership set forth in the provisions of subdivision (3) of subsection (d) of section 10-66bb at the time of application for a state charter and at all other times.

Sec. 10-66ll. Random audits of charter schools. *Repealed by PA 2-116 and substituted with the following, effective July 1, 2012.* Annually, the commissioner shall randomly select one state charter school, as defined in subdivision (3) of section 10-66aa, to be subject to a comprehensive financial audit conducted by an auditor selected by the Commissioner of Education. Except as provided for in subsection (d) of section 10-66ee, as amended by this act, the charter school shall be responsible for all costs associated with the audit conducted pursuant to the provisions of this section.

Sec. 10-66mm. Regulations concerning management of charter schools. On or before July 1, 2011, the State Board of Education shall adopt regulations, in accordance with the provisions of chapter 54, to (1) prohibit a charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations; (2) require the disclosure of sharing management personnel; (3) prohibit unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations; (4) define allowable direct or indirect costs and the methodology to be used by charter management organizations to calculate per pupil service fees; and (5) permit charter management organizations to collect private donations for purposes of distributing to charter schools.

Sec. 10-145q. Issuance of charter school educator permit. Subject to the provisions of subdivision (5) of subsection (b) of section 10-66dd, the State Board of Education, upon the request of the state charter school governing council, may issue a charter school educator permit to a person who is employed by a charter school as a teacher or administrator and does not hold the initial educator, provisional educator or professional educator certificate if such person (1) achieves satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or qualifies for a waiver of such test based on criteria approved by the State Board of Education, (2) achieves a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment, and (3) demonstrates evidence of effectiveness. Such permit shall authorize a person to serve as an administrator or teacher in the charter school employing such person. Each such charter school educator permit may be renewed by the Commissioner of Education for good cause upon the request of the state charter school governing council employing such person at the time the charter for the school is renewed.

Sec. 10-262s. Authority of Commissioner of Education to transfer funds appropriated for Sheff settlement to certain grant programs. The Commissioner of Education may, to assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., transfer funds appropriated for the Sheff settlement to the following: (1) Grants for interdistrict cooperative programs pursuant to section 10-74d, (2) grants for state charter schools pursuant to section 10-66ee, (3) grants for the interdistrict public school attendance program pursuant to section 10-266aa, (4) grants for interdistrict magnet schools pursuant to section 10-264l, and (5) to technical high schools for programming.

2012 CONNECTICUT CHARTER SCHOOLS

BRIDGEPORT

Achievement First Bridgeport Academy

Katherine Baker, Principal
 Achievement First Bridgeport – Elementary School
 655 Stillman Street
 Bridgeport, CT 06608
 Tel: 203-338-0593
 Fax: 203-338-0714

Morgan Barth, Principal
 Achievement First Bridgeport Academy - Middle School
 529 Noble Ave.
 Bridgeport, CT 06608
 Tel. 203-333-9128
 Fax 203-333-9142
 Web site: <http://www.achievementfirst.org/schools/connecticut-schools/bridgeport-middle/about/>

Chris Bostock, Principal
 Achievement First Bridgeport Academy – High School
 49 Prince St.
 New Haven, CT 06519
 Tel. 203-772-1092
 Fax 203-772-1784
 Web site: <http://www.achievementfirst.org/schools/connecticut-schools/amistad-high/aechs/>

Achievement First Bridgeport Academy is a rigorous, college preparatory public charter school serving students from the Bridgeport community. The school’s program is built on elements of the culture and academic curriculum developed at Amistad Academy. The school is focused on academic and social growth, with college graduation at the core of its mission. There are high expectations for student conduct and academic growth, which fosters a culture of success in which achievement is valued and “cool.” Students feel safe in this positive environment, which allows them to become more self-aware and poised individuals. There are ample learning opportunities because of extended instructional days, small-group instruction, after-school tutoring and Summer Academy. Graduates of Achievement First Bridgeport Academy are invited to attend Amistad Elm City High School in New Haven as part of a cooperative agreement between the Achievement First schools.

