

**Connecticut State Department of Education
Office of the Commissioner
Hartford**

**Application Package for the Development of State
and Local Charter Schools
C.G.S. §§ 10-66aa-uu, inclusive**

PURPOSE: To receive applications for state and local charter schools pursuant to Connecticut General Statutes § 10-66bb.

RFP Published: April 9, 2024

Application – RFP 020

**Application Submission Date:
November 5, 2024**

For the 2024 application cycle, the Connecticut State Department of Education (CSDE) will accept applications on or before the November 5th due date.

Connecticut State Department of Education

Charlene M. Russell-Tucker
Commissioner of Education

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CONNECTICUT CHARTER SCHOOL APPLICATION

TABLE OF CONTENTS

SECTION 1:

Overview	1 - 9
Application Process	10 - 14

SECTION 2:

Application Instructions	15
Charter School Application Summary	16
Charter School Application	17 - 28

SECTION 3:

Waiver Requests	29
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SECTION 4:

Preferences	30 - 31
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APPENDIX SECTION:

A. Applicant Resources	32
B. Charter School Waiver Request Form	33
C. Budget Worksheets	34 - 38
D. List of Authorized School Districts	39
E. Charter School Law	40 - 61
F. Charter School Regulations	62 - 63
G. Application Rubric	64 - 75
H. Evaluation Summary	76
I. Statement of Assurances	77 - 81

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 board of education in accordance with the terms of its charter and the provisions of the statutes. No member or employee of a charter school 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 State Board of Education (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 not-for-profit organization that is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code (hereinafter “Section 501(c)(3) organization”), as amended from time to time, that contracts with a charter school for educational design, implementation, or whole school management services, which include the financial, business, operational, and administrative functions for a school.

A charter granted or renewed on or after July 1, 2015, is a contract between the governing council of a charter school and the SBE that sets forth the roles, powers, responsibilities and performance expectations of each party to the contract.

C.G.S. § 10-66dd(b)(1) provides that, subject to certain limited exceptions, charter schools are subject to all federal and state laws governing public schools.

CHARTER SCHOOL PROCESS AND ELIGIBILITY

Eligibility. Any Section 501(c)(3) organization, 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 obtain an initial certificate of approval for a charter. 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.

If the SBE grants an initial certificate of approval for a charter, the SBE must submit the following materials to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations and the budgets of state agencies: (1) a copy of the initial certificate of approval; and (2) a summary of comments made at the public hearing held as part of the charter application process. Pursuant to C.G.S. § 10-66bb(a)(2), if the General Assembly appropriates sufficient funding for the school, an initial certificate of approval for a charter school shall be effective and deemed a charter as of July first of the first fiscal year for which such funds are appropriated.

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. The SBE may waive the enrollment requirements if the charter school applies to the SBE for an enrollment waiver and demonstrates a record of student achievement.

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 multilingual 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) to (A)(vi); or (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 work-site. In determining whether to grant an initial certificate for approval, the SBE shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in C.G.S. § 10-1600, and (ii) the comments made at a public hearing conducted as part of the charter application process.

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 initial certificate of approval for 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 condition granting the initial certificate of approval for the charter for the state charter school on the applicant meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the Commissioner to release the initial certificate of approval for the charter when the Commissioner determines such conditions are met. After the granting of an initial certificate of approval, a state charter school is deemed a charter upon the General Assembly's appropriation of funds pursuant to C.G.S. § 10-66bb(a)(2). Such charter may be valid for a period of up to five years. The SBE 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. Any initial certificate of approval granted by the SBE to a state charter school shall include academic and organizational performance goals, developed by the SBE, that set forth the performance indicators, measures and metrics that will be used by the SBE to evaluate the charter school.

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 75 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 law directs the SBE to vote on the application no later than 60 days after the date of receipt. The SBE may approve the application and grant the initial certificate of approval for the charter for the local charter school. The SBE may condition granting the initial certificate of approval for the charter for the local charter school on the applicant meeting certain conditions determined by the Commissioner to be necessary and may authorize the commissioner to release the initial certificate of approval for the charter when the commissioner determines such conditions are met. After the granting of an initial certificate of approval, a local charter school is deemed a charter upon the General Assembly's appropriation of funds pursuant to C.G.S. § 10-66bb(a)(2). Such charter may be valid for a period of up to five years. The SBE may allow the applicant to delay its opening for a period of up to one school year for the applicant to fully prepare to provide appropriate instructional services. Any initial certificate of approval granted by the SBE to a state charter school shall include academic and organizational performance goals, developed by the SBE, that set forth the performance indicators, measures and metrics that will be used by the SBE to evaluate the charter school.

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. Such appraisal may assess, among other elements, the school's progress in meeting the academic and organizational performance goals set forth in the charter granted to the charter school.

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 the terms of its charter, applicable laws and regulations; (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 Learners/Multilingual Learners; or (5) the governing council of the state or local charter school has not provided evidence that such council has initiated substantive communication with the local or regional board of education of the town in which the state or local charter school is located to share student learning practices and experiences. Any charter renewed by the SBE shall include academic and organizational performance goals, developed by the SBE, that set forth the performance indicators, measures and metrics that will be used by the SBE to evaluate the charter school.

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 and therefore 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, prior to revoking the charter, 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. The law governing the certification requirements for teachers and administrators is available at C.G.S. § 10-66dd. If you have questions concerning these provisions or their application, please contact the [State Department of Education, Bureau of Certification](#).

Collective bargaining. The school professionals and persons holding a charter school educator permit 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, 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(c).

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. C.G.S. § 10-66dd(d). The governing council of a charter school is required to make contributions to the teachers' retirement system for such professionals C.G.S. § 10-66dd(d).

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.

Background checks. Pursuant to C.G.S. § 10-66rr, members of the governing council of a state or local charter school and members of a charter management organization must submit to a Department of Children and Families (DCF) records check and to state and national criminal history records checks prior to the SBE's issuance of an initial certificate of approval for charters, or before members may be hired by the governing council of a state or local charter school or charter management organization. Contractors doing business with a state or local charter school who perform a service involving direct student contact also must undergo these checks. In addition, charter schools are required to adhere to the records checking requirements as set forth in C.G.S. §§ 10-221d and 10-222c.

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 the student resides.

State charter school payment amount and schedule. The manner in which state charter schools are funded is set forth in C.G.S. § 10-66ee. The formula for the state grant to state charter schools is set forth in subsection (d) of this statute. The reader is referred to the statute for the manner in which this grant is computed. Payments under subsection (d) shall be paid 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 percent of the amount not later than January first and the remaining amount not later than April first, each based on student enrollment on October first.

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 (A) the per pupil cost, as defined in C.G.S. § 10-66ee(b)(2), for the fiscal year two years prior, and (B) 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, provided the local or regional board of education for the local charter school and the union representatives chosen pursuant to C.G.S. § 10-153b mutually agree on staffing flexibility in the local charter school and the agreement is approved by the SBE.

Pursuant to C.G.S. § 10-66nn, 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 Learners/Multilingual 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 representatives 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. Pursuant to C.G.S. § 10-66ee(g) and (h), 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 C.G.S. §§ 10-17g and 10-266w. Charter schools shall receive, in accordance with federal law and regulations, any federal funds available for the education of any pupils attending public schools. For information on Title I and/or Title II grants, please contact: Jennifer Murrihy, Title I, at 860-713-6503, or via e-mail at Jennifer.Murrihy@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. If at the end of a fiscal year, amounts received by a state charter school pursuant to C.G.S. § 10-66ee(e) are unexpended, the charter school: (1) may use, for the expenses of the charter school for the following year, up to 10 percent 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 5 percent of such 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 at the charter school who reside in such school district unless the charter school makes other arrangements for such transportation. Review the [Charter Schools FAQs](#) for answers about transportation and frequently asked questions.

ANNUAL REPORTING

The governing council of a charter school must annually submit a strategic school profile report, 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 the school's progress in meeting the academic and organizational performance goals set forth in the charter, including a description of the following: (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; (d) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body; and (e) best practices employed by the school that contribute significantly to the academic success of students. Local charter schools must submit this report to the local or regional board of education for the school district in which the school is located.

In addition, pursuant to C.G.S. § 10-66pp, each charter management organization of a state or local charter school or, in the absence of a charter management organization, the charter school governing council, must submit annually to the Commissioner the following information: (1) a certified audit statement of all revenues from public and private sources and expenditures related to such organization's function as a charter management organization in this state or to such council's function as a governing council of a state or local charter school in this state; and (2) a complete copy of such organization's or council's most recently completed Internal Revenue Service form 990, including all parts and schedules, other than Schedule B of such form.

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.

Training. Pursuant to C.G.S. § 10-66oo(a), each member of a governing council of a state or local charter school must complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter.

Policies. Pursuant to C.G.S. § 10-66oo(b), each governing council of state and local charter schools shall adopt anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance.

