



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



November 8, 2013

Dear Sir or Madam:

Public Act 13-184, *An Act Concerning Expenditures and Revenue for the Biennium Ending June 15, 2015*, enacted June 19, 2013, appropriated funds for the creation of two state charter schools during the 2014-15 fiscal year. Pursuant to C.G.S. § 10-66bb, 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/or economic isolation.

Charter schools are public, nonsectarian schools that operate independently of any local or regional board of education in accordance with the terms of their charters and the provisions of C.G.S. §§ 10-66aa to 10-66nn, inclusive. Applications are due to the Connecticut State Department of Education (CSDE) on or before January 24, 2014. Please note that, as provided in C.G.S. § 10-66bb, applications must be filed with the local or regional school board in the town where the proposed school would be located. The SBE must vote on complete applications within 90 days of receipt of state charter applications and 75 days of receipt of local charter applications.

To assist applicants in developing the application, the CSDE recommends that all persons intending to submit an application attend the Bidders' Conference on November 26, 2013 from 9:30 to 11:00 a.m., in Room 307A at the State Office Building, which is located at 165 Capitol Avenue in Hartford. By November 20, 2013, please RSVP via e-mail to Felicia Canty at felicia.canty@ct.gov to indicate your attendance.

If you have questions about this application 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-nn, inclusive**

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.

Applications Due: Friday, January 24, 2014

RFP Published November 8, 2013

Application – RFP 020



Approved By Forms Review Committee

RFP020-11082013

Application Package for the Development of State
and Local Charter Schools

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stefan Pryor
Commissioner of Education

The Connecticut State Department of Education (CSDE) is committed to a policy of equal opportunity/affirmative action for all qualified persons. The CSDE 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 CSDE does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the CSDE's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, Connecticut State Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2101, Levy.Gillespie@ct.gov.

CONNECTICUT CHARTER SCHOOL APPLICATION

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SECTION 1: OVERVIEW

CHARTER SCHOOLS DEFINED

A charter school, as defined by § 10-66aa of the Connecticut General Statutes (C.G.S.), 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 and by the SBE.

A charter management organization is any entity that a charter school contracts with for educational design, implementation, or whole school management services, which include the financial, business, operational, and administrative functions for a school.

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 C.G.S. § 10-66bb(c), 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 C.G.S. § 10-223h; or a town that has been designated as a low-achieving school district, pursuant to C.G.S. § 10-223e. Please see *Appendix D* for the List of Authorized School 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. On June 5, 2013, the SBE approved one application for the establishment of a state charter school whose mission, purpose, and specialized focus is to provide an educational model focusing on language acquisition for English language learners.

Preferences and considerations. Pursuant to C.G.S. § 10-66bb(c), the SBE shall give preference to applicants: (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-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 C.G.S. § 10-266p; (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 an 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. In particular, the CSDE is encouraging applications that will result in the reduction of racial, ethnic and/or economic isolation in Hartford, as well as applications with a special focus on English language learners and dual-language programs. The CSDE is also encouraging applications from organizations with a demonstrated ability to operate high-quality schools that have significantly raised student achievement over multiple years.

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 SBE 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 to be necessary, and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met.

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 local or regional 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 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 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; (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 SBE 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 teacher, 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 a 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 may waive these requirements for any administrator or person providing instruction or pupil services employed by an existing 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 – only the governing council of an existing state charter school may ask for the exemption.

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 elect to form a collective bargaining unit pursuant to C.G.S. § 10-153b.

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 C.G.S. § 10-66dd.

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 shall make the contributions to the teachers’ retirement system, as required under C.G.S. § 10-183b.

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 teachers' 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 SBE pursuant to C.G.S. § 10-145q shall participate in the state teacher retirement system under chapter 167a pursuant to C.G.S. § 10-66dd(d)(2) when such administrator or person providing instruction or pupil services obtains professional certification pursuant to C.G.S. § 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.

State charter school payment amount and schedule. Pursuant to C.G.S. § 10-66ee(d)(1), the state shall pay to the town in which a state charter school is located for each student enrolled in the school, \$10,500 for the fiscal year ending June 30, 2014, and \$11,000 for the fiscal year ending June 30, 2015, and each fiscal year thereafter. Such payments shall be made as follows: 25 per cent of the amount not later than July 1st and September 1st based on estimated student enrollment on May 1st, and 25 per cent of the amount not later than January 1st and the remaining amount not later than April 15th, each based on student enrollment on October 1st. The town shall pay to the fiscal authority for a state charter school the portion of the amount paid to the town attributable for students enrolled in such state charter school.

Local charter school payment amount and schedule. Pursuant to C.G.S. § 10-66ee, 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. For fiscal year ending June 30, 2014, and each fiscal year thereafter, the SBE may approve within available appropriations, 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 C.G.S. § 10-66nn, for the fiscal year ending July 30, 2014, the CSDE 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 15th to assist with the start-up costs of such local charter school. 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 CSDE shall determine whether the applicant satisfies the above provisions.

Special education. Pursuant to C.G.S. § 10-66ee(d)(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 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.

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 funding pursuant to the Individuals with Disabilities Education Act. For information on Title I and/or Title II grants, please contact: Marlene Padernacht, Title I, at 860-713-6568, or via e-mail at marlene.padernacht@ct.gov, or James Dargati, Title II, at 860-713-6562, or via e-mail at james.dargati@ct.gov. Charter schools are also eligible to participate in the short-term investment fund administered by the State Treasurer. If the Commissioner 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 C.G.S. § 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 5 percent of such unexpended state grant fund amounts.