Grades: K, 1, 5-8-10 | Enrollment: 671 | Opening Date: Fall 2007

The Bridge Academy

Timothy Dutton, Director
 401 Kossuth St.
 Bridgeport, CT 06608
 Tel. 203-336-9999
 Fax 203-336-9852
 Web site: <http://www.bridgeacademy.org/main/>

The Bridge Academy provides a college preparatory curriculum designed to overcome obstacles some have found in the inner city. The school’s goals are met through parental involvement; a mentor program with professionals from the Bridgeport business community; an introduction to the world outside Bridgeport that includes the arts; and a small enrollment that fosters a sense of community and self-respect.

Grades: 7-12 | Enrollment: 275 | Opening Date: Fall 1997

New Beginnings Family Academy

Paul Whyte, Principal

184 Garden St.

Bridgeport, CT 06605

Tel. 203-384-2897

Fax 203-384-2898

Web site: <http://www.nbfacademy.org/>

New Beginnings Family Academy (NBFA) provides each student with a superior education that creates high academic achievement and the intellectual foundation to make sound, ethical judgments. The Academy accomplishes this mission in an environment of innovation and cooperation among the whole school community. NBFA operates an extended-day and extended-year program that keeps students in school nine hours a day, 11 months a year. A full-time family relations coordinator ensures that NBFA parents receive the highest level of customer services.

Grades: PK-8 | Enrollment: 400 | Opening Date: Fall 2002

Park City Prep Charter School

Bruce Ravage, Executive Director

510 Barnum Ave. (2nd floor)

Bridgeport, CT 06608

Tel. 203-953-3766

Fax 203-953-3771

Web site: <http://www.parkcityprep.org/>

Park City Prep's mission is to promote academic excellence and foster interest and competence in math, science and technology among students from under-performing schools and from communities historically underrepresented in the fields of science and technology. Civic and personal responsibility will be instilled through an integrated curriculum that emphasizes the social, economic and political ramifications of scientific research and discovery. Students will develop an appreciation for the contribution science has made in shaping history and improving our lives. Through a rigorous and stimulating, science-oriented curriculum, students will develop the discipline and higher-order thinking skills to prepare them for advanced-level courses in high school, as well as cultivate in them an interest in pursuing future careers in the fields of science and technology.

Grades: 6-8 | Enrollment: 250 | Opening Date: Fall 2006

HAMDEN

Highville Charter School, Inc.

Craig Drezek, Director

130 Leeder Hill Dr.

Hamden, CT 06517

Tel. 203-287-0528

Fax 203-287-0693

Web site: <http://highvillecharterschool.org/>

The Highville Charter School provides the Newhallville (New Haven) and Highwood (Hamden) communities with a PK-8 school with a global studies curriculum. The school incorporates the arts and foreign languages as a means to teach the basic skills as well as the higher-order thinking skills. The Highville School is developed in partnership with three area colleges and seeks to serve as a professional development model school. The school serves as a center for cultural, health, athletic and educational programs and workshops for the community.

Grades: PK-8 | Enrollment: 340 | Opening Date: Fall 1998

HARTFORD

Achievement First Hartford Academy

Jeffrey House, Executive Director

305 Greenfield St.

Hartford, CT 06112

Tel. 860-695-6760

Fax.860-722-8805

Web site: <http://www.achievementfirst.org/schools/connecticut-schools/hartford-elementary/about/>

Claire Shin, Principal

Achievement First Elementary Academy

305 Greenfield St.

Hartford, CT 06112

Tel. 860-695-6685

Fax.860-242-6457

Achievement First Hartford Academy's mission is to accelerate the learning of students so they achieve academic breakthroughs in the skills essential for success in high school, college and life. Achievement First Hartford Academy seeks to develop students who take responsibility for themselves, their school, and their community by living up to the school's REACH (respect, enthusiasm, achievement, citizenship and hard work) values. A high-expectations educational model includes a challenging core curriculum, the ongoing use of diagnostic assessments, an extended school day and year, and a performance-based system for promotion.

Grades: K-3 and 5-8 | Enrollment: 803 | Opening Date: Fall 2008

Jumoke Academy

Dr. Michael M. Sharpe, Chief Executive Director

250 Blue Hills Ave.

Hartford, CT 06112

Tel. 860-527-0575

Fax 860-525-7758

Web site: <http://jumokeacademy.org/>

Doreen Crawford, Principal

Jumoke Academy Honors Middle School

339 Blue Hills Ave.

Hartford, CT 06112

Tel. 860-527-0575 x130

Fax 860-243-3081

Jumoke Academy's goal is to prepare children to compete in the global marketplace by achieving high academic and social excellence. Students are required to maintain full participation in a rigorous academic program that develops their critical thinking skills and mastery of grade appropriate math, reading, writing and science. Jumoke Academy maintains a strong partnership with its parents, community members and local universities. Among the school's objectives are teaching all children a foreign language, technology/library science and arts literacy.