Amendment of charter. Pursuant to C.G.S. § 10-66ss, if a governing council of a state or local charter school plans to make a material change in the school's operations, the governing council must submit to the SBE a written request to amend the school's charter. The SBE shall follow the procedures set forth in C.G.S. § 10-66ss in determining whether to approve the proposed amendment.

Contract for whole school management services. The governing council of a state or local charter school may only enter into a contract for whole school management services with a charter management organization, as defined in C.G.S. § 10-66aa(4). However, the governing council of a state or local charter school may not enter into any contract for whole school management services that would have the effect of reducing the governing council's responsibility for the operation of the charter school, or which would hinder the governing council in exercising effective supervision of the charter school. In addition, the governing council of a state or local charter school may not enter any contract for whole school management services that is contrary to state or federal law or regulations, which entails any financial or other conflicts of interest, or which amends, alters or modifies any provision of the charter.

Any contract for whole school management services between a governing council and a charter management organization must be submitted to the SBE for approval, which shall follow the procedures set forth in C.G.S. § 10-66tt with regard to the review of such contract. A contract for whole school management services shall include, but need not be limited to, the elements enumerated in subsection (f) of C.G.S. § 10-66tt.

CONCLUSION

This overview attempts to highlight the charter school law, but does not represent an exhaustive list of all of the laws governing charter schools. Connecticut law provides that, subject to certain limited exceptions, charter schools are subject to all federal and state laws governing public schools. In the case of variance between the language in the law and this summary, the law prevails.

As necessary, please review the following appendices, **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 has the legal authority to grant initial certificates for approval of charters for local and state charter schools. If the SBE grants an initial certificate, it must report this to the appropriate committees of the General Assembly, which then has the exclusive authority to appropriate sufficient funding for the operation of a school as set forth in C.G.S. § 10-66bb. The SBE will grant an initial certificate of approval for a local or state charter school 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 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 can open and operate a high-quality public school in Connecticut.

C. Application Review Process

1. **State Charter Application:** Applications for the 2024 cycle must be submitted on or before November 5, 2024. The law directs the SBE to vote on the complete application within 90 days of receipt of such application. 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 to be reviewed by the CSDE. Any incomplete application will be returned to the applicant and eliminated from the review process.
 - b. **Review of Written Application:** Complete applications will be evaluated by a team of CSDE representatives with educational expertise and knowledge of charter school operations and finance. Each application will be scored using the [Application Review Standards](#), as described on page 13, against the criteria detailed in [Appendix G: Application Rubric](#), as attached. 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. 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 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 whether to grant an initial certificate of approval for a charter school.
 - f. **SBE Vote:** Within 90 days of receiving the application, the SBE will decide whether to approve the application and grant an initial certificate of approval for a charter school. The SBE may allow the applicant to delay the school's opening for a period of up to one school year. 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 for the 2024 cycle must be submitted on or before November 5, 2024. Applications for local charter schools must be submitted to both the SBE and the local or regional board of education for the district in which the charter school would be located. The local board must vote on the application within 75 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 60 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 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.
 - 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 13, against the criteria detailed in [Appendix G: Application Rubric](#) attached. 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 75 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 13, against the criteria detailed in [Appendix G: Application Rubric](#) attached. 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 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 whether to grant an initial certificate of approval for a charter school.
- g. **SBE Vote:** Within 60 days of receiving the application from the local board of education, the SBE will decide whether to approve the application and grant an initial certificate of approval for a charter school. The SBE may allow the applicant to delay the school's opening for a period of up to one school year. 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 initial certificate for approval of 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 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 applicable provisions 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:

Attorney Louis Todisco
Connecticut State Department of Education
by mail: (450 Columbus Boulevard, Suite 605
Hartford, CT 06103
by email: louis.todisco@ct.gov).

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 provides 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. In addition, C.G.S. § 10-66uu pertains specifically to the applicability of the FOIA to charter schools that have a contract for whole school management services.

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 (12-point).

B. Number of Copies

1. ***State Charter Application:*** 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 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. Application Submission Period

The original application must be signed and dated by an authorized representative. The complete application must be submitted in PDF format and received by Felicia.Canty@ct.gov by **4:00 p.m. on November 5, 2024.**

D. Submission

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

Please email the application in PDF format to: 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: _____

Mailing Address: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____ Cellular Phone: _____

Email: _____

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 in each section of the application 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 13 of this application, against the criteria detailed in [Appendix G: Application Rubric](#) attached.

I. SCHOOL VISION AND DESIGN

1. Mission and Vision Statements

- a. Describe the mission of the school.
- b. Define the core purpose and key values of the school, including the school model, grades and total number of students it is estimated to serve.
- c. The mission should be consistent with high academic standards, succinct and meaningful, and reflected throughout all sections of the application.
- d. Present the vision of the school and its specialized focus. Indicate a specialized focus and ways in which the school will positively impact its stakeholders and community.
- e. The vision should align with the mission and provide an image of how the school will operate.

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 proposed philosophy of the school 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. Charter schools must comply with legislation and SBE approved standards and frameworks regarding curriculum, including graduation requirements. The curriculum must align with the Connecticut Core Standards (CCS) for English language arts, mathematics, Next Generation Science Standards (NGSS) for science, and 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. Use appropriate legislation to demonstrate that the curriculum is aligned to the CCS for English language arts and mathematics, and the NGSS for science.
- c. Provide evidence demonstrating that the curriculum is likely to improve students' academic performance. Provide research on the curriculum, including citations, that demonstrates the potential of the curriculum to result in high student achievement. Provide examples of curricula documentation (i.e., curriculum map, scope and sequence, and lesson plan for course of study).
- d. Explain why the curriculum is appropriate for the students the school intends to serve as well as students with disabilities, English Learners/Multilingual Learners (EL/ML), students below or above grade level, and other at-risk students.
- e. Describe a plan that will facilitate ongoing development, improvement, and refinement of the curriculum.
- f. Explain the process that will be used to monitor and evaluate whether the curriculum is effective and successfully implemented.

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 instructional assistants, technology, physical space, class size, 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 Learners/Multilingual 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 students' needs using differentiated tiered instruction.
- d. Explain how the proposed school will support staff to be proficient in delivering high quality instructional methods to their students (i.e., professional development, instructional coaching, administrative support, etc.).
- e. Using a coherent systems approach, explain how your school will provide high-fidelity interventions, efficient and sustained intervention implementation, and continuous regeneration of effective, efficient, and relevant practices.

5. Student Assessment

- a. Describe the proposed school's comprehensive assessment system, diagnostic, formative, benchmark, interim and summative assessments. Please ensure that the assessment system is aligned to the curriculum and educational philosophy.
- b. Explain how the proposed school will ensure the participation of all general education students, students with disabilities and students identified as English Learners/Multilingual Learners in the applicable Connecticut Smarter Balanced Assessment, Next Generation Science Standard Assessment, Connecticut SAT School Day, LAS Links Assessment, Kindergarten Entrance Inventory, Connecticut Physical Fitness Assessment and/or Connecticut Alternate Assessment System.
- c. Explain how assessments will be used to determine, monitor, and report individual student, cohort, and school progress over time. 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 and tiered supports.
- e. Explain the process to use assessment data to apply appropriate and timely tiered student interventions, support, and targeted goals with 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

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.

- a. 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.
- b. 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 the proposed school's development.
- c. 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. List the individuals 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 or his/her designee.
- c. Describe the plan to appoint subsequent officers and members to the governing council. Please detail the recruitment, selection, and removal procedures.
- d. 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 families and stakeholders.
- e. 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.
- f. Describe the criteria and process by which the governing council will hire and evaluate the school's administrator(s).

- g. ***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.

If the governing council of the proposed charter school intends to contract with a charter management organization for whole school management services, include a description of the following:

- A. Evidence of the charter management organization's ability to (i) serve student populations that are similar to the student population that will be served by the proposed charter school, (ii) create strong academic outcomes for students, and (iii) successfully manage nonacademic school functions.
- B. A term sheet that sets forth (i) the length of the contract for whole school management services, (ii) the roles and responsibilities of the governing council of the proposed charter school, the staff of the proposed charter school and the charter management organization, (iii) the scope of services and resources to be provided by the charter management organization, (iv) the performance evaluation measures and timelines, (v) the compensation structure, including a clear identification of all fees to be paid to the charter management organization, (vi) the methods of contract oversight and enforcement, and (vii) the conditions for renewal and termination of the contract.
- C. Evidence of compliance with the provisions of C.G.S. § 10-66tt.

3. School Leader

- a. ***For applicants with an identified school leader:*** List the name of the individual who will serve as the lead administrator of the proposed school as well as their 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 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 needs of the community, including demographics and the student population to be served by the proposed school, and how it will potentially increase student achievement.
- b. 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.
- c. Describe the procedures to be used for family and community involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making.