TRANSPORTATION

Pursuant to C.G.S. § 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 C.G.S. § 10-220(c), to the Commissioner. In addition, the governing council of a charter school must annually submit to the Commissioner a report on: (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) the 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.

MISCELLANEOUS

Powers of the governing council. Pursuant to C.G.S. § 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 C.G.S. § 10-66ff, a 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. As necessary, please review *Appendix E: Charter School Law*, and *Appendix F: Charter School Regulations*.

SECTION 1: APPLICATION PROCESS

A. Request for Applications

Applications are being sought for the creation of state and local charter schools. The SBE will approve charter school applications based on an applicant's ability to operate a high-quality public school in Connecticut as determined by the overall quality of the application.

The purpose of this application packet is to provide applicants with guidelines and information for submitting an application for a charter. The application contains specific criteria that the reviewers will use to assess the quality of each response to the questions presented herein.

B. Expectations

Each applicant must produce a complete application that addresses all the elements required by law in order to be reviewed by the CSDE. Any incomplete application will be returned to the applicant and eliminated from the review process. The applicant's proposal for a charter school should 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 should be evident. Overall, the application should demonstrate that the applicant has the ability to open and operate a high-quality public school in Connecticut.

C. Application Review Process

1. **State Charter Application:** Applications are due to the CSDE on or before January 24, 2014. 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. A copy of the application must be filed with the local or regional school board in the town where the proposed charter school would be located. The review process for each state charter school application has six components:
 - a. **Review for Completeness:** Each applicant must produce a complete charter school application that addresses all the elements required by law in order to be reviewed by the CSDE. Any incomplete application will be returned to the applicant and eliminated from the review process. Once the CSDE determines that an application is complete, the CSDE will send the applicant a letter confirming receipt of the complete application and detailing the specific timeline of the review process.
 - b. **Review of Written Application:** Complete applications will be evaluated by a team of CSDE representatives with education expertise and knowledge of charter school operations and finance. Each application will be scored using the *Application Review Standards*, as described on page 11, against the criteria detailed in the *Application Rubric*, as attached in *Appendix G*. First, members of the CSDE review team will independently evaluate and rate how well the applicant's responses address the questions listed in each section of the application. During this review process, the applicant may be asked to meet with the CSDE review team to discuss the application and/or answer any questions the team may have about the application. Second, the team will develop a summary rating for each scored section of the application, and for the complete application as a whole. The summary rating will be justified with evidence from the application. The summary rating will be used by the team to prepare its recommendation for the Commissioner.

- c. **Possible Interview with the Commissioner:** Representatives of each applicant may be invited to meet with the Commissioner, or his/her designee, to answer questions about all aspects of their proposed program, especially in the areas of governance, finances, facility, staffing, curriculum, mission and students. If the applicant operates an existing school, the interview may be conducted at such school.
 - d. **Public Hearing:** There will be an opportunity for the public to comment on the merits of the application. The hearing will be convened by members of the SBE and take place in the town in which the proposed charter school would be located. The hearing will take place on a weekday evening beginning at 6 p.m. on a date and location determined by the CSDE. In addition, the CSDE will 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 the proposed charter school would be located.
 - e. **Commissioner Recommendation:** In deciding whether to recommend that an application be considered by the SBE for approval, the Commissioner will consider any and all information, including, but not limited to, the CSDE review team's recommendation based on the summary rating of the application and any information learned during an interview with the applicant or presented at a public hearing. The SBE makes the final decision on charter approval.
 - f. **SBE Vote:** Within 90 days of receiving the application, the SBE will decide whether to approve the application and grant a state charter to the applicant for a period of up to five years. The SBE may allow the applicant to delay the school's opening for a period of up to one school year; such planning period would not count as the first year of the charter's term. Also, the SBE may condition the opening of the school on its ability to meet certain conditions, and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met.
2. **Local Charter Application:** Applications are due to both the local board of education and the SBE on or before January 24, 2014. 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. The review process for each local charter school application has seven components:
- a. **Review for Completeness:** Each applicant must produce a complete application that addresses all the elements required by law in order to be reviewed by the local board of education and the CSDE. Any incomplete application will be returned to the applicant and eliminated from the review process. Once the CSDE determines that an application is complete, the CSDE will send the local board a letter confirming receipt of the complete application and detailing the specific next steps in the review process.
 - b. **Local Board Review of Written Application:** Complete applications will first be evaluated by the local board of education. Each application will be scored using the *Application Review Standards*, as described on page 11, against the criteria detailed in the *Application Rubric*, as attached in *Appendix G*. During this review process, the applicant may be asked to meet with the local board to discuss the application and/or answer any questions the board may have about the application.

- c. **Public Hearing:** There will be an opportunity for the public to comment on the merits of the application. The hearing will be convened by members of the local board and take place in the school district in which the proposed charter school would be located. In addition, the local board will 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.
- d. **Local Board Vote:** Within 60 days of receiving the application, the local board will vote on the complete application. The local board 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 local board must forward the application to the SBE. The local board does not have the authority to grant a charter.
- e. **CSDE Review of Written Application:** Once the local board of education forwards the application to the SBE, the application will be evaluated by a team of CSDE representatives with education expertise and knowledge of charter school operations and finance. Each application will be scored using the *Application Review Standards*, as described on page 11, against the criteria detailed in the *Application Rubric*, as attached in *Appendix G*. The applicant may be asked to meet with the CSDE review team to discuss the application and/or answer any questions the team may have about the application. The CSDE review team will develop a summary rating for each scored section of the application, and for the complete application as a whole. The summary rating will be justified with evidence from the application. The summary rating will be used by the team to prepare its recommendation for the Commissioner.
- f. **Commissioner Recommendation:** In deciding whether to recommend that an application be considered by the SBE for approval, the Commissioner will consider any and all information, including, but not limited to, the CSDE review team's recommendation based on the summary rating of the application and any information learned during the local board of education's review and approval of the application. The SBE makes the final decision on charter approval.
- g. **SBE Vote:** Within 75 days of receiving the application from the local board of education, the SBE will decide whether to approve the application and grant a local charter to the applicant for a period of up to five years. The SBE may allow the applicant to delay the school's opening for a period of up to one school year; such planning period would not count as the first year of the charter's term. Also, the SBE may condition the opening of the school on its ability to meet certain conditions, and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met.