Steps to Prep (PK Program) 250 Blue Hills Ave.

Jumoke Academy (Grades K-5) 250 Blue Hills Ave.

Jumoke Academy Honors (Grades 6-8) 339 Blue Hills Ave.

Grades: PK-9 | Enrollment: 592 | Opening Date: Fall 1997

MANCHESTER

Odyssey Community School

Elaine Stancliffe, Executive Director
579 West Middle Turnpike
Manchester, CT 06040
Tel. 860-645-1234
Fax 860-533-0324
Web site: <http://www.odysseyschool.org/>

Odyssey Community School provides an exemplary education in a community that nurtures the unique mind and heart of each child. Our students are taught to think clearly, learn independently, consume information wisely, communicate effectively in a variety of media, and understand the power of technology in society. Holding students accountable to high standards of behavior, families and teachers work together to help them become responsible citizens of strong, compassionate character who know themselves well. Graduates will be eager to continue learning and committed to improving the communities in which they live.

Grades: K-8 | Enrollment: 324 | Opening Date: Fall 1997

NEW HAVEN

Amistad Academy

Amanda Alonzy, Principal
Amistad Academy – Elementary School
130 Edgewood Ave.
New Haven, CT 06511 Tel. 203-772-7000
Fax 203-773-0170
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/amistad-elementary/about/>

Sarah White, Principal
Amistad Academy – Middle School
130 Edgewood Ave.
New Haven, CT 06511
Tel. 203-772-7000
Fax 203-773- 0170
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/>

Chris Bostock, Principal
Amistad Academy – High School
49 Prince St.
New Haven, CT 06519
Tel. 203-772-1092
Fax 203-772-1784
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/amistad-high/aechs/>

Amistad Academy's mission is to accelerate the learning of students so they achieve academic breakthroughs in the skills essential for success in high school, college and life, and to develop students who take responsibility for themselves, their school, and their community by living up to the school's REACH (respect, enthusiasm, achievement, citizenship and hard work) values. A high-expectations educational model includes a challenging core curriculum, the ongoing use of diagnostic assessments, an extended school day and year, and a performance-based system for promotion. Amistad Academy's CMT scores consistency top the state averages, rivaling the finest school districts in the state. Amistad Academy is the flagship school of the Achievement First network of schools. Graduates of Achievement First Bridgeport Academy are invited to attend Amistad Elm City High School in New Haven as part of a cooperative agreement between the Achievement First schools.

Grades: K-12 | Enrollment: 881 | Opening Date: Fall 1999

Elm City College Preparatory School

Andrew Poole, Principal

Elm City College Preparatory-Elementary School

407 James St.

New Haven, CT 06513

Tel. 203-772-7010

Fax 203-498-0712

Web site: <http://www.achievementfirst.org/schools/connecticut-schools/elm-city-elementary/about/>

Rebecca Good, Principal

Elm City College Preparatory-Middle School

794 Dixwell Ave.

New Haven, CT 06511

Tel. 203-772-5332

Fax 203-772-3641

Web site: <http://www.achievementfirst.org/schools/connecticut-schools/elm-city-middle/about/>

Chris Bostock, Principal

Amistad-Elm City College Preparatory- High School

49 Prince St.

New Haven, CT 06519

Tel. 203-772-1092

Fax 203-772-1784

Web site: <http://www.achievementfirst.org/schools/connecticut-schools/amistad-elm-city-high/aechs/>

Elm City College Preparatory School exists to strengthen the academic and character skills needed for all students to excel in the top tier of high schools and colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. A high-expectations educational model includes a challenging core curriculum, the ongoing use of diagnostic assessments, an extended school day and year, and a performance-based system for promotion. Elm City College Prep has a positive, structured school climate in which all students are taught to always demonstrate exemplary behavior and live up to the school's REACH (respect, enthusiasm, achievement, citizenship and hard work) values. Graduates of Achievement First Bridgeport Academy are invited to attend Amistad Elm City High School in New Haven as part of a cooperative agreement between the Achievement First schools. Elm City College Prep is part of the Achievement First network of schools.