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

Charter schools in Connecticut are public schools that typically 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 Learners/Multilingual Learners

Charter schools in Connecticut are public schools that typically 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 learners/Multilingual learners (ELs/MLs), 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 EL/ML programs and services, and how they will be implemented.

- a. Present a comprehensive plan that addresses the proposed school's methods and strategies for identifying and serving EL/ML students, administering the mandated annual Language Assessment Scale (LAS) 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 ML/EL students.
- b. Describe the proposed school's plan to support a responsive general education classroom that will provide EL/ML students access to the general education program.
- c. Describe the manner in which the proposed school will ensure that it provides parents and guardians of EL/ML students report cards and progress reports that address progress in both language development and academic content in the same manner and with the same frequency as general education reporting, including translation services.
- d. Present a detailed plan that addresses how the academic and linguistic needs of EL/ML students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of EL/ML students are met.
- e. Detail how the proposed school will meet the state bilingual education requirements and federal requirements of EL/ML 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 became 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. 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 qualify for free or reduced-price meals pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; students who are ELs/MLs; or students of a single gender. Please also specify how the school will ensure that it complies with the provisions of C.G.S. § 10-15c (see Appendix E) and that it does not discriminate based on disability, athletic performance, or proficiency in the English language.
- c. Describe the efforts the proposed school would take 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 will create and maintain a clear behavior management system that encourages positive behaviors and integrate restorative practices into the Scientific Research-Based Interventions (SRBI) and Multi-Tiered System of Supports (MTSS). Describe how Tier 1 and positive behavioral interventions and supports (PBIS) will be used to support all students, including students identified as eligible for special education.
- b. Describe the acts for which a student may be disciplined, include the consequences or range of consequences resulting from committing such acts. Discuss restorative practices, including strategies to prevent or reduce suspensions, with educational alternatives for students who are expelled.
- 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.
- d. Pursuant to [Public Act 23-167](#), explain how the proposed school will incorporate the new restorative practices policy into the code of conduct.

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 and comply with state requirements regarding teacher certification.
- d. Describe procedures to document efforts to increase the racial and ethnic diversity of staff.
- e. Describe human resource policies governing salaries and fringe benefits, personnel contracts, and affirmative action and benefit packages.
- f. Discuss how the proposed school will evaluate teachers and administrators. Explain how the school will implement the Connecticut Guidelines for Educator Evaluation by: (1) indicating that the governing council intends to adopt the [Connecticut Guidelines for Educator and Leader Evaluation and Support](#) 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.

- 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.

- 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 questions below, 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: [budget worksheet](#). 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.
- g. Describe a sound financial management system utilizing Generally Accepted Accounting Principles (GAAP), with adequate systems of internal controls. Also, please describe how the school will track finances in its daily business operations.
- h. Describe how the school will track finances in its daily operations.

3. Self-Evaluation and Accountability

- a. Identify clear operational goals at all levels (e.g., school-wide, grade-level, classroom, staff, and student).
- b. Describe the school's self-assessment or evaluation systems of accountability for all stakeholders 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)(vi); and (4) making efforts to reduce racial, ethnic, and/or economic isolation.
- c. Identify robust data systems and processes to regularly track leading and lagging indicators of student achievement, student enrollment, and organizational operations and effectiveness.
- d. Presents a clear plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed school is located.

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 certain statutory requirements 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. Waivers cannot be granted for requirements relating to collective bargaining, mastery testing and related provisions, school health and sanitation, discrimination in public schools, and children with disabilities. Provisions relating to teacher certification may be waived in only certain circumstances. Please consult C.G.S. § 10-66dd(b) for further information regarding statutory provisions which may be waived.

SECTION 4: PREFERENCES

The SBE will give preference to certain factors when considering applications for charter schools. These factors are as follows: (1) establishing a school whose primary purpose is the establishment of programs designed to the student populations as set forth in C.G.S. §§ 10-66bb(c)(3)(A)(i) through (vi); (2) the primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner; (3) serving students who reside in a priority school district pursuant to C.G.S. § 10-266p; (4) serving students who reside in a district in which seventy-five percent or more of the enrolled students are members of racial or ethnic minorities; (5) demonstrating highly credible and specific strategies to attract, enroll and retain students from among the populations set forth in C.G.S. §§ 10-66bb(c)(3)(A)(i) through (vi); or (6) in the case of an applicant for a state charter school, such state charter school will be located at a work-site or the applicant is an institution of higher education. To be considered for one or more of the preferences, please complete the sections below as appropriate.

In determining whether to grant an initial certificate for approval, the SBE shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in C.G.S. § 10-1600, and (ii) the comments made at a public hearing conducted as part of the charter application process.

1. Serving High-Need Student Populations

- a. Pursuant to C.G.S. § 10-66bb(c)(3)(A), 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 ELs/MLs; 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. The SBE will also consider all applicable sections of the application.
- b. Pursuant to C.G.S. § 10-66bb(c)(3)(E), an applicant may be considered for this preference if you demonstrate highly credible and specific strategies to attract, enroll and retain students from among the populations described above. Please indicate the high-need student population(s) that the proposed school would serve and describe in no more than 250 words how the school would attract, enroll and retain students from these populations.

2. Improving the Academic Performance of an Existing School with Substandard Performance

- 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.

3. 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 opens 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 will operate.

4. 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.

5. 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 the 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 will be located.

APPENDIX A: APPLICANT RESOURCES

State Agency Contacts for Charter School Technical Assistance

Topic	Contact Person	Phone
State Testing	Abe Krisst	860-713-6894
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	Kevin Chambers	860-713-6455
Pupil Transportation, Discipline	Division of Legal Affairs	860-713-6520
Charter School Waivers	Robert Kelly	860-713-6574
School Governance and Management	Robert Kelly	860-713-6574
Special Education	Georgette Nemr	860-713-6716
Student Admissions	Robert Kelly	860-713-6574
Teacher Certification	Sharon Fuller	860-713-6814
Child Nutrition	Therese Dandeneau	860-807-2079
School Health	Chlo-Anne Bobrowski	860-713-6915

Links to Department of Education Resources

- [Charter Schools Frequently Asked Questions and Answers](#)
- [CT Learning Hub](#)
- [Connecticut Core Standards](#)
- [Connecticut Guidelines for Educator and Leader Evaluation and Support](#)
- [Educational Standards for Curricula Alignment](#)
- [English Learner/Multilingual Learner Resources](#)
- [Next Generation Science Standards and Resources](#)
- [Resource Guide to Section 504 in Public Elementary and Secondary Schools](#)

APPENDIX B: CHARTER SCHOOL WAIVER REQUEST FORM

CHARTER SCHOOL WAIVER REQUEST

Description of Waivers Permitted or Not Permitted:

Charter school applicants may request waivers of certain provisions of the general statutes and regulations over which the SBE has jurisdiction. Waivers may be granted for any such provisions except for those relating to collective bargaining (§§ 10-153a-10-153g, 10-153i, 10-153j, 10-153m); teacher certification*; Chapter 163c of the Connecticut General Statutes (§§ 10-14n – 10-14x); school health and sanitation (§§ 10-203 through 10-217g, inclusive); discrimination in public schools (§ 10-15c); and children with disabilities. To request a waiver, you must specify the section of the law you seek to have waived. (*Teacher certification may be waived on an individual basis under certain conditions. Please contact the Bureau of Educator Standards and Certification for further information).

Name of Applicant: _____

Address: _____

City and Zip Code: _____

Phone and Fax: _____

1. Section of the general statutes or regulations you seek to have waived:
2. Describe why you feel that this waiver is necessary to achieve your mission:
3. Describe the desired outcome/rationale (how you expect this waiver to assist in achieving educational learning objectives described in your plan):
4. Date of Application:

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 workers 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 serves students' mental and physical needs not listed above under salaries and benefits. Includes medical doctors, therapists, audiologists, neurologists, psychologists, psychiatrists, contracted school 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	340	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	341	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.

Physical Plant

Rent	400	Rent or lease of building (for mortgage payments use loan re-payment category).
Utilities	400	Janitorial services performed by persons other than employees.
Custodial service	400	Repair/maintenance services and materials not provided by school personnel.
Maintenance and repairs	400	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.
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Ground's maintenance	400	Lawn care and snow removal performed by persons other than employees.
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Marketing and Development

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.).

Supplies and Equipment

Supplies–Instructional	611	Consumable items purchased for instructional use.
Supplies–Administrative	612	Consumable items directly related to non-instructional program administration.
Textbooks	641	Textbooks, workbooks, textbook binding, and repair.
Library books	642	Library books, reference books, periodicals and newspapers purchased for use by school library.
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.
Computers	700	Describe breakdown of computers for instruction versus administration.
Furniture	700	Student/teacher's desk and chairs, bookcases, portable cubbies, etc.
Vehicles	700	Vans, bus or cars used to transport students.
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.

