



STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



August 11, 2011

Dear Sir or Madam:

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

Applications for state and local charters are due to the Connecticut State Department of Education (CSDE) on or before **October 11, 2011**. This application can be downloaded from the Connecticut State Department of Education's Web site, http://www.sde.ct.gov/sde/lib/sde/PDF/rfp/RFP020_charter_school_application_11.pdf. The SBE must vote on the complete application within 90 days of receipt of such application and may act on the approval of charter applications on a staggered basis depending on when an application is filed. Therefore, applications filed earlier than the deadline may receive consideration sooner than those filed close to or at the deadline. A copy must also be filed with the local or regional school board in the town where the school will be located.

To assist applicants in developing the charter school proposal, the CSDE recommends that all persons intending to submit a proposal attend one of two bidders' conferences. The first session will be held on Monday, August 29, 2011, from 9:00 a.m. to 12:00 p.m. and a second session on Wednesday, August 31, 2011, from 9:00 a.m. to 12:00 p.m. Both conferences will be held at the CSDE Middletown office. Directions are attached. Please RSVP via e-mail to Felicia Canty at felicia.canty@ct.gov to indicate which session you will attend. Include names of the individuals who will attend by August 24, 2011.

State charter schools are funded by a per-pupil grant from the General Assembly. The grant for the current year is \$9,400 per pupil. Local charters receive funding from the boards of education in which students attending the charter school reside, and budgets must be negotiated on an individual school basis. Charter school start-up grants from the U.S. Department of Education may be available to new charter schools in September 2012. The funds are awarded to states on a competitive basis for a three year period. The CSDE intends to apply for this grant in the spring of 2012. However, the availability of funding for the 2012-13 school year is not certain.

It must be noted that the SBE will approve state charter school applications contingent on funding from the General Assembly in the 2012 session.

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

Sincerely,

George A. Coleman
Acting Commissioner of Education

Enclosure

Box 2219 • Hartford, Connecticut 06145

An Equal Opportunity Employer

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

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

**C.G.S. Sec. 10-66aa-mm, as amended by Public Acts 11-28, 11-48,
11-60, 11-136, 11-179, 11-234.**

August 2011

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

Applications Due: Friday, October 11, 2011

Application – RFP 020

CONNECTICUT STATE DEPARTMENT OF EDUCATION

George A. Coleman
Acting Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, criminal record (in state employment and licensing), gender identity or expression, genetic information past or present history thereof, learning disability/disorder past or present history thereof, marital status, mental disability/disorder past or present history thereof, intellectual disability, national origin, physical disability/disorder past or present history thereof (included but not limited to blindness), previous position/engaging in protected conduct (retaliation), race, religious creed, sex (including pregnancy, sexual harassment, and workplace hazards to the reproductive system), and sexual orientation, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director, Title IX /ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457, 860-807-2071.

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INTRODUCTION

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

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

In 1996, the first year of implementation, the SBE received 29 applications from groups made up of teachers, parents, community members, higher education faculty, and private organizations from across the state. The Board chartered 12 schools; 10 were state charter schools and two were local charter schools. Approval of these schools authorized the enrollment number of 1,000 students in charter schools, the enrollment cap enacted by the legislature. In 1997, the legislature removed the cap and provided funding for 500 additional seats during 1998-99. This allowed for enrollment growth in the existing schools and some modest increase in the number of new schools. Last school year 2010-11, 18 state charter schools served 5,449 students throughout Connecticut. State charter schools are funded by a per-pupil grant from the General Assembly. The grant for the 2011-12 school year will be \$9,400 per pupil.

The Connecticut State Department of Education (CSDE) is now soliciting applications for state and local charter schools. This document serves as the SBE's application package for all requests for state and local charter schools. Along with preliminary and background information, it contains the application, frequently asked questions and answers, a copy of the charter school legislation, and other information to help in the development of your charter school.

A. Request for Applications

Applications are being sought for the possible creation of new state and local charter schools. The SBE will approve state charter school applications contingent on funding from the General Assembly in the 2012 session. Local charter schools receive funds directly from their sponsoring districts and thus do not rely on the state budget for funding.

Charter school start-up grants from the U.S. Department of Education may be available to new charter schools in September 2012. The funds are awarded to states on a competitive basis for a three year period. The CSDE intends to re-apply for this grant in the spring of 2012. However, the availability of funding for the 2012-13 school year is not certain.