D. Application Review Standards

Every complete application will be scored using the following standards:

- a. **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 issues in concept and/or ability to meet the requirement in practice.
- b. **Partially Meets:** The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and demonstrate a clear vision of how the school will operate.
- c. **Meets:** The response indicates solid preparation and a grasp of the key issues, as demonstrated by a reasonable and comprehensive response. It addresses the review criteria with information showing preparation and a clear, realistic picture of how the school will operate. The response demonstrates the ability of the applicant to execute the vision described in the response.
- d. **Exceeds:** The response reflects a thorough understanding of key issues. The response indicates thorough preparation, expertise, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response.

E. Obligations

All applicants are hereby notified that any grant awarded by the CSDE is subject to contract compliance requirements set forth in C.G.S. §§ 4a-60 and 4a-60a, and Sections 4a-68j-l et seq. of the Regulations of Connecticut State Agencies. Furthermore, the grantee may be required to submit periodic reports of its employment and sub-contracting 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 Proposal 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). FOIA declares that except as provided by federal law or state statute, records maintained or kept on file by any public agency 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. The Commissioner reserves the right to waive any of the formalities of this application process in the best interest of the program.

SECTION 2: APPLICATION INSTRUCTIONS

A. Application Format

The application must be typewritten or word-processed on single-sided 8.5” x 11” sized paper. The application should follow the format and 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 125 pages. Succinct answers should be provided. Text should be printed using a readable font (10- or 12-point).

B. Number of Copies

1. **State Charter Application:** An original, including an e-copy in Adobe Portable Document Format (PDF), 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 proposed school would be located.
2. **Local Charter Application:** An original, 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 proposed school would be located.

C. Due Date

The original application must be signed and dated by an authorized representative. The original application and an e-copy in PDF format must be received by **4 p.m. on Friday, January 24, 2014**, IRRESPECTIVE OF POSTMARK DATE and means of transmittal.

D. Submission

Both state and local charter school applications must be submitted to the CSDE at the address indicated below:

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

SECTION 2: 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)

Proposed Opening (month, year)

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

Returning Applicant: Yes No (please circle)

TYPE OF SCHOOL	
Local charter school	
State charter school	

FACILITY	YES	NO
Do you presently have access to a facility suitable for a school?		
If yes, 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															

 Signature (Charter Applicant Representative)

 Date

SECTION 2: 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. As discussed in Section 1 of this application, your response to each question will be evaluated and rated using the *Application Review Standards*, as described on page 11 of this application, against the criteria detailed in the *Application Rubric*, as attached in *Appendix G*.

I. SCHOOL VISION AND DESIGN

1. Mission and Vision Statements

- a. Describe the mission of the school. Define the core purpose and key values of the school, including the school model and the students served. The mission should be consistent with high academic standards, succinct and meaningful, and reflected throughout all sections of the application.
- b. Present the vision of the school. 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 students, parents, teachers and the community.

2. Educational Philosophy

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. Demonstrate that the philosophy will serve the diverse needs of individual students.
- c. Explain how the philosophy will lead to student academic achievement.

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. The curriculum must align with the Common Core State Standards (CCSS) for English language arts and mathematics and the Connecticut State Frameworks for all other areas of study.

- a. Explain the process utilized to identify or develop the curriculum and provide the criteria for selecting the curriculum.
- b. Demonstrate that the curriculum is aligned to the CCSS for English language arts and mathematics. In addition, please provide research on the curriculum, including citations, that demonstrates the potential of the curriculum to result in high student achievement.

- c. Explain why the curriculum is 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 other at-risk students.
- d. Describe a plan that will facilitate ongoing development, improvement, and refinement of the curriculum. Please also explain the process that will be used to evaluate whether the curriculum is effective and successfully implemented.
- e. Provide one sample curriculum unit for English language arts and math for one grade to be served in year one of the proposed school's operation. The following minimum curriculum components must be included in the unit: content and skills; standards, CCSS, and state frameworks; learner expectations; big ideas/key concepts; assessments; teaching strategies; learning activities; and instructional resources.

4. Instruction

- a. Describe the instructional methods or techniques that will be used in the proposed school, including any specific requirements for implementing a particular 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 English language learners, special education students, students who enter below grade level, and other at-risk students.
- c. Describe how the proposed school will create a data-driven culture to meet a wide range of student needs using differentiated instruction.
- d. Explain how the proposed school will ensure that teachers are proficient in delivering the chosen instructional methods to their students.

5. Student Assessment

Beginning in the 2014-15 academic year, the Smarter Balanced Assessments will replace the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) as statewide assessments.

- a. Describe the proposed school's comprehensive assessment system, including formative, benchmark, and summative assessments. Please ensure that the assessment system is aligned to the curriculum and educational philosophy.
- b. Explain how the assessment system ensures the participation of all students, including those students identified as requiring special education, in the appropriate Smarter Balanced Assessments and/or other alternate assessments for students through the Planning and Placement Team (PPT) process.
- c. Explain how assessments will be used to determine, monitor, and report individual student, cohort, and school progress over time. In particular, please describe a purposeful approach for measuring student progress toward achieving academic and non-academic goals tied to the school's mission and educational priorities.