Loan Repayments

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	340	-
Accounting	330	-
Audit	341	-
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	-
Textbooks	641	-
Library books	642	-
Supplies–General	690	-
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	340	-	-	-	-	-
Accounting	330	-	-	-	-	-
Audit	341	-	-	-	-	-
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	-	-	-	-	-
Textbooks	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	340														
Accounting	330														
Audit	341														
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														
Textbooks	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

Connecticut General Statutes § 10-66aa. Charter schools: Definitions

As used in this section and sections 10-66bb to 10-66uu, 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 the 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 this section and sections 10-66bb to 10-66uu, 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 not-for-profit organization that (A) is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as amended from time to time, and (B) contracts with a charter school for educational design, implementation or whole school management services;

(5) "Whole school management services" means the financial, business, operational and administrative functions for a school; and

(6) "Charter" means a charter for a local or state charter school granted by the State Board of Education on or before June 30, 2015, and with respect to a charter granted or renewed on or after July 1, 2015, a contract between the governing council of a charter school and the State Board of Education that sets forth the roles, powers, responsibilities, and performance expectations of each party to the contract.

C.G.S. § 10-66bb. Application process and requirements. Initial certificate of approval for charter. Charter renewal. Probation. Revocation. Enrollment lottery; exceptions.

(a) (1) On and after July 1, 1997, and prior to July 1, 2015, the State Board of Education may grant charters for local and state charter schools in accordance with this section. On and after July 1, 2015, such state board may grant initial certificates of approval for charters for local and state charter schools in accordance with this section. Upon granting an initial certificate of approval for a charter, such state board shall submit a copy of the initial certificate of approval for the charter and a summary of the comments made at a public hearing conducted pursuant to subdivision (2) of subsection (e) of this section or subparagraph (B)(ii) of subdivision (1) of subsection (f) of this section, in accordance with [section 11-4a](#), to the joint standing committees of the General Assembly having cognizance of matters relating to education and appropriations and the budgets of state agencies.

(2) The General Assembly may appropriate funds to the Department of Education for the purposes of providing grants to local and state charter schools, pursuant to [section 10-66ee](#). If such funds are appropriated, an initial certificate of approval for a charter for a local or state charter school shall be effective and deemed a charter as of July first of the first fiscal year for which such funds are appropriated.

(3) A charter or initial certificate of approval for a charter granted under this section shall not be considered a license, as defined in [section 4-166](#), for the purposes of chapter 54.

(b) Any not-for-profit organization that is exempt from taxation under [Section 501\(c\)\(3\) of the Internal Revenue Code of 1986](#),² or any subsequent corresponding internal revenue code of the United States, as amended from time to time, 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 obtain an initial certificate of approval for a charter, 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, 2015, the State Board of Education shall review, annually, all applications and grant initial certificates of approval for 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 10-223h](#), at the time of such application, or a town that has been designated as a low achieving school district, pursuant to [section 10-223e](#), 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 multilingual 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 an initial certificate of approval for a charter, the State Board of Education shall consider (i) the effect of the proposed charter school on (I) the reduction of racial, ethnic and economic isolation in the region in which it is to be located, (II) the regional distribution of charter schools in the state, (III) the potential of over-concentration of charter schools within a school district or in contiguous school districts, and (IV) the state's efforts to close achievement gaps, as defined in [section 10-1600](#), and (ii) the comments made at a public hearing conducted pursuant to subdivision (2) of subsection (e) of this section or subparagraph (B)(ii) of subdivision (1) of subsection (f) of this section.

(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, or the superintendent's designee, 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 mastery examinations, pursuant to [section 10-14n](#); (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; (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; (16) a plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed charter school is to be located; and (17) in the case of an application in which the governing council of the proposed charter school intends to contract with a charter management organization for whole school management services: (A) Evidence of the charter management organization's ability to (i) serve student populations that are similar to the student population that will be served by the proposed charter school, (ii) create strong academic outcomes for students, and (iii) successfully manage nonacademic school functions, (B) a term sheet that sets forth (i) the length of the contract for whole school management services, (ii) the roles and responsibilities of the governing council of the proposed charter school, the staff of the proposed charter school and the charter management organization, (iii) the scope of services and resources to be provided by the charter management organization, (iv) the performance evaluation measures and timelines, (v) the compensation structure, including a clear identification of all fees to be paid to the charter management organization, (vi) the methods of contract oversight and enforcement, and (vii) the conditions for renewal and termination of the contract, and (C) evidence of compliance with the provisions of [section 10-66tt](#). 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 under [sections 10-66aa to 10-66nn](#), inclusive, 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 seventy-five 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 sixty 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 initial certificate of approval for 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 granting the initial certificate of approval for the charter for the local charter school on the applicant meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the initial certificate of approval for the charter when the commissioner determines such conditions are met. After an initial certificate of approval for a charter for a local charter school is deemed a charter pursuant to subdivision (2) of subsection (a) of this section, such charter may be valid for a period of time of up to five years. The state board 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. On and after July 1, 2015, any initial certificate of approval for a charter granted by the state board to a local charter school shall include academic and organizational performance goals, developed by the state board, that set forth the performance indicators, measures and metrics that will be used by the state board to evaluate the local charter school.

(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 initial certificate of approval for 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 granting the initial certificate of approval for the charter for the state charter school on the applicant meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the initial certificate of approval for the charter when the commissioner determines such conditions are met. After an initial certificate of approval for a charter for a state charter school is deemed a charter pursuant to subdivision (2) of subsection (a) of this section, such charter may be valid for a period of time of up to five years. The state board 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. On and after July 1, 2015, any initial certificate of approval for a charter granted by the state board to a state charter school shall include academic and organizational performance goals, developed by the state board, that set forth the performance indicators, measures and metrics that will be used by the state board to evaluate the state charter school.

(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 initial certificate of approval for 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 granting the initial certificate of approval for the charter for the state charter school on the applicant meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the initial certificate of approval for the charter when the commissioner determines such conditions are met. After an initial certificate of approval for a charter for a state charter school is deemed a charter pursuant to subdivision (2) of subsection (a) of this section, such charter may be valid for a period of time of up to five years. The state board 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. On and after July 1, 2015, any initial certificate of approval for a charter granted by the state board to a state charter school shall include academic and organizational performance goals, developed by the state board, that set forth the performance indicators, measures and metrics that will be used by the state board to evaluate the state charter school.

(2) On and after July 1, 2012, and before July 1, 2015, 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 multilingual 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 and, on and after July 1, 2015, progress in meeting the academic and organizational performance goals set forth in the charter granted to the charter school. 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, (3) the school has not been in compliance with the terms of the charter, applicable laws and regulations, (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 multilingual learners, or (5) the governing council of the state or local charter school has not provided evidence that such council has initiated substantive communication with the local or regional board of education of the town in which the state or local charter school is located to share student learning practices and experiences. 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. On and after July 1, 2015, any charter renewed by the State Board of Education shall include academic and organizational performance goals, developed by the state board, that set forth the performance indicators, measures and metrics that will be used by the state board to evaluate the charter school.

(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. The State Board of Education 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 subdivision (8) of 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 multilingual 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 accountability index scores, as defined in [section 10-223e](#).

(3) Except as otherwise provided in subdivision (1) of this subsection, on and after July 1, 2023, no application for enrollment in a state or local charter school shall inquire or request information about an applicant student's need for or receipt of special education and related services, and the criteria for administering an enrollment lottery for a state or local charter school shall not include consideration of a student's need for or status as requiring special education and related services.

C.G.S. § 10-66cc.Strategic school profile report. Report on school's progress.

(a) The governing council of a charter school shall submit annually, to the Commissioner of Education, a strategic school profile report 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 school's progress in meeting the academic and organizational performance goals set forth in the charter, including a description of (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) the school's 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.

C.G.S. § 10-66dd. School professionals and persons holding charter school educator permits 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, including the provisions of [sections 10-4a](#) and [10-4b](#).

(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 163c¹ and 169² 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 10-145q](#), 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 such 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 10-145q](#), 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 10-145q](#), 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 teachers' retirement system under chapter 167a³ 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 [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 teachers' 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 [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 10-145q](#) shall participate in the state teachers' 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](#).

C.G.S. § 10-66ee. 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 fiscal year two years prior to the fiscal year for which support will be provided, 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 current program expenditures, as defined in [section 10-262f](#), divided by the number of resident students, as defined in [section 10-262f](#), of such local or regional board of education.

(c) 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 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. The state shall make such payments, in accordance with this subsection, to the fiscal authority for a local charter school for each student enrolled in such school 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 first, each based on student enrollment on October first.