Grades: K-12 | Enrollment: 597 | Opening Date: Fall 2004

Common Ground High School

Lizanne Cox, Director

New Haven Ecology Project

358 Springside Ave.

New Haven, CT 06515

Tel. 203-389-0823

Fax 203-389-7458

Web site: <http://www.nhep.com/>

Common Ground is a comprehensive college preparatory high school featuring an environmental studies theme. The school is located on a 20-acre site within the city of New Haven, surrounded by the 1500-acre West Rock Ridge State Park. The site includes a working demonstration farm. This unique location and campus allow students to study the natural environment, organic food production and environmental justice issues that affect local communities. Challenging courses in all key academic disciplines engage students in authentic learning through projects, research, literature and investigation. Interested, high-performing students complete an advanced Environmental Honors Program and take college classes during junior and senior years.

Grades: 9-12 | Enrollment: 164 | Opening Date: Fall 1997

NEW LONDON

Interdistrict School for Arts and Communication

Gina Fafard, Executive Director
190 Governor Winthrop Blvd.
New London, CT 06320
Tel. 860-447-1003
Fax 860-447-0470
Web site: <http://isaacschool.org/>

The Interdistrict School for Arts and Communication (ISAAC) is a regional center for interdisciplinary learning. ISAAC's holistic approach to education features an academically rigorous curriculum whose various disciplines are integrated through the arts and modern communication skills. The curriculum supports a learning community that is both multicultural and multilingual, based on a framework of knowledge, skills and awareness. With its small and diverse student body, it strives to be a model for the reduction of racial isolation.

Grades: 6-8 | Enrollment: 191 | Opening Date: Fall 1997

NORWICH

Integrated Day Charter School

Anna James, Director
68 Thermos Ave.
Norwich, CT 06360
Tel. 860-892-1900
Fax 860-892-1902
Web site: <http://www.idcs.org/>

The Integrated Day program is an alternative program that adheres to a developmental approach. The teaching methods differ dramatically from those used in the conventional classroom. The underlying philosophy of the program recognizes that to be actively involved and truly engaged, a learner must have input into both the content of the learning and the process by which the knowledge is acquired. Specific areas of concentration include individual research, parental involvement, social curriculum, multi-age grouping, personal goal setting and assessment, sense of community and an extended schedule.

Grades: PK-8 | Enrollment: 330 | Opening Date: Fall 1997

SOUTH NORWALK

Side By Side Charter School

Matthew Nittoly, Director
10 Chestnut St.
South Norwalk, CT 06854
Tel. 203-857-0306
Fax 203-838-2666
Web site: <http://sidebysideschool.org/>

The mission of the Side By Side Charter School is to create a multiracial learning environment for urban and suburban children and their families that ensure every child succeeds and every voice is heard. The school addresses all factors that affect achievement. It houses a Family Center using the 21st Century School model developed by Edward Zigler at Yale University. As a professional development model school, Side by Side is committed to perfecting the art and craft of teaching. Its philosophy of social justice drives its interdisciplinary curriculum. As a training site for interns, it serves as a model for child-centered, interactive instruction in a diverse setting.

Grades: PK-8 | Enrollment: 236 | Opening Date: Fall 1997

STAMFORD

Stamford Academy

David Williams, Director

229 North St.

Stamford, CT 06092

Tel. 203-324-6300

Fax 203-324-6310

Web site: <http://stamfordacademy.org/>

The mission of Stamford Academy is to create a positive, challenging and responsive learning environment for high school students who have not succeeded in a traditional setting. Students will complete required coursework in language arts, mathematics, civics and science, as well as electives that will prepare them for higher education. Stamford Academy provides a “bridge to college” as well as providing opportunities to develop the requisite skills for successfully entering the job market. The staff collects and monitors data regarding individual academic, social, emotional, behavioral and career goals, to determine student programming and targeted remediation. Opportunities to practice citizenship and responsibility will be developed as students participate actively in school, home and community.

Grades: 9-12 | Enrollment: 136 | Opening Date: Fall 2004

Trailblazers Academy

Craig Baker, Chief Educational Officer

83 Lockwood Ave.

Stamford, CT 06902

Tel. 203-977-5690

Fax 203-977-5688

Web site: <http://trailblazersacademy.org/>

The mission of Trailblazers Academy is to hold all students to high academic expectations. While maintaining small classes and fostering positive relationships, the school builds a strong academic foundation for each student by emphasizing core subjects, basic skills and character development.