- d. Describe how the school will use student assessment data to improve curriculum and instruction.
- e. Provide an assessment calendar and explain how the calendar provides opportunities for remediation. Please include a plan to address the needs of students who do not meet established achievement targets

II. STRENGTH OF ORGANIZATIONAL EFFORT

1. Experience and Expertise of Founders

- a. Provide a list of the founding group members that developed and designed the application for the proposed school, as well as resumes detailing the background, relevant experience, knowledge and expertise, and/or qualifications of each founding member.
- b. Identify which members intend to serve on the governing council of the proposed school. In addition, please describe whether members of the founding group anticipate moving into another role or relationship (employee, consultant, etc.) with the proposed school and, if so, how many.
- c. Identify any organizations, agencies or consultants that are partners in designing or establishing the proposed school. Please include a brief description of their role and any resources they have contributed or plan to contribute to school development. If the founding team is partnering or planning to partner with an organization, please include evidence demonstrating the organization's record of student achievement and ability to operate a high-quality school.

2. School Governance and Management

Pursuant to C.G.S. § 10-66aa, a charter school is organized as a nonprofit entity operated independently of any local or regional board of education, in accordance with the terms of its charter. The responsibilities of the charter school's governing council 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 that will ensure the school's continued stability and financial viability.

- a. Indicate the structure of the governing council, including officers, members (distinguish between voting and non-voting ex-officio members), and length of terms and committees (denote the officers or members on each committee). Please include an organizational chart that encompasses the governing council, council committees, and employees of the proposed school.
- b. Describe the criteria for selecting officers and members of the governing council.

- c. List the individuals who would serve as officers and members of the governing council; include their names, relevant experience, and/or qualifications for serving on the council, as well as their relationship to the community in which the school would be located. Please note that the 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 proposed school would be 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.
- d. Describe the plan to appoint subsequent officers and members to the governing council. Please detail the recruitment, selection, and removal procedures.
- e. Describe how the governing council will exercise oversight and responsibility for the overall operation of the school, including, but not limited to, educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach. In addition, please explain how the governing council will hold the proposed school accountable to both parents and other stakeholders.
- f. Describe the authority the governing council will delegate 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.
- g. Describe the criteria and process by which the governing council will hire and evaluate the school's administrator(s).
- h. ***For applicants planning to partner with an organization:*** Detail any plans to contract with an organization and explain why the organization was chosen to assist with the proposed school. Please provide a draft contract or letter of understanding defining the services, responsibilities and fee structure of the relationship. Please disclose any plans to share management personnel between the charter school and the organization.

3. School Leader

- a. ***For applicants with an identified school leader:*** List the name of the individual who would serve as the lead administrator of the proposed school as well as his or her qualifications, experience, certifications and education. In addition, please provide evidence that demonstrates whether the individual has a record of leading a high-quality school.
- b. ***For applicants without an identified school leader:*** Present a plan for attracting and hiring a lead administrator with a proven track record of success. Please describe the characteristics and skills that the proposed school will look for in recruiting and selecting a leader.

4. Evidence of Support

- a. Illustrate the scope of community support for the proposed school. Please provide evidence through letters of support, surveys, petitions or other means, the

endorsement of teachers, parents, students, business, community members and/or institutional leaders; such evidence of support must be current or recent.

III. STUDENT COMPOSITION, SERVICES AND POLICIES

1. School Demographics

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

2. 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, the proposed school 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 of the Rehabilitation Act of 1973.

- a. Describe the proposed 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 Individuals with Disabilities Education Act (IDEA) and Section 504.
- b. Clearly indicate that the proposed school understands its responsibility to meet the requirements of individualized education programs and Section 504 plans, and has a detailed plan for the provision of certified personnel, receipt and retention of appropriate documentation, student assessments, classroom adaptations, and sufficient professional development for staff.
- c. 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 staff of the proposed school for evaluation.
- d. Provide a plan to engage the parents of students with disabilities.

3. English Language Learners

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

curriculum. This section of the application should describe the school's ELL programs and services, and how they will be implemented.

- a. Describe the proposed school's plan to support a responsive general education classroom that will provide ELL students access to the general education program.
- 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 Links assessment and how students will exit from the program. In addition, present how data will be used to inform instruction and how the school will monitor the continued progress of exited ELL students.
- c. Describe the manner in which the proposed 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.
- d. 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 that the needs of ELL students are met.
- e. Detail how the proposed school will meet the state bilingual education requirements and federal requirements of ELL students by including a plan for the provision of certified personnel, receipt and retention of appropriate documentation, classroom adaptations, and sufficient professional development for staff.

4. Admissions Policy and Criteria

- a. Describe the student admissions policy and criteria. Please include a plan for the admission lottery, explaining how the proposed school would enroll students during the year if spaces become available. If necessary, please indicate whether the proposed school is applying to the SBE for a waiver of the requirements of the enrollment lottery in accordance with C.G.S. § 10-66bb(j).
- b. Discuss the student recruitment process and timetable to ensure effective public information to attract a diverse student body. In particular, please detail the proposed school's plan to attract, enroll, and retain students from among the following populations: students with a history of low academic performance; students who receive free or reduced-price lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; and students who are English language learners.
- c. Describe the efforts the proposed school would make to reduce racial, ethnic and/or economic isolation. Please discuss relevant programs (e.g., curricular and extracurricular and/or student teacher recruitment), if any, the school plans to implement.