(d) (1) As used in this subsection:

(A) “Total charter need students” means the sum of (i) the number of students enrolled in state charter schools under the control of the governing authority for such state charter schools for the school year, and (ii) for the school year commencing July 1, 2021, and each school year thereafter, (I) thirty per cent of the number of children enrolled in such state charter schools eligible for free or reduced price meals or free milk, (II) fifteen per cent of the number of such children eligible for free or reduced price meals or free milk in excess of the number of such children eligible for free or reduced price meals or free milk that is equal to sixty per cent of the total number of children enrolled in such state charter schools, and (III) twenty-five per cent of the number of students enrolled in such state charter schools who are multilingual learners, as defined in [section 10-76kk](#).

(B) “Foundation” has the same meaning as provided in [section 10-262f](#)

(C) “Charter full weighted funding per student” means the quotient of (i) the product of the total charter need students and the foundation, and (ii) the number of students enrolled in state charter schools under the control of the governing authority for such state charter schools for the school year.

(D) “Charter grant adjustment” means the absolute value of the difference between the foundation and charter full weighted funding per student for state charter schools under the control of the governing authority for such state charter schools for the school year.

(2) For the fiscal year ending July 1, 2022, the state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, the foundation plus four and one-tenth per cent of its charter grant adjustment.

(3) For the fiscal year ending June 30, 2023, the state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, the foundation plus twenty-five and forty-two-one-hundredths per cent of its charter grant adjustment.

(4) For the fiscal year ending June 30, 2024, the state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, the foundation plus thirty-six and eight-one-hundredths per cent of its charter grant adjustment.

(5) For the fiscal year ending June 30, 2025, and each fiscal year thereafter, the state shall pay in accordance with this subsection, to the fiscal authority for a state charter school for each student enrolled in such school, the foundation plus fifty-six and seven tenths per cent of its charter grant adjustment.

(6) Payments under subdivisions (2) to (5), inclusive, of this subsection shall be paid 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 first, each based on student enrollment on October first.

(7) 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 (1) 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 (1) 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](#) 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](#), (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 its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, 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.

C.G.S. § 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.

C.G.S. § 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.

C.G.S. § 10-66hh. Program to assist charter schools with capital expenses.

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

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

C.G.S. § 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.

C.G.S. § 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 fifty-five million dollars, provided five million dollars of said authorization shall be effective July 1, 2024.

(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.

C.G.S. § 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

C.G.S. § 10-66ll. Random audits of charter schools

Annually, the Commissioner of Education 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 independent auditor selected and monitored by the commissioner. Except as provided in subsection (d) of section 10-66ee, the charter school shall be responsible for all costs associated with the audit conducted pursuant to the provisions of this section.

C.G.S. § 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.

C.G.S. § 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](#), 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](#), 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 multilingual 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.

C.G.S. § 10-66oo. Governing council. Training re responsibilities and best practices. Adoption of policies re anti-nepotism and conflict of interests.

(a) On and after October 1, 2015, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter.

(b) On and after October 1, 2015, each governing council of state and local charter schools shall adopt anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance.

C.G.S. § 10-66pp. Annual submission of certified audit statement and Internal Revenue Service form 990.

Each charter management organization of a state or local charter school or, if there is no charter management organization associated with a state or local charter school, the governing council of such charter school, shall submit annually, to the Commissioner of Education, (1) a certified audit statement of all revenues from public and private sources and expenditures related to such organization's function as a charter management organization in this state or to such council's function as a governing council of a state or local charter school in this state, and (2) a complete copy of such organization's or council's most recently completed Internal Revenue Service form 990, including all parts and schedules, other than Schedule B of such form.

C.G.S. § 10-66qq. Internet website posting re reports, certified audit statements and forms.

The Commissioner of Education shall post any reports, certified audit statements and forms submitted to the Department of Education pursuant to sections 10-66cc and 10-66pp on the department's Internet web site not later than thirty days after receiving such reports, statements, or forms. The commissioner shall identify any charter management organization or governing council of a charter school that did not submit a report, certified audit statement or form for the current reporting period and post such information on the department's Internet web site not later than thirty days after failing to receive such reports, statements, or forms.

C.G.S. § 10-66rr. Child abuse and neglect registry and criminal history records checks of governing council members, charter management organization members, charter school personnel and contractors.

On and after July 1, 2015, the State Board of Education shall require members of the governing council of a state or local charter school and members of a charter management organization to submit to a records check of the Department of Children and Families child abuse and neglect registry, established pursuant to [section 17a-101k](#), and to state and national criminal history records checks before the state board grants initial certificates of approval for charters pursuant to [section 10-66bb](#), or before such members may be hired by the governing council of a state or local charter school or charter management organization. The governing council of a state or local charter school shall require each contractor doing business with a state or local charter school, who performs a service involving direct student contact, to submit to a records check of the Department of Children and Families child abuse and neglect registry, established pursuant to [section 17a-101k](#), and to state and national criminal history records checks before such contractor begins to perform such service.

C.G.S. § 10-66ss. Amendment to charter.

(a) If a governing council of a state or local charter school plans to make a material change in the school's operations, such governing council of such charter school shall submit, in writing, a request to amend the school's charter to the State Board of Education. For purposes of this section, "material change" means a change that fundamentally alters a charter school's mission, organizational structure or educational program, including, but not limited to, (1) altering the educational model in a fundamental way, (2) opening an additional school building, (3) contracting for or discontinuing a contract for whole school management services with a charter management organization, (4) renaming the charter school, (5) changing the grade configurations of the charter school, or (6) increasing or decreasing the total student enrollment capacity of the charter school by twenty per cent or more.

(b) In determining whether to grant a request by a state or local charter school to amend its charter to make a material change in the school's operations, the Department of Education shall review the written request of the charter school, and solicit and review comments on such request from the local or regional board of education of the town in which such charter school is located. Upon a recommendation by the department to approve such request, the State Board of Education shall vote on such request not later than sixty days after the date of receipt of such request or as part of the charter renewal process for such charter school. The state board may approve such request 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, or for the purpose of considering whether to renew the charter of the charter school, pursuant to subsection (g) of [section 10-66bb](#).

(c) If the material change requested by a state or local charter school is to increase the total student enrollment capacity of the charter school by twenty per cent or more, such charter school shall submit the request for such material change to the department not later than April first of the fiscal year two years prior to the fiscal year in which such material change would take effect. In determining whether to recommend approval of such request, the department shall consider (1) the financial feasibility of such increased enrollment, (2) such charter school's performance, stewardship, governance and management, student population and legal compliance, and (3) any other factors the department deems relevant to such request.

C.G.S. § 10-66tt. Contract for whole school management services with a charter management organization.

(a) The governing council of a state or local charter school may only enter into a contract for whole school management services with a charter management organization.

(b) The governing council of a state or local charter school shall not enter into any contract for whole school management services that is contrary to state or federal law or regulations, which entails any financial or other conflicts of interest, or which amends, alters or modifies any provision of the charter. To the extent that there is a conflict between the terms of the charter of the school and a contract for whole school management services, the terms of the charter shall govern.

(c) The governing council of a state or local charter school shall submit any contract for whole school management services between such governing council and charter management organization to the State Board of Education for approval. The state board, in determining whether to approve such contract, shall (1) review such contract, (2) solicit and review comments on such contract from the local or regional board of education of the town in which the charter school is located or in which the proposed charter school is to be located, and (3) vote on such contract not later than sixty days after the date of receipt of such contract. The state board may approve such contract 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. Any contract for whole school management services between the governing council of a state or local charter school and a charter management organization shall not take effect unless such contract has been approved by the State Board of Education.

(d) The governing council of a state or local charter school shall not enter into any contract for whole school management services that would have the effect of reducing the governing council's responsibility for the operation of the charter school, or which would hinder the governing council in exercising effective supervision of the charter school.

(e) Any governing council of a state or local charter school that enters into a contract for whole school management services shall directly select, retain and compensate the attorney, accountant or audit firm representing the governing council.

(f) A contract for whole school management services shall include, but need not be limited to: (1) The roles and responsibilities of the governing council of the charter school and the charter management organization, including all services to be provided under the contract, (2) the performance measures, mechanisms and consequences by which the governing council will hold the charter management organization accountable for performance, (3) the compensation to be paid to the charter management organization, including all fees, bonuses and what such compensation includes or requires, (4) financial reporting requirements and provisions for the governing council's financial oversight, (5) a choice of law provision that states that Connecticut state law shall be the controlling law for the contract, (6) a statement that the governing council of the charter school and the charter management organization shall ensure compliance with the provisions of section 10-66uu, and (7) any such information required by the Commissioner of Education to ensure compliance with the provisions of this chapter.

C.G.S. § 10-66uu. Applicability of Freedom of Information Act to records and files related to administration of charter school by charter management organization.