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

The purpose of this application packet is to provide potential applicants with guidelines and information for submitting an application for a charter. The application contains specific criteria that will be used in assessing the quality of each response to questions in the application. Requests for an application can be made to Robert Kelly, Charter School Program Manager, at 860-713-6574 or robert.kelly@ct.gov.

B. Expectations

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

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

C. Application

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

1. *State Charter Application:* Applications are due to the CSDE on or before **October 11, 2011**. The SBE must vote on the complete application within 90 days of receipt of such application and may act on the approval of charter applications on a staggered basis depending on when an application is filed. Therefore, applications filed earlier than the deadline may receive consideration sooner than those filed close to or at the deadline. A copy must also be filed with the local or regional school board in the town where the school will be located.
2. *Local Charter Application:* Applications are due to **both** the local board of education and the SBE on or before **October 11, 2011**. The local board must vote on the application within

60 days of receipt of such application. If approved, the local board shall forward the application to the SBE immediately upon passage. The SBE must vote on the complete application within 90 days of receipt of such application and may act on the approval of charter applications on a staggered basis depending on when the application is filed.

D. Application Review Process

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

1. Review of Written Proposal

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

Review Criteria: Applications will be scored by readers based on the criteria established in Section 10-66bb (d). (See the “Review Criteria” beginning on page 15, listed below each application requirement and the “Application Evaluation Criteria,” found on page 30). As required by statute, the Department of Education will give special consideration to applicants who will serve students who reside in a priority school district pursuant to section 10-266p of the Connecticut General Statutes or in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities. Preference will also be given to applicants for state charter schools that will be located at a worksite or that are sponsored by institutions of higher education. In determining whether to grant a charter, the review will consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of multiple charter schools within a school district or in contiguous school districts.

2. Review Completeness

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

Charter schools represent an opportunity to work collaboratively with a broad group of people that may include parents, teachers, business and local community members, and the expectation is that the application will be developed by such a group.

3. *Public Hearing*

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

4. *Interview with the Commissioner of Education*

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

E. Obligations

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

Furthermore, the grantee may be required to submit periodic reports of its employment and 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:

Affirmative Action Office
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
Telephone: 860-807-2101

G. Freedom of Information

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

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

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

I. Reservation

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

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

PROGRAM OVERVIEW

CONNECTICUT CHARTER SCHOOL LEGISLATION

Charter school laws vary significantly from state to state. Across the country, charter schools have been declared one of the fastest growing innovations in education policy. For Connecticut, charter schools represent a means to provide flexibility to new schools in designing ways to improve student learning and meet specific educational goals. As we move to implement our education reform agenda, they can be a mechanism for the development of innovative programs within public education, providing additional opportunities for improved student learning.

Sections 10-66aa to 10-66mm, inclusive, of the Connecticut General Statutes, as amended by Public Acts 11-28, 11-48, 11-60, 11-136, 11-179, 11-234 constitute the charter school legislation for the State of Connecticut. The original legislation was enacted in May 1996 and signed by the Governor on June 6, 1996.

CHARTER SCHOOLS DEFINED

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

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

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

CHARTER SCHOOL PROCESS AND ELIGIBILITY

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

Limits. No state charter school may enroll more than 250 students or 25 percent of the enrollment of the school district in which the state charter school is to be located, whichever is less, except in the case of a kindergarten to eighth-grade school, which may enroll up to 300 students. Current law allows the SBE to waive the enrollment requirements if the charter school applies to the SBE for an enrollment waiver and demonstrates a record of student achievement.

Preferences and considerations. The SBE shall give preference to applicants who will serve students who reside in a priority school district pursuant to Section 10-266p of the Connecticut General Statutes or in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities. The SBE shall also give preference to applicants for state charter schools that will be located at a worksite or that are institutions of higher education. In determining whether to grant a charter, the SBE shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of over concentration of charter schools within a school district or in contiguous school districts.

APPLICATION CONTENTS

Contents. Charter school applications shall include a description of the following:

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 includes teachers, parents and guardians of students enrolled in the school and the chairperson of the local or regional board of education of the town in which the charter school is located or the designee of such chairperson provided such designee is a member of the board of education or the superintendent of schools for the district, and is responsible for the oversight of charter school operations.
4. The financial plan for the operation of the school, provided no application fees or other fees for attendance may be charged, except where provided in the statutes.
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 by the school.
7. The organization of the school in terms of ages or grades to be taught and the total estimated enrollment of the school.