Grades: 6-8 | Enrollment: 170 | Opening Date: Fall 1999

WINSTED

Explorations Charter School

Gail Srebnik, Executive Director

The Brian J. O’Neil Building

71 Spencer St.

Winsted, CT 06098

Tel. 860-738-9070

Fax 860-738-9092

Web site: <http://explorationscs.com/>

The mission of the Explorations Charter School is to cultivate a positive attitude toward lifelong learning in an experiential, nontraditional educational setting. Students participate in experiential educational activities such as career explorations and adventure education in addition to their individual course work. Supportive experiential activities are emphasized; tutoring and counseling are provided regularly; and students are encouraged to participate in a partnership to earn tuition-free community college credit while attending high school. Students must be present 90 percent of the time and pass 80 percent of their course work to participate. Explorations adheres to its strict attendance, admissions and academic contracts.

Grades: 10-12 | Enrollment: 85 | Opening Date: Fall 1997

Directions to State Office Building
Connecticut State Department of Education
165 Capitol Avenue, Room 307A
Hartford, CT 06106.

(The State Office Building is directly across from Bushnell Memorial Hall)

SOUTH OR NORTH OF HARTFORD:

Take I-91

Take the Capitol Area Exit (29A)

Continue under the overpass to traffic circle

Take a right onto Elm Street (the corner of Bushnell Park)

Take your first left (West Street)

At the stop sign take a right on to Capitol Avenue

The State Office Building will be on your left; there is a blue canopy over the door.

WEST OF HARTFORD:

Take I-84 East

Take the Capitol Avenue Exit

At the bottom of the exit (at light) make a left onto Capitol Avenue

At the 2nd light go straight the State Office Building will be on your right.

EAST OF HARTFORD:

Take I-84 West over the Connecticut River into Hartford

Take right exit for Asylum Street

Take a right at the light (end of exit)

Immediately bear left onto Farmington Avenue

At the first light take left onto Broad Street At third light take a left onto Capitol Avenue

At fourth light go straight the State Office Building will be on your right.

List of Authorized Connecticut Districts

Ansonia
Bloomfield
Bridgeport
Bristol
Danbury
Derby
East Hartford
East Haven
East Windsor
Hamden
Hartford
Killingly
Manchester
Meriden
Middletown
Naugatuck
New Britain
New Haven
New London
Norwalk
Norwich
Putnam
Stamford
Vernon
Waterbury
West Haven
Winchester
Windham
Windsor
Windsor Locks

STATE OF CONNECTICUT
REGULATION
of
State Department of Education
Name of Agency
Concerning
Subject Matter of Regulations
Operation of a Charter School

The Regulations of Connecticut State Agencies are amended by adding Sections 10-66mm-1 to 10-66mm-7, inclusive, as follows:

Operation of a Charter School

(NEW) Sec. 10-66mm-1. Definitions

As used in sections 10-66mm-1 to 10-66mm-7, inclusive, of the Regulations of Connecticut State Agencies:

- (1) “Affiliated” means being united, connected, allied, associated, or attached in any manner.
- (2) “Charter management organization” has the same meaning as provided in Section 10-66aa of the Connecticut General Statutes.
- (3) “Charter school” has the same meaning as provided in Section 10-66aa of the Connecticut General Statutes.
- (4) “Governing board” means governing council of a charter school and any committee established by two or more governing councils pursuant to Section 10-66ee of the Connecticut General Statutes as a result of cooperative arrangements.
- (5) “Related party” means being affiliated, principal owner or manager, spouse, child, parent or sibling of one or more of the transacting parties and includes any other parties that have significant influence over the management or operating policies or have an ownership interest in one or more of the transacting parties.
- (6) “Transfer” means any act that passes an interest or control of any unsecured, noninterest bearing state or federal funds between charter schools and from a charter school to a charter management organization.

(NEW) Sec. 10-66mm-2 Disclosure of Board Members and Management Personnel

(a) A charter school shall disclose to the Commissioner of Education the name, position and address of any person who sits as a member on the governing board of a charter school including, but not limited to, a contractor, employee or volunteer. The Commissioner of Education shall prescribe the format for the disclosure of information. The charter school shall disclose the information not later than fourteen days from the appointment, designation or election of the person to the governing board.