Each contract for whole school management services between the governing council of a state or local charter school and a charter management organization shall (1) provide that such governing council is entitled to receive a copy of all records and files related to the administration of the charter school, including the compensation paid to the charter management organization and any expenditures of such compensation by the charter management organization, and (2) indicate that such records and files are subject to the Freedom of Information Act and may be disclosed by such governing council pursuant to the Freedom of Information Act, as defined in section 1-200, except that such governing council may redact such records and files to remove personally identifiable information of a contributor of a bona fide and lawful contribution, pursuant to a written request from such contributor. No request to inspect or copy such records or files shall be valid unless the request is made to such governing council in accordance with the Freedom of Information Act. Any complaint by a person who is denied the right to inspect or copy such records or files shall be brought to the Freedom of Information Commission in accordance with the provisions of sections 1-205 and 1-206.

C.G.S. § 10-15c. Discrimination in public schools is prohibited. School attendance by five-year-olds.

(a) The public schools shall be open to all children five years of age and over who reach age five on or before the first day of September of any school year, and each such child shall have, and shall be so advised by the appropriate school authorities, an equal opportunity to participate in the activities, programs and courses of study offered in such public schools, at such time as the child becomes eligible to participate in such activities, programs and courses of study, without discrimination on account of race, as defined in [section 46a-51](#), color, sex, gender identity or expression, religion, national origin, sexual orientation or disability; provided a child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

(b) Nothing in subsection (a) of this section shall be deemed to amend other provisions of the general statutes with respect to curricula, facilities or extracurricular activities.

C.G.S. § 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.

C.G.S. § 10-221d. Criminal history and child abuse and neglect registry records checks of school personnel. Fingerprinting. Termination or dismissal. Denial of application for and revocation of certification.

(a) As used in this section and [sections 10-232b](#) and [10-232c](#), “eligible school operator” means a school or school district authorized to receive national criminal history record information from the Federal Bureau of Investigation pursuant to [P.L. 92-544](#), and shall include a local or regional board of education, the Technical Education and Career System and an interdistrict magnet school operator other than an operator who is a third-party not-for-profit corporation approved by the Commissioner of Education.

(b) Each eligible school operator shall, subject to the provisions of [section 31-51i](#), (1) require each applicant for a position with such eligible school operator to state, in writing, whether such applicant has ever been convicted of a crime or whether criminal charges are pending against such applicant at the time of such application and, if charges are pending, to state the charges and the court in which such charges are pending, (2) require each applicant to submit to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to [section 17a-101k](#), before such applicant may be hired by such eligible school operator, and (3) on and after July 1, 2019, require, subject to the provisions of subsection (e) of this section, each applicant for a position with such eligible school operator to submit to state and national criminal history records checks within thirty days from the date of employment and may require, subject to the provisions of subsection (e) of this section, any person hired prior to said date to submit to state and national criminal history records checks. The criminal history records checks required by this subsection shall be conducted in accordance with [section 29-17a](#). If the eligible school operator receives notice of a conviction of a crime which has not previously been disclosed by such person to the eligible school operator, the eligible school operator may (A) terminate the contract of a certified employee, in accordance with the provisions of [section 10-151](#), and (B) dismiss a noncertified employee, provided such employee is notified of the reason for such dismissal. If the eligible school operator receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the eligible school operator shall send such notice to the State Board of Education. The provisions of this subsection shall not be construed to cause an eligible school operator to disseminate the results of any national criminal history records check.

(c) If an eligible school operator requests, a regional educational service center shall arrange for the fingerprinting of any person required to submit to state and national criminal history records checks pursuant to this section or for conducting any other method of positive identification required by the State Police Bureau of Identification or the Federal Bureau of Investigation and shall forward such fingerprints or other positive identifying information to the State Police Bureau of Identification which shall conduct criminal history records checks in accordance with [section 29-17a](#). Such regional educational service center shall maintain such fingerprints or other positive identifying information, which may be in an electronic format, for a period of four years, at the end of which such fingerprints and positive identifying information shall be destroyed. The State Police Bureau of Identification shall provide the results of such checks to such eligible school operator. No regional educational service center shall charge a fee for services under this subsection that exceeds any fee that the center may charge any applicant for a position with such center.

(d) State and national criminal history records checks for substitute teachers completed within one year prior to the date of employment with an eligible school operator and submitted to the employing eligible school operator shall meet the requirements of subsection (b) of this section. An eligible school operator shall not require substitute teachers to submit to state and national criminal history records checks pursuant to subsection (b) of this section if they are continuously employed by such eligible school operator, provided a substitute teacher is subjected to such checks at least once every five years. For purposes of this section, substitute teachers shall be deemed to be continuously employed by an eligible school operator if they are employed at least one day of each school year by such eligible school operator.

(e) The provisions of this section shall not apply to (1) a student employed by the eligible school operator that operates a school which the student attends, or (2) a person employed by an eligible school operator as a teacher for a noncredit adult class or adult education activity, as defined in [section 10-67](#), who is not required to hold a teaching certificate pursuant to [section 10-145b](#) for his or her position.

(f) Notwithstanding the provisions of subsection (g) of [section 31-51i](#), and to the extent permissible under state and federal laws regarding the dissemination of criminal history records, the State Board of Education shall, upon request of an eligible school operator, make available to such eligible school operator requesting information concerning an applicant for a position with such eligible school operator (1) any information concerning the applicant's eligibility for employment in a position with such eligible school operator requiring a certificate, authorization or permit issued pursuant to chapter 166,¹ (2) whether the department has knowledge that the applicant has been disciplined for a finding of abuse or neglect or sexual misconduct, as defined in [section 10-222c](#), and any information concerning such a finding, and (3) whether the department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges. The provisions of this subsection shall not be construed to cause the state board to investigate any such request or disseminate the results of any national criminal history records check.

C.G.S. § 10-222c. Hiring policy

Hiring policy. Applicant's employment history; requirement to disclose and check upon. Immunity from civil and criminal liability. (a) No local or regional board of education, governing council of a state or local charter school, interdistrict magnet school operator or supervisory agent of a nonpublic school shall offer employment to an applicant for a position, including any position which is contracted for, if such applicant would have direct student contact, prior to such board, council, operator or supervisory agent:

(1) Requiring of such applicant:

(A) To list the name, address and telephone number of each current or former employer of the applicant, if such current or former employer was a local or regional board of education, council, operator or supervisory agent or if such employment otherwise caused the applicant to have contact with children;

(B) A written authorization that (i) consents to and authorizes disclosure by the employers listed under subparagraph (A) of this subdivision of the information requested under subdivision (2) of this subsection and the release of related records by such employers, (ii) consents to and authorizes disclosure by the Department of Education of the information requested under subdivision (3) of this subsection and the release of related records by the department, and (iii) releases those employers and the department from liability that may arise from such disclosure or release of records pursuant to subdivision (2) or (3) of this subsection; and

(C) A written statement of whether the applicant (i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated, (ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by the Department of Children and Families, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to section 17a-101g of abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or (iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by the department or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by the department of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

(2) Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under subdivision (1) of this subsection. Such review shall be conducted using a form developed by the Department of Education in accordance with section 3 of Public Act 16-67* that shall request (A) the dates of employment of the applicant, and (B) a statement as to whether the employer has knowledge that the applicant (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency or municipal police department or which has been substantiated; (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (g) of section 31-51i, not later than five business days after any such current or former employer of the applicant receives a request for such information, such employer shall respond with such information. A local or regional board of education, council, operator or supervisory agent may request more information concerning any response made by a current or former employer, and, notwithstanding the provisions of said subsection (g), such employer shall respond not later than five business days after receiving such request; and

(3) Requesting information from the Department of Education concerning (A) the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit issued pursuant to chapter 166, (B) whether the department has knowledge that a finding has been substantiated by the Department of Children and Families pursuant to section 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and (C) whether the department has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

(b) Notwithstanding the provisions of subsection (g) of section 31-51i, any local or regional board of education, council, operator or supervisory agent that receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct shall notify the Department of Education of such information.

(c) No local or regional board of education, council, operator or supervisory agent shall employ an applicant for a position involving direct student contact who does not comply with the provisions of subdivision (1) of subsection (a) of this section.

(d) A local or regional board of education, council, operator or supervisory agent may employ or contract with an applicant on a temporary basis for a period not to exceed ninety days, pending the review of information received under this section by such board, council, operator or supervisory agent, provided:

(1) The applicant complied with subdivision (1) of subsection (a) of this section;

(2) The board, council, operator or supervisory agent has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the board, council, operator or supervisory agent; and

(3) The applicant affirms that the applicant is not disqualified from employment with such board, council, operator or supervisory agent.

(e) No local or regional board of education, council, operator or supervisory agent shall enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any other contract or agreement or take any action that:

(1) Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

(2) Affects the ability of the local or regional board of education, council, operator or supervisory agent to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or

(3) Requires the local or regional board of education, council, operator or supervisory agent to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the board, unless after investigation such allegation is dismissed or found to be false.