8. The student admissions criteria and procedures to: (a) ensure effective public information; (b) ensure open access on a space available basis; (c) promote a diverse student body; and (d) ensure that the school does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, 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.
9. A means to assess student performance that includes participation in statewide mastery examinations pursuant to Chapter 163c of the Connecticut General Statutes.
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, including special education.
12. Procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision making.
13. Efforts to increase the racial and ethnic diversity of the staff.
14. A five-year plan to sustain the maintenance and operation of the school.

Waivers. Charter schools shall be subject to all state and federal statutes and regulations that govern public schools. However, an application may include or a charter school may file requests to waive provisions of the statutes and regulations not specifically required by the charter school legislation, and which are within the jurisdiction of the SBE.

REVIEW PROCESS

State charter schools. An application for the establishment of a state charter school must be submitted to the SBE for approval and filed with the local or regional board of education in the school district in which the state charter school is to be located. The state board will: (a) review the application; (b) hold a public hearing on such application in the school district in which the school is to be located; (c) solicit and review comments on the application from the appropriate local or regional board of education and from the local or regional boards of education for school districts that are contiguous to the district in which such school is to be located; and (d) vote on a complete application within 90 days of receipt of the application. The SBE may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The SBE may approve the application and grant the charter for the state charter school for up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services. The SBE may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met.

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 90 days after the date of receipt. The board of education may approve the application by a majority vote of the members present and voting at a regular or special meeting called for such purpose. If the application is approved, the board must forward the application to the SBE. The SBE will vote on the application no later than 90 days after the date of receipt. The SBE may approve the application and grant the charter for the local charter school for up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services. The SBE may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the Commissioner to release the charter when the Commissioner determines such conditions are met.

RENEWAL

Charters may be renewed for up to five years by the SBE, upon application, in accordance with the provisions of the charter school legislation for the granting of new charters. The SBE may commission an independent appraisal of the performance of a charter school and consider the results of any such appraisal in determining whether to renew a charter. The SBE may decline to renew a charter if: (1) sufficient student progress has not been demonstrated; (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of its students; or (3) the school has not been in compliance with applicable laws and regulations.

PROBATION AND REVOCATION

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

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

PERSONNEL ISSUES

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

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

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

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

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

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

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

FUNDING

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

Payment amount and schedule. For those enrolled in a local charter school, the local board of education of the school district in which a student resides shall pay annually, in accordance with its charter, to the fiscal authority for the charter school for each student the amount specified in its charter including reasonable special education costs. For a state charter school, the state will pay annually to the fiscal authority, for each student enrolled in such school \$9,400. Payment shall be made as follows: 25 percent of the grant amount in July and September based on estimated student enrollment on May 1, and 25 percent of such amount in January and the remaining amount in April, each based on student enrollment as of first day of October of the current school year.

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

Grants eligibility. Charter schools shall be eligible to the same extent as boards of education for federal funds and competitive state grants. Charter schools are also eligible to participate in the short-term investment fund (STIF) administered by the State Treasurer. If the Commissioner of Education finds that a charter school uses a grant in a way that is inconsistent with the provisions of the charter school legislation, then the Commissioner may require repayment of the grant to the state.

Year-end rollover. If at the end of a fiscal year, money received from the state charter school grant by a state charter school is unexpended, the charter school: (a) may use, for the expenses of

the charter school for the following year, up to 10 percent of such amounts; and (b) may create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the Commissioner, and may deposit into such fund up to five percent of such unexpended state grant fund amounts.

TRANSPORTATION

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

ANNUAL REPORTING

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

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

Type of ED Form	Required	Approx. Number Required
Mandated annually by state or federal statute	All	11
Data collections needed to implement state or federal statutes	Some	3
Forms required to initiate or change individual teacher certification status	As needed	8
General state/federal aid grants	Cash management forms only	3
School construction grants	None	0
Child nutrition grants	As needed	2

Type of ED Form	Required	Approx. Number Required
Federal Title I grants	None	0
State and federal special education grants	As needed	1
Bilingual and immigrant education grants	As needed	4
Adult education grants	As needed	4
Vocational education grants	As needed	1
Other annual grant-related data collections	Some	1

Activities Required by the CSDE

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

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

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

MISCELLANEOUS

Powers of the governing council. 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.

Powers of the charter school. A charter school may: (a) sue and be sued; (b) purchase, receive, hold and convey real and personal property for school purposes; and (c) borrow money for such purposes.

CONCLUSION

This overview attempts to highlight the charter school law. In the case of variance between the language in the law and this summary, the law prevails (see Appendix C). For your reference, attached is a list of frequently asked questions and answers that should serve as guidelines for the development of a charter school.