5. Student Discipline Policies

- a. Discuss how the proposed school would create and maintain a safe and strong learning environment.

- b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts.
- c. Describe the proposed 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. In addition, please include the due process procedures the school would follow in applying the discipline policy for all students, including students identified as eligible for special education.

6. Human Resource Policies

- a. Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff. In addition, please provide a sample job description for a teacher and a principal.
- b. Describe the targeted staff size and teacher-to-student ratio aligned to the school mission, educational philosophy, students served, and budget.
- c. Discuss how the proposed school will attract, retain, and develop high-quality teachers and school leaders.
- d. Describe human resource policies governing salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.
- e. Discuss how the proposed school will evaluate teachers and administrators. In particular, explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt SEED for teacher and administrator evaluation and development; or (2) describing an alternative method for teacher and administrator evaluation and development that meets the "Core Requirements" outlined in the Connecticut Guidelines for Educator Evaluation.

7. Child Day Care Services

Please note: This section is required, but not subject to scoring.

- a. Indicate if child day care services will be provided (i.e., preschool and/or before and after school services to children). If yes, please indicate the age range of the children the proposed school would serve in the program(s).

8. Student Health and Welfare

Please note: This section is required, but not subject to scoring.

- a. Describe the proposed school's plan for the provision of the following services to students: school nurse, C.G.S. § 10-212; vision and hearing screening, C.G.S. § 10-214; immunization requirements, C.G.S. § 10-204a; and mandatory health assessments, C.G.S. §§ 10-206 and 10-206a.

IV. SCHOOL VIABILITY

1. Building Options

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

2. Financial Plan

To assist applicants in responding to the below questions, the CSDE has developed templates for a pre-opening budget statement, a projected five-year budget statement, and a projected cash flow for year one of operation. The templates are available in *Appendix C* as well as here: <http://www.sde.ct.gov/sde/lib/sde/Excel/equity/charter/2014budget.xls>. The templates are designed to keep financial reporting requirements at a minimum, while enabling compliance with monitoring standards and comparability to public school financial data. They are merely sample formats; they may be amended, as necessary. The CSDE encourages applicants to seek assistance from their financial adviser and/or Certified Public Accountant in preparing budget statements and in designing a financial plan and control system for a proposed school.

The financial plan must reflect the expenses related to all commitments proposed in this application through the proposed school's fifth year of operation, including the school's mission, education program, expected student population, human resources, professional development, facilities, and growth plan. Financial projections must include total documented sources of revenue including the state per-pupil grant and other grants (federal, state, and private) and fundraising. If relying upon philanthropic support, please indicate the source and amount of such support, and attach a letter of commitment as documentation. When projecting salaries and benefits, please provide supporting evidence, including the title and salary of each position by line item and year.

- a. Present a pre-opening budget statement detailing estimated start-up activities that are not reflected in the projected five-year budget statement. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.
- b. Present a projected five-year budget statement detailing the estimated financial activity of the proposed school for the first five years of operation. The statement should contain all commitments proposed in the application. To provide a full understanding of the statement, please include a budget narrative explaining the projected amounts reported in the budget by line item and by year.
- c. Present a projected cash flow statement for year one of operation to show the estimated movement of funds in and out of the proposed school for year one of

operation. The statement must include a plan for funding cash flow shortfalls. The statement should indicate an understanding of when grant funds will be available.

- d. Present a schedule of borrowings and repayments. Please identify any estimated funds borrowed (loans, notes, mortgages, etc.), including the source of the funds, repayment schedule, and purpose of the borrowing. The schedule of borrowings and repayments should be aligned to the pre-opening budget, projected five-year budget, and cash flow statement.
- e. Explain the structure for managing the proposed school's finances; please include any fiscal staff positions, required qualifications, and job duties.
- f. Describe the fiscal controls and financial management policies the governing council will employ to provide oversight of the proposed school's financial position. Please be sure to describe a sound financial management system utilizing GAAP with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.

3. Self-Evaluation and Accountability

- a. Describe the proposed school's self-assessment or evaluation system to ensure that it is: (1) demonstrating educational progress of students; (2) meeting its stated mission and goals; (3) making sufficient efforts to attract, enroll and retain students from among the populations described in C.G.S. § 10-66bb(c)(A)(i) to (A)(v); and (4) making efforts to reduce racial, ethnic, and/or economic isolation.

4. Timetable

- a. Provide a detailed timetable of projected activities and dates leading to the opening of the proposed school. The timetable should include, at least, activities related to community outreach, student enrollment, curriculum development, recruiting and hiring high-quality teachers and leaders, and building acquisition.

5. Transportation

Please note: This section is required, but not subject to scoring.

- a. Describe the plan for transporting students from within the local school district to and from the proposed school. Please detail any arrangements that have been made with the local school board(s). If the school plans to implement an extended-day or extended-year program that requires transportation beyond what the district provides, please detail any arrangements that have been made to transport these students. If necessary, please indicate what transportation options, if any, are available for out-of-district students.

SECTION 3: WAIVER REQUESTS

Waivers of existing state statutes may be requested as a part of the application per C.G.S. § 10-66bb(d). If necessary, please use the form provided in *Appendix B* to describe and provide a justification for a waiver of a certain provision of the general statutes and/or regulations over which the SBE has jurisdiction. Please note that waivers may be granted for any such provisions with the exception of those relating to collective bargaining, mastery testing, school health and sanitation, discrimination in public schools, and children with disabilities. Provisions relating to teacher certification may be waived in only certain circumstances.