(f) No local or regional board of education, council, operator or supervisory agent shall offer employment to a person as a substitute teacher, unless such person and such board, council, operator or supervisory agent comply with the provisions of subsection (a) of this section. The board, council, operator or supervisory agent shall determine which such persons are employable as substitute teachers and maintain a list of such persons. No board, council, operator or supervisory agent shall hire any person as a substitute teacher who is not on such list. Such person shall remain on such list as long as such person is continuously employed by the board, council, operator or supervisory agent as a substitute teacher, as described in subsection (c) of section 10-221d, provided the board, council, operator or supervisory agent does not have any knowledge of a reason that such person should be removed from such list.

(g) In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all information required of an applicant under subparagraphs (A) and (C) of subdivision (1) of subsection (a) of this section and a written authorization under subparagraph (B) of said subdivision. Such contractor shall contact any current or former employer of such employee that was a local or regional board of education, council, operator or supervisory agent or if such employment caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (g) of section 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of said subsection (g), immediately forward such information to any local or regional board of education, council, operator or supervisory agent with which the contractor is under contract, either telephonically or through written communication. Any local or regional board of education, council, operator or supervisory agent that receives such information shall determine whether such employee may work in a position involving direct student contact at any school under the jurisdiction or control of such board, council, operator or supervisory agent. No determination by a local or regional board of education, council, operator or supervisory agent that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

(h) Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (a) of this section shall be subject to discipline by the employing local or regional board of education, council, operator or supervisory agent that may include (1) denial of employment, or (2) termination of the contract of a certified employee, in accordance with the provisions of section 10-151.

(i) Any employer who provides information in accordance with subdivision (2) of subsection (a) of this section or subsection (g) of this section and the Department of Education for the provision of information requested in accordance with subdivision (3) of said subsection (a) shall be immune from criminal and civil liability, provided the employer or department did not knowingly supply false information.

(j) Notwithstanding the provisions of section 10-151c and subsection (g) of section 31-51i, a local or regional board of education, council, operator or supervisory agent shall provide upon request by any other local or regional board of education, council, operator or supervisory agent for the purposes of an inquiry pursuant to subdivision (2) of subsection (a) of this section or subsection (g) of this section or to the Commissioner of Education pursuant to subsection (b) of this section any information that the board, council, operator or supervisory agent has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.

(k) For purposes of this section and section 10-221d, (1) "sexual misconduct" means any verbal, nonverbal, written or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature and any other sexual, indecent or erotic contact with a student; (2) "abuse or neglect" means abuse or neglect as described in section 46b-120, and includes any violation of section 53a-70, 53a-70a, 53a-71, 53a-72a, 53a-72b or 53a-73a; and (3) "former employer" means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator.

(l) Prior to offering employment to an applicant, a local or regional board of education, council, operator or supervisory agent shall make a documented good faith effort to contact each current and any former employer that was a local or regional board of education, council, operator or supervisory agent or if such employment otherwise caused the applicant to have contact with children of the applicant in order to obtain information and recommendations which may be relevant to the applicant's fitness for employment, provided such effort shall not be construed to require more than three telephonic requests made on three separate days.

(m) No local or regional board of education, council, operator or supervisory agent shall offer employment to any applicant who had any previous employment contract terminated by a board, council, operator or supervisory agent or who resigned from such employment, if such person has been convicted of a violation of section 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

C.G.S. § 10-262s. Authority of Commissioner of Education to transfer funds appropriated for Sheff settlement to certain grant programs.

(a) The Commissioner of Education may, to assist the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, 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 the Technical Education and Career System for programming.

(b) The Commissioner of Education may, to assist the state in meeting its obligations pursuant to the decision in *Sheff v. O'Neill*, 238 Conn. 1 (1996), or any related stipulation or order in effect, as determined by the Commissioner of Education, award grants with funds appropriated for the Sheff settlement for academic and social student support programs for the following voluntary interdistrict programs: (1) Interdistrict cooperative programs pursuant to [section 10-74d](#), (2) the interdistrict public school attendance program pursuant to [section 10-266aa](#), (3) interdistrict magnet school programs pursuant to [section 10-264l](#), and (4) the Technical Education and Career System.

C.G.S. § 10-223f. Use of charter school student performance data in the calculation of accountability index scores for alliance districts

(a) For the school year commencing July 1, 2015, and each school year thereafter, the Department of Education shall calculate the accountability index, as defined in section 10-223e, for an alliance district, as defined in 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 of 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.

Review Standards:	
DNM	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.
P	Partially Meets: The response lacks critical details in certain areas. The response requires additional information to be considered reasonably comprehensive and demonstrate a clear vision of how the school will operate.
M	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.
E	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, Purpose and Specialized Focus C.G.S. §§ 10-66bb(d)1,(7)	Total Score:		DNM	P	M	E
a. Describes the mission of the proposed school.						
b. Defines the core purpose and key values of the school, specific to the school model, grade configuration and the total number of students it plans to enroll and serve.						
c. Explains how the school mission is consistent throughout the application and illustrates high academic standards for student success.						
d. Presents a clear vision of the school. Identifies a specialized focus and ways in which the school will positively impact its stakeholders and community.						
e. Articulates how the school’s vision aligns with the school’s mission and how it will operate once it’s opened.						
Justifications:						

2. Educational Philosophy	Total Score:		DNM	P	M	E
a. Describes the founding group's core beliefs and values.						
b. Demonstrates the philosophy to embrace and serve the diverse needs of individual students.						
c. Provides an effective approach that is likely to improve students' academic performance.						
Justifications:						

3. Curriculum C.G.S. 10-66bb(d)(5)	Total Score:		DNM	P	M	E
a. Explains the process to access, identify or develop curriculum to be used by the school and provides criteria for the process.						
b. Applies appropriate legislation to evidence alignment to SBE approved standards and frameworks, the Connecticut Core Standards for English language arts, mathematics and the NGSS for science (i.e., scope and sequence, curriculum map, or lesson plan for course of study, etc.).						
c. Provides evidence demonstrating that the curriculum is likely to improve students' academic performance. Is research-based information provided to support proof of high student achievement?						
d. Demonstrates accessibility and appropriateness for students at all levels, including EL/ML, students with disabilities and other at-risk students.						
e. Describes a clear plan for the ongoing development, improvement, and refinement of the curriculum.						
f. Describes a process for monitoring and evaluating the implementation and effectiveness of the curriculum.						
Justifications:						

4. Instruction C.G.S. §§ 10-66bb(d) (5),(10)	Total Score:	DNM	P	M	E
a. Examples provided that describes the instructional methods or techniques that will be used to facilitate high-quality teaching and learning.					
b. Demonstrates how instructional methods support high standards of achievement and are accessible and appropriate for all students.					
c. Explains how the school will create a data-driven culture to meet a wide range of students using differentiated tiered instruction.					
d. Describes how the school will determine, support for staff and provide instructional professional development to ensure high quality instructional methods are delivered.					
e. Describes the Multi-Tiered System of Support (MTSS) and related monitoring of student progress and provision of tiered instruction.					
Justifications:					
5. Student Assessment C.G.S. 10-66bb(d)(9)	Total Score:	DNM	P	M	E
a. Presents a comprehensive assessment system, including diagnostic, formative, benchmark, interim and summative assessments.					
b. Indicates how the assessment system ensures the participation of all students on both the state mandated testing and other alternative assessments.					
c. Explains how assessments will be used to determine, monitor, and report student, cohort, and school progress over time.					
d. Demonstrates how assessment data will be used to improve curriculum, instruction, and tiered supports.					
e. Describes a clear process to use assessment data to apply appropriate and timely tiered student interventions, support, and targeted goals.					
Justifications:					

II. Strength of Organizational Effort

1. Experience and Expertise of Founders	Total Score:	DNM	P	M	E
a. Demonstrates clear expertise and relevant experiences and/or qualifications of the founders.					
b. Specifies the role of the founding group in the development and launch of the proposed school. Includes founding members anticipated role or relationship with the proposed school.					
c. Identifies any organizations, agencies, or consultants that are partners in designing and launching the proposed school and provides evidence of the partner's ability to operate a high-quality school.					
<p>Justifications:</p>					

This section is required, but not subject to scoring

2. School Governance and Management C.G.S. 10-66bb(d)(3)	YES	NO		
a. Provides a viable governance structure and organizational chart showing proper oversight of various functions of the school.				
b. Presents a clear picture of the officers and members, terms, election/appointment processes, and committees. Includes resumes of initial council membership, showing a wide range of expertise and experiences.				
c. Specifies the criteria for selecting officers and members of the governing council detailing the recruitment and removal process.				
d. Describes how the governing council will exercise its responsibility to oversee the operation of the school including, but not limited to, educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach. Indicates how the governing council will hold the school accountable to families and stakeholders.				
e. Defines the roles, responsibilities, and interaction between council membership, committees, and school administration.				
f. Presents the process by which the governing council will hire and evaluate the school administrator.				
g. For applicants planning to partner with an organization. Provides evidence indicating the CMO's ability to serve the intended student population; strong student outcomes and success at managing nonacademic school functions.				