APPLICATION INSTRUCTIONS

Application Format

Applications for the charter schools must be typewritten or word processed (on one side of 8.5" x 11" sized paper). The application should follow the format and the order outlined, with the charter school Application Summary attached at the front of the application and tabs for each section. To facilitate the review process, please include a table of contents labeling and paginating each section. In addition to the required information, applicants may include any additional information that will help to better assess the proposed charter school. Attach all supporting documentation as appendices that should be referenced in the body of the application.

Succinct answers should be provided. Text should be printed using a readable font (10 or 12 point).

Number of Copies

An original and five copies must be submitted to the CSDE for state charter school applications. For local charter schools, an additional original must be submitted to the district's superintendent. For state charter schools, a copy of the application must be filed at the local or regional board of education.

Due Date

The original must be signed and dated by an authorized official. Applications (original and five copies), **IRRESPECTIVE OF POSTMARK DATE** and means of transmittal, must be received by **4:00 p.m. on Friday, October 11, 2011.**

Submission

Both state and local charter school applications must be submitted to both the *superintendent of schools* in which the charter school will be located and the *Charter School Office* at the address indicated below.

Please **mail application to:**

or

Deliver to:

Charter School Office
CT State Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

Charter School Office, Room 302
CT State Department of Education
165 Capitol Avenue
Hartford, CT 06106

CHARTER SCHOOL APPLICATION SUMMARY

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

Proposed Charter School Name

School Location (city/town)

Charter Applicant Representative:
--

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

TYPE OF SCHOOL	
Local charter school	
State charter school	

Indicate number of persons involved in each category

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

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

PROJECTED STUDENT ENROLLMENT

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

Executive Summary: Please provide a one- to two-page descriptive summary that highlights the primary characteristics of the proposed charter school including pertinent information included in the application.

 Signature (Charter Applicant)

 Date

CHARTER SCHOOL APPLICATION

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

I. SCHOOL VISION AND DESIGN

1. Mission and Vision

- A. Describe the mission of the charter school. Describe the core philosophy or underlying purpose of the proposed school. The mission should reveal the unique attributes of the school. (e.g., type of school, students served, etc.)
- B. Identify and describe any specific area of concentration or theme which may be the focus of the charter school. (e.g., science, technology, service-learning or arts).
- C. Within the context of the mission, describe the overarching goals that the charter school will seek to attain.

Review Criteria: Clearly articulated mission and vision for an innovative public school that will lead to improved education outcomes; consistency between the stated mission and the educational programs.

2. Learning Objectives

- A. Describe, in measurable terms, the school's academic goals and objectives for student learning. (This must be closely linked to student assessment. See Section 4, Student Assessment, under School Vision and Design).
- B. Describe other learning objectives that influence student performance, such as, but not limited to, positive self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, positive interpersonal relationships and sense of community.

Review Criteria: Clear measurable goals that serve as the basis for the school's educational program; standards that reflect a commitment to academic excellence for all students.

3. Educational Program

- A. Provide a detailed curricular overview of the core academic program in language arts (reading, writing, viewing, speaking and listening); social studies (citizenship, government, history, geography and economics); mathematics, science, physical education and health, and the arts (music, visual arts, theater and dance). In addition, at the secondary level, include one or more world languages and applied education/school-to-career opportunities. The detailed curricular overview should include, information on what the students will be required to know and be able to do. The curricular

overview must be aligned with the Connecticut State Frameworks, the Connecticut Grade Level Expectations for PK-8 and the Common Core State Standards.

- B. Complete curricula must be provided in the core content areas: language arts (reading, writing, viewing, speaking and listening), mathematics and science. The curricula must include grade(s) to be served in year one. The curriculum must be aligned with the Connecticut State Frameworks, the Connecticut Grade Level Expectations for PK-8 and the Common Core State Standards in English Language Arts and mathematics. If serving preschool, include a complete curriculum that aligns with Connecticut's preschool curriculum and assessment frameworks and the Connecticut Grade Level Expectations for PK-8.
- C. The curricula in the remaining content areas must be completed and provided to the CSDE for review and approval as a condition of the school opening.
- D. Describe what teaching methods will be used and how these methods will enhance student learning and contribute to increased student achievement.
- E. Describe partnerships that could enhance student achievement e.g., support services, health, nutrition, counseling, community service and school/business partnerships.
- F. Describe how you will meet student needs using differentiated instruction and Scientific Researched Based Interventions (SRBI) to meet varying student needs. Guidance on SRBI Implementation can be found using the following link: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322020>.