SECTION 4: PREFERENCES

The SBE will give preference to certain factors when considering applications for charter schools. Listed in order of importance, the factors are: (1) serving high-need student populations; (2) reducing racial, ethnic, and/or economic isolation; (3) partnering with an organization and/or school leader with a past record of success; (4) turning around an existing school that has consistently demonstrated substandard academic performance; (5) serving an underserved geographic location, age/grade level, or mission not addressed by existing charter schools; (6) opening in a Priority School District or a district with at least 75 percent racial or ethnic minority enrollment; (7) being a higher education institution; or (8) locating at a work site. To be considered for one or more of the preferences, please complete the following sections as appropriate:

1. Serving High-Need Student Populations

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(A) and (E), an applicant may be considered for this preference 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. Please indicate the high-need student population(s) that the proposed school would serve, and describe in no more than 250 words how the services and educational programs of the school would lead to academic achievement for such students. In deciding whether to award this preference, the SBE will consider your response as well as the extent to which the application presents highly credible and specific strategies to attract, enroll, and retain students from among the high-need student populations described above. The SBE will also consider all applicable sections of the application.

2. Reducing Racial, Ethnic, and/or Economic Isolation

- a. An applicant may be considered for this preference if the proposed school will strive to reduce racial, ethnic, and/or economic isolation. Please describe the percentage and number of students you plan to enroll from the local school district(s). In no more than 250 words, please explain how your projected student body and educational program will reduce the racial, ethnic, and/or economic isolation of your students, school, and the greater communities that you serve. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

3. Partnering with an Organization and/or School Leader with a Past Record of Success

- a. An applicant may be considered for this preference if the proposed school plans to partner with an organization that has a demonstrated ability to operate a high-quality public school and/or with a school leader who has significantly raised student

achievement over multiple years in a school(s). Please name the organization and/or school leader and present evidence of the organization's and/or individual's past record of success. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

4. Turning Around an Existing School

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(B), an applicant may be considered for this preference if the proposed 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. Please indicate the school that you intend to turn around and describe your discussions to date, if any, with the local school district. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

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

- a. An applicant may be considered for this preference if the proposed school would serve an underserved geographic location, age/grade level, or mission not addressed by existing charter schools. Please indicate the geographic location, age/grade level, or mission that the school would serve and provide evidence that the location or age/grade level is underserved or the mission is not addressed by existing charter schools. In deciding whether to award this preference, the SBE will consider your response as well as all applicable sections of the application.

6. Opening in a Priority School District or District with at Least 75 Percent Racial or Ethnic Minority Enrollment

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(C) and (D), an applicant will be awarded this preference if the proposed school would open in a Priority School District or a district with at least seventy-five percent racial or ethnic minority enrollment. Please indicate the district where the school would operate.

7. Being a Higher Education Institution

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(F), an applicant will be awarded this preference if the applicant is an institution of higher education.

8. Locating at a Work Site

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(F), an applicant will be awarded this preference if the applicant plans to locate its proposed school at a work site. A work site is a facility shared by another school or business. Please describe the work site where the school would be located.

APPENDIX A: APPLICANT RESOURCES

Charter School Questions and Answers:

<http://www.sde.ct.gov/sde/lib/sde/pdf/equity/charter/FAQs.pdf>

State Agency Contacts for Charter School Technical Assistance:

<i>Topic</i>	<i>Contact Person</i>	<i>Phone</i>
Mastery Tests	Steve Martin	860-713-6857
Collective Bargaining	Laura Anastasio	860-713-6520
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
Pupil Transportation, Discipline	Division of Legal Affairs	860-713-6520
Charter School Waivers	Robin Cecere	860-713-6520
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	Julianne Frost	860-713-6969
Child Nutrition	Benedict Onye	860-807-2080
School Health	Stephanie Knutson	860-807-2108

Common Core State Standards and Connecticut State Frameworks:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322592>

Special Education and Section 504 of the Rehabilitation Act of 1973:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&Q=320730>

English Language Learners:

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

Connecticut's System for Educator Evaluation and Development (SEED):

<http://www.connecticutseed.org/>

APPENDIX C: BUDGET WORKSHEETS

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 non-instructional 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
Salary–Teachers	111B	- for example: 10 weeks for 2 administrators
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	-
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

Advertising	590	\$0
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	\$0
Subtotal		\$0

Loan Repayments

Interest	900	\$0
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																

APPENDIX D: LIST OF AUTHORIZED SCHOOL 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

APPENDIX E: 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.

- (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.

Public Act 12-116 §33.

(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 13-247. 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) (Amended by Public Act 13-247) For the purposes of equalization aid grants pursuant to section 10-262h, as amended by this act, 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, ten thousand five hundred dollars, and for the fiscal year ending June 30, 2015, and each fiscal year thereafter, eleven thousand 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. Notwithstanding the provisions of this subdivision, the payment of the remaining amount made not later than April 15, 2013, shall be within available appropriations and may be adjusted for each student on a pro rata basis.

(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.

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 non-state 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.

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. 10-66nn. Grant to assist with start-up costs for new local charter school. Eligibility. Applications. Unexpended funds. Guidelines.

(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. 10-145q. 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.

Sec. 10-223f . Pilot program for inclusion of charter school data to determine a district's adequate yearly progress or academic performance. *Repealed by Public Act 13-206 and substituted with the following, effective July 1, 2013:*

(a) For the school year commencing July 1, 2013, and each school year thereafter, the Department of Education shall calculate the district performance index, as defined in section 10-262u, for an alliance district, as defined in said section 10-262u, with data from each school under the jurisdiction of the board of education for such alliance district and data from any state or local charter school, as defined in section 10-66aa, located in such alliance district, provided the local board of education for such alliance district and the state or local charter school reach mutual agreement for the inclusion of the data from the state or local charter schools and the terms of such agreement are approved by the State Board of Education.