Justifications:

3. School Leader C.G.S. 10-66bb(d)(6)	Total Score:		YES	NO		
a. <i>For applicants with an identified school leader:</i> Provides the name, qualifications, experiences, certifications, and education of the proposed lead administrator; offers evidence to demonstrate whether the individual has a record of leading a high-quality school.						
b. <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 C.G.S. 10-66bb(d)(2)	Total Score:		YES	NO		
a. Provides evidence that the proposed school is welcomed by the local community.						
Justifications:						

III. Student Composition, Services, and Policies						
1. School Demographics C.G.S. §§ 10-66bb(d)(12),(15)	Total Score:		DNM	P	M	E
a. Describes the needs of the community, including demographics and student population to be served by the proposed school, and how it will potentially increase student achievement.						
b. Provides an enrollment plan, including a clear rationale for grades served, enrollment, and growth.						
c. Describes procedures for family and community engagement to involve parents and guardians of enrolled students in student learning, school activities and school decision-making.						
Justifications:						

2. Special Education	Total Score:	DNM	P	M	E
a. Includes a comprehensive plan for educating students with disabilities.					
b. Plans for adequate staffing to address the needs of students with disabilities and Section 504 Plans, including properly state-certified special education teachers(s).					
c. Articulates a clear system to monitor student data and consider a student's eligibility for Section 504 services. Specifies plans to work with resident school district and proposed school staff for evaluation.					
d. Presents a plan to engage the parents of students with disabilities.					
<p>Justifications:</p>					

3. English learners/Multilingual learners (EL/ML)/	Total Score:	DNM	P	M	E
a. Provides a plan to identify, serve and administer mandated assessments. (e.g., screenings, assessments, exit criteria). Explains how data will be used to inform instruction and monitor progress of EL/ML students and continued progress of exited EL/ML students.					
b. Describes how the proposed school will meet the learning needs of all EL/ML students and provide access to the general education curriculum.					
c. Describes how the school will report and address progress in both language development and academic content, in the same manner and frequency as general education reporting, including translation services.					
d. Presents a plan that addresses how the academic and linguistic needs of EL/ML students will be monitored and how that process will be used to evaluate the effectiveness of the program and ensure that the needs of EL/ML students are met.					
e. Plans for adequate staffing to address the needs of EL/ML students, including properly state-certified staff.					
Justifications:					
4. Admission Policy and Criteria	Total Score:	DNM	P	M	E
a. Provides a clear and coherent admissions policy and plan that complies with C.G.S. § 10-66bb. Includes a plan for admission lottery, explains how the proposed school will enroll students during the year if spaces become available.					
b. Provides a viable plan to attract students and families from a diverse student body and avoid discrimination. Describes how the proposed school will enroll, and retain students with a history of low academic performance; students who receive free or reduced-price lunches, students with a history of behavioral and social difficulties and students identified as requiring special education.					
c. Shows a commitment to reduce racial, ethnic, and/or economic isolation. Describes relevant programs (e.g., curricular and extracurricular and/or student teacher recruitment), the school plans to implement.					
Justifications:					

5. Student Discipline Policies	Total Score:		DNM	P	M	E
a. Provides a clear behavior management system that encourages positive behaviors and integrates restorative practices into the SRBI or MTSS framework.						
b. Offers educational alternatives for students who are expelled or suspended, including strategies to prevent or reduce the number of suspensions and expulsions (non-exclusionary practices for those suspended).						
c. Provides due process safeguards for all students, including those with disabilities.						
d. Describes the proposed student code of conduct, which includes the new restorative practices policy, pursuant to Public Act 23-167 .						
Justifications:						
6. Human Resource Policies	Total Score:		DNM	P	M	E
a. Defines competencies and professional standards necessary for hiring teachers, administrators, and all other school staff. Creates processes for progressive discipline for staff conduct and performance issues.						
b. Provides sample job descriptions that clearly articulates necessary staff competencies, expectations, and qualifications.						
c. Describes a targeted staff size and plans to attract, retain and develop high-quality teachers and school leaders and comply with teacher certification.						
d. Provides clear and effective procedures to document efforts to increase the racial and ethnic diversity of staff. Presents a system to evaluate and develop teachers and administrators.						
e. 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.						
f. Describes how the proposed school will evaluate teachers and administrators. Explains how the school will implement the Connecticut Guidelines for Educator and Leader Evaluation and Support.						
Justifications:						

IV. School Viability

1. Building Options	Total Score:	DNM	P	M	E
a. Provides a plan and rationale for identifying and acquiring a facility to support the proposed school.					
b. Describes plans and associated timelines to renovate and bring the property into compliance with all applicable school building codes.					

Justifications:

2. Financial Plan	Total Score:	YES	NO		
a. Provides a thorough pre-opening 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. Provides a full understanding of the statement, includes a budget narrative explaining the projected amounts reported in the budget by line item and by year.					
b. Includes financial projections that accounts for all sources of revenue, detailing the estimated financial activity of the proposed school for the first five years of operation (e.g., state per-pupil grant; other federal, state, and private grants; donations and fundraising).					
c. Presents 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.					
d. Presents a schedule of borrowings and repayments. Identifies estimated funds borrowed (loans, notes, mortgages, etc.), which includes the source of the funds, repayment schedule, and purpose of the borrowing.					
e. Describes the fiscal controls and financial management policies the governing council will employ to provide oversight of the proposed school's financial position.					
f. Presents a financial management system and processes aligned to Generally Accepted Accounting Principles (GAAP) with adequate internal controls, to track daily operations, including a description of the fiscal staff positions, qualifications, and duties.					
Justifications					

3. Self-Evaluation and Accountability	Total Score:		DNM	P	M	E
a. Identifies clear and operational goals at all levels (e.g., school-wide, grade-level, classroom, staff, and student).						
b. Provides clear systems of accountability for all stakeholders.						
c. Identifies robust data systems and processes to regularly track leading and lagging indicators of student achievement, student enrollment, and organizational operations and effectiveness.						
d. Presents a clear plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed school is located.						
Justifications:						
4. Timetable	Total Score:		YES	NO		
a. 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).						
b. Demonstrates project management, showing the team's ability to coordinate, manage, track, and execute multiple work streams simultaneously.						
Justifications:						

APPENDIX H: 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 Learners/Multilingual 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		
1a. Serving High-Need Student Populations through Establishment of Educational Programs	YES	NO
1b. Serving High-Need Student Populations by Using Specific Strategies to Attract, Enroll and Retain Students from the above populations	YES	NO
2. Turning Around an Existing School	YES	NO
3. Opening in a Priority School District or District with at Least 75 Percent Racial or Ethnic Minority Enrollment	YES	NO
4. Being a Higher Education Institution	YES	NO
5. Locating the School at a Work Site	YES	NO

APPENDIX I: STATEMENT OF ASSURANCES

Standard Statement of Assurances for Grant Programs

Connecticut State Department of Education

Project Title:	
Applicant:	

The Applicant hereby assures the Connecticut State Department of Education that:

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant.
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application.
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant.
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education.
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency.
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded.
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary.
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding.
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant.

K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the C.G.S., and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit.

L. Nondiscrimination

1) For purposes of this Section, the following terms are defined as follows:

- a. "Commission" means the Commission on Human Rights and Opportunities;
- b. "Contract" and "contract" means this grant;
- c. "Contractor" and "contractor" means the applicant and any successors or assigns;
- d. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.
- e. "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- f. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- g. "marital status" means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- h. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- i. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. §§ 32-9n; and
- j. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

- 2) For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (a) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (b) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (c) the federal government, (d) a foreign government, or (e) an agency of a subdivision, state or government described in the immediately preceding enumerated items (a), (b), (c), or (d).
- 3) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to ensure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (b) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action equal opportunity employer” in accordance with regulations adopted by the Commission; (c) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (e) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- 4) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

- 5) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 6) The Contractor shall include the provisions of subsection (3) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding the State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- 7) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- 8) (a) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (d) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- 9) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

10) Nondiscrimination Certification. Pursuant to subsection (c) of section 4a-60 and subsection (b) of section 4a-60a of the Connecticut General Statutes, the Contractor, for itself and its authorized signatory of this Contract, affirms that it understands the obligations of this section and that it will maintain a policy for the duration of the Contract to assure that the Contract will be performed in compliance with the nondiscrimination requirements of such sections. The Contractor and its authorized signatory of this Contract demonstrate their understanding of this obligation by signing this Statement of Assurances below.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the C.G.S. concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Signature of Authorized Official:	
Name: <i>(typed)</i>	
Title: <i>(typed)</i>	
Date:	