(b) A charter management organization affiliated with a charter school shall disclose to the Commissioner of Education the name, position and address of any person who sits as a member on the governing board of a charter school including, but not limited to, a contractor, employee or volunteer. The Commissioner of Education shall prescribe the format for the disclosure of information and the disclosure shall be made not later than fourteen days from the appointment, designation or election to the governing board.

(c) A charter school and charter management organization shall disclose to the Commissioner of Education the name, position, duties of the position and address of any person they share in a management position including, but not limited to, a contractor, employee or volunteer. The Commissioner of Education shall prescribe the format for the disclosure of information and the disclosure shall be made not later than fourteen days from the first day of shared service.

(NEW) Sec. 10-66mm-3 Prohibition of Sharing Board Members

(a) A charter school shall not share board members with other charter schools in any manner allowing such board members to participate in any offices or activities of the governing board.

(b) A charter school shall not share board members with any affiliated charter management organization in any manner allowing such board members to participate in the offices or activities of the charter management organization.

Page 2 of 3

(c) An affiliated charter management organization operating a charter school shall not share board members with other charter schools or affiliated charter management organizations in any manner allowing such members to participate in the offices or activities of the charter school or the charter management organization.

(NEW) Sec. 10-66mm-4 Prohibition of Transfer of State and Federal Funds

(a) A charter school shall not enter into any agreement whatsoever resulting in the transfer of any unsecured, noninterest bearing state or federal funds to another charter school.

(b) A charter school shall not enter into any agreement whatsoever resulting in the transfer of any unsecured, noninterest bearing state or federal funds to any charter management organization.

(c) A charter school that has entered into a cooperative arrangement pursuant to Section 10-66ee of the Connecticut General Statutes may make payments in a timely manner to another charter school or a charter management organization for reasonable and necessary costs and expenses expressed in the cooperative arrangement.

(NEW) Sec. 10-66mm-5 Direct and Indirect Costs

(a) Allowable direct costs incurred by a charter school or an affiliated charter management organization means those costs specifically identified with or charged to the operation of a particular project, program or activity of the charter school or charter management organization. The allowable direct costs incurred shall be reasonable and necessary to the operation of such project, program or activity.

(b) Allowable indirect costs incurred by a charter school or affiliated charter management organization means those costs identified with or charged to the operation of common or joint activity but cannot be identified with or charged directly to a specific final cost objective of the project, program or activity of the charter school or charter management organization. The allowable indirect costs incurred shall be reasonable and necessary to the operation of such project, program or activity.

(c) Related party transactions shall be documented by a charter school or charter management organization. Such transactions shall be allowable if the costs incurred are (1) limited to the actual cost of goods or services; (2) applicable, appropriate and necessary to the transaction; and (3) do not exceed the fair market rate or value that a prudent person in a non-related party transaction would incur under the circumstances prevailing at the time.

(NEW) Sec. 10-66mm-6 Calculation of Per Pupil Service Fees

(a) The method used to calculate an affiliated charter management organization's per pupil service fee shall be defined in the agreement between the charter school and the charter management organization. Any per pupil fee shall be based upon the number of students enrolled and attending the charter school as of October 1st of the current school year.

(b) Related parties shall not include mark-ups, profits or rates of return in their calculation of fees under subsection (a) of this section.

(NEW) Sec. 10-66mm-7 Collection of Private Donations

(a) A charter management organization may collect private donations for distribution to charter schools.

(b) A charter management organization shall keep records of all donations received, accepted and disbursed to charter schools.

Page 3 of 3

STATEMENT OF PURPOSE: Section 15 of Public Act 10-111, requires the State Board of Education to adopt regulations on or before July 1, 2011. The regulations must:

(1) Prohibit a charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations.

(2) Require the disclosure of sharing management personnel.

(3) Prohibit unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations.

(4) Define allowable direct or indirect costs and the methodology to be used by charter management organizations to calculate per pupil service fees.

(5) Permit charter management organizations to collect private donations for purposes of distributing to charter schools.

The establishment of the proposed regulations will ensure that the SBE meet the requirements of the law. The regulations will ensure the relationships between charter schools and any affiliated charter management organizations operating such charter schools provide financial and managerial accountability.