(b) Not later than October 1, 2014, the Department of Education shall report, in accordance with the provisions of section 11-4a, the district performance indices results, calculated in accordance with the provisions subsection (a) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

APPENDIX F: CHARTER SCHOOL REGULATIONS

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.

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.

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.

(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.

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.

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.

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.

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.

APPENDIX G: APPLICATION RUBRIC

Proposed Charter School Name: _____

Date: ____/____/____

Directions: Using the rubric below, please apply the Review Standards to score each section of the RFP on a scale of “0 – Does Not Meet” to “3 – Exceeds”; evaluate each of the sub-indicators to arrive at an overall “Total Score” for each section. The total score for each section should reflect an average of the scores for each of the sub-indicators outlined for that section. Enter the total score for each section on the final “Evaluation Summary” page. Lastly, please recommend whether to award the applicant preference(s).

Review Standards:	
0	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 issues in concept and/or ability to meet the requirement in practice.
1	Partially Meets: The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and demonstrate a clear vision of how the school will operate.
2	Meets: The response indicates solid preparation and a grasp of the key issues, as demonstrated by a reasonable and comprehensive response. It addresses the review criteria with information showing preparation and a clear, realistic picture of how the school will operate. The response demonstrates the ability of the applicant to execute the vision described in the response.
3	Exceeds: The response reflects a thorough understanding of key issues. The response indicates thorough preparation, expertise, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response.

I. School Vision and Design						
1. Mission and Vision Statements		Total Score:	0	1	2	3
Speak to the core purpose and key values of the school.						
Communicate high academic standards for student success.						
Illustrate a compelling vision for the school community.						
Describe the ways in which the school will positively impact stakeholders in the school and community.						
Justifications:						
2. Educational Philosophy		Total Score:	0	1	2	3
Describes the founding group’s core beliefs and values.						
Demonstrates the willingness to embrace and serve the diverse needs of individual students.						
Provides a compelling argument that the approach is likely to improve students’ academic performance.						

Justifications:						
3. Curriculum	Total Score:		0	1	2	3
Explains the process to identify or develop curriculum to be used by the school and provides a rationale for the process.						
Provides evidence demonstrating that the curriculum is likely to improve students' academic performance.						
Demonstrates accessibility and appropriateness for students at all levels, including ELLs, students with disabilities, etc.						
Provides evidence of alignment to the Common Core State Standards and Connecticut State Frameworks.						
Describes a clear plan for the ongoing development, improvement, and refinement of the curriculum.						
Describes a process for monitoring and assessing the implementation and effectiveness of the curriculum.						
Justifications:						
4. Instruction	Total Score:		0	1	2	3
Describes the instructional methods or techniques that will be used to facilitate high-quality teaching and learning.						
Demonstrates how instructional methods support high standards and are accessible and appropriate for all students.						
Explains how the school will create a data-driven culture to meet a wide range of student needs.						
Describes how the school will determine and provide for the professional development needs of the staff.						
Justifications:						
5. Student Assessment	Total Score:		0	1	2	3
Presents a comprehensive assessment system, including formative, benchmark, and summative assessments.						
Explains how assessments will be used to determine, monitor, and report student, cohort, and school progress over time.						
Provides a coherent assessment calendar, allowing opportunities for remediation.						

Shows clear alignment between the curriculum, instructional philosophy, and assessments.				
Demonstrates how assessment data will be used to improve curriculum and instruction.				
Shows a clear process to use assessment data to apply appropriate and timely student interventions and support.				
Justifications:				

II. Strength of Organizational Effort						
1. Experience and Expertise of Founders	Total Score:		0	1	2	3
Demonstrates clear expertise and relevant experiences and/or qualifications of the founders.						
Specifies the role of the founding group in the development and launch of the proposed school.						
Identifies any organizations, individuals, or consultants that are partners in designing and launching the proposed school, and provide evidence of the partner's ability to operate a high-quality school.						
Justifications:						
2. School Governance and Management	Total Score:		0	1	2	3
Provides a viable governance structure and organizational chart showing proper oversight of various functions of the school.						
Presents a clear picture of the officers and members, terms, election/appointment processes, and committees.						
Specifies the criteria for selecting officers and members of the governing council.						
Provides resumes of initial council membership, showing a wide range of expertise and experiences.						
Defines the roles, responsibilities, and interaction between council membership, committees, and school administration.						
Presents the process by which the governing council will hire and evaluate the school administrator.						
Justifications:						

3. School Leader		Total Score:	0	1	2	3
<i>For applicants with an identified school leader:</i> Provides the name, qualifications, experiences, certifications, and education of the proposed lead administrator; offers evidence that the individual has a past record of success.						
<i>For applicants without an identified school leader:</i> Presents a plan for recruiting and hiring a proven school leader and clearly articulates the characteristics and skills that the proposed school will evaluate in selecting a leader.						
Justifications:						
4. Evidence of Support		Total Score:	0	1	2	3
Provides evidence that the proposed school is welcomed by the local community.						
Justifications:						

III. Student Composition, Services, and Policies						
1. School Demographics		Total Score:	0	1	2	3
Describes the needs and demographics of the community and student population to be served by the proposed school.						
Explains how the proposed school model meets the needs of students and will likely increase student achievement.						
Provides a sound enrollment plan, including a clear rationale for grades served, enrollment, and growth.						
Justifications:						
2. Special Education		Total Score:	0	1	2	3
Includes a comprehensive plan for educating students with disabilities.						
Plans for adequate staffing to address the needs of students with disabilities and Section 504 Plans, including properly state-certified special education teachers(s).						

Articulates a clear system to monitor student data and consider a student's eligibility for Section 504 services.						
Presents a plan to engage the parents of students with disabilities.						
Justifications:						
3. English Language Learners	Total Score:		0	1	2	3
Provides a plan to identify and meet the learning needs of all ELL students (e.g., screenings, assessments, exit criteria).						
Describes how the school will provide ELL students with access to the general education curriculum.						
Describes how the school will involve the parents of ELL students in the school, including through translation services.						
Plans for adequate staffing to address the needs of ELL students, including properly state-certified staff.						
Justifications:						
4. Admission Policy and Criteria	Total Score:		0	1	2	3
Provides a clear and coherent admissions policy and plan that complies with C.G.S. § 10-66bb.						
Provides a viable plan to attract students and families and form a diverse student body.						
Shows a commitment to reduce racial, ethnic, and/or economic isolation.						
Justifications:						
5. Student Discipline Policies	Total Score:		0	1	2	3
Provides a clear behavior management system that encourages positive behaviors and applies consistent sanctions and interventions in response to severe infractions.						
Offers educational alternatives for students who are expelled or suspended.						
Provides due process safeguards for all students, including those with disabilities.						

Justifications:						
6. Human Resource Policies	Total Score:		0	1	2	3
Defines competencies and professional standards necessary for hiring teachers, administrators, and all other school staff.						
Creates processes for dismissing staff for conduct and performance issues.						
Provides a sample job description that clearly articulates necessary staff competencies, expectations, and qualifications.						
Describes a targeted staff size and plans for staff recruitment and retention.						
Presents a system to evaluate and develop teachers and administrators.						
Provides human resource policies around salaries, benefits, hiring, personnel contract, and affirmative action that align to the school mission, educational philosophy, students served, and budget.						
Justifications:						

IV. School Viability						
1. Building Options	Total Score:		0	1	2	3
Provides a plan for identifying and acquiring a suitable facility to support the proposed school.						
Justifications:						
2. Financial Plan	Total Score:		0	1	2	3
Provides a thorough budget that reflects all commitments outlined in the application through the proposed school's fifth year of operation, and shows sound financial planning and the fiscal viability of the school.						
Includes financial projections that account for all sources of revenue (e.g., state per-pupil grant; other federal, state, and private grants; donations and fundraising).						
Provides a detailed budget narrative that explains budget line items and short- and long-term projections, offering a clear rationale for calculations and assumptions.						

Presents a pre-opening budget statement detailing and explaining estimated start-up activities.					
Provides a cash flow projection for the first year of operation that shows a sophisticated understanding of expenditures mapped against available revenue during the year.					
Presents a schedule of borrowings and repayments that aligns to the pre-opening budget, the projected five-year budget, and the cash flow statement.					
Presents a financial management system and processes aligned to GAAP with adequate internal controls, including a description of the fiscal staff positions, qualifications, and duties.					
Describes how the school will track finances in its daily operations, and how the governing council will provide oversight.					
Justifications:					
3. Self-Evaluation and Accountability	Total Score:	0	1	2	3
Identifies clear and operational goals at all levels (e.g., school-wide, grade-level, classroom, staff, and student).					
Provides clear systems of accountability for all stakeholders.					
Identifies robust data systems and processes to regularly track leading and lagging indicators of student achievement, student enrollment, and organizational operations and effectiveness.					
Justifications:					
4. Timetable	Total Score:	0	1	2	3
Provides a thorough action plan, outlining activities leading up to the successful launch of the proposed school (e.g., projects, staff responsible, deadlines, status, and resource alignment).					
Demonstrates strong forethought and project management, showing the team's ability to coordinate, manage, track, and execute multiple work streams simultaneously.					
Justifications:					

Evaluation Summary

Proposed Charter School Name: _____

Date: ____/____/____

I. School Vision and Design		
1. Mission and Vision Statements	Score:	
2. Educational Philosophy	Score:	
3. Curriculum	Score:	
4. Instruction	Score:	
5. Student Assessment	Score:	
II. Strength of Organizational Effort		
1. Experience and Expertise of Founders	Score:	
2. School Governance and Management	Score:	
3. School Leader	Score:	
4. Evidence of Support	Score:	
III. Student Composition, Services, and Policies		
1. School Demographics	Score:	
2. Special Education	Score:	
3. English Language Learners	Score:	
4. Admission Policy and Criteria	Score:	
5. Student Discipline Policies	Score:	
6. Human Resource Policies	Score:	
IV. School Viability		
1. Building Options	Score:	
2. Financial Plan	Score:	
3. Self-Evaluation and Accountability	Score:	
4. Timetable	Score:	
Total Score:		

Section 4: Preferences

1. Serving High-Need Populations	Yes	No
2. Reducing Racial, Ethnic, and/or Economic Isolation	Yes	No
3. Partnering with an Organization and/or School Leader with a Past Record of Success	Yes	No
4. Turning Around an Existing School	Yes	No
5. Serving an Underserved Geographic Location, Age/Grade Level, or Mission Not Addressed by Exiting Charter Schools	Yes	No
6. Opening in a Priority School District or District with at Least 75 Percent Racial or Ethnic Minority Enrollment	Yes	No
7. Being a Higher Education Institution	Yes	No
8. Locating the School at a Work Site	Yes	No
Justifications:		