Review Criteria: *Sound teaching methods and curricular approaches; innovative curricula that are planned, ongoing, systematic and consistent with the charter school's mission, vision, student population, aligned to state standards and promotes high academic achievement for all students. (Keep consistent with the criteria of Section 2, Learning Objectives under School Vision and Design)*

4. Student Assessment

- A. Describe the method to be used to assess what students know and are able to do. This should include, but not be limited to baseline assessments, benchmark assessments, progress monitoring, common and formative assessments. The method of student assessment must be aligned to the curricula.
- B. Describe how multiple methods of assessment will be used and data generated to demonstrate student progress over time and inform instructional, professional development, and curricula decisions. (See Learning Objectives, Section 2, under School Vision and Design).
- C. Describe provisions for the participation of all students (including those students identified as requiring special education) in the appropriate statewide mastery examinations, the Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT) and other alternate assessments for students through the PPT process.

- D. How will the charter school address the needs of students who do not perform at acceptable levels of proficiency on school based assessments and statewide examinations?

Review Criteria: A commitment to high academic standards for all students, well-developed assessment mechanisms that demonstrate that student assessment is consistent with the overall mission and learning objectives of your school. A commitment to the measurement of learning outcomes and use of the assessment data for the demonstration of educational progress of students and program improvement. Compliance with the requirement to participate in the state mastery examinations (CMT, CAPT).

5. Efforts to Reduce Racial, Ethnic, and Economic Isolation

- A. Describe the efforts the charter school will make to reduce racial, ethnic and economic isolation. Consider possible programs (e.g., curricular and extra-curricular and/or student/teacher recruitment).

Review Criteria: A commitment to the reduction of racial, ethnic and economic isolation in the areas of program and student recruitment.

II. STRENGTH OF ORGANIZATIONAL EFFORT

1. Description of Founders

- A. Provide resumes of the founders of the proposed charter school and administrators, including their names, backgrounds, education experiences, relevant certifications or licenses, and corporate or business affiliations.
- B. Describe the existing governing/decision-making body(ies). Attach resumes and references for the applicants and resumes for existing and proposed members of the Governing Board of the school as well as for the proposed administrators.
- C. Describe any partnerships founders have with existing public schools, institutions of higher education, private entities, and/or community groups.
- D. Include any plans for future recruitment of Governing Board members.

Review Criteria: A well-balanced group that brings together people of diverse backgrounds and experiences and a range of professional skills capable of the organizational, financial, pedagogical, legal and other tasks required to open a functioning public school; local representation; community and parent involvement. If applicable, the involvement of any higher education institution should be clearly stated.

2. School Management and Governance

- A. Describe the internal form of management that will be implemented at the school, including any plans to contract with an outside group to manage the school. If you are planning to contract with a charter management organization, define what the allowable direct or indirect costs will be and the

methodology to be used by the management organization to calculate per pupil service fees. The signed management contract must be presented to CSDE prior to the school opening. The CSDE will review the basis for management fees charged including, but not limited to, direct and indirect costs for reasonableness consistent with established policies.

- B. Describe the procedures for the establishment of the governing board and the approval and orientation of new board members. Indicate how the establishment of the governing board procedures will prohibit the charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations. Disclose any plans to share management personnel between the charter school and charter management organization.
- C. Specify the roles and responsibilities of the board, including the involvement of teachers, parents, students and the chairperson of the local or regional board of education of the town in which the charter school is located or the designee of such chairperson provided such designee is a member of the board of education or the superintendent of schools for the district, and is responsible for the oversight of charter school operations.
- D. Include an organizational chart of the governance and management of the school. Indicate the relationship among different decision-making bodies.
- E. Describe how the governing board will exercise oversight and responsibility for the overall operation of the school, including but not limited to finances, personnel, policy-making, mission and physical plant.

Review Criteria: *Clearly defined roles of the governing board; teacher, parent and board chairperson or designee input in school decision-making; well-developed, viable management structure. Clearly defined list of direct and indirect costs allowed in the management agreement including the methodology to be used by the management organization to calculate per pupil service fees. Clear establishment of the governing board procedures which prohibit the charter school and any affiliated charter management organization operating such charter school from sharing board members with other charter schools and such charter management organizations. Disclose any plans to share management personnel between the charter school and charter management organization. (Refer to Section 10-66mm of the Connecticut General Statutes for statutory reference <http://www.cga.ct.gov/2010/ACT/PA/2010PA-00111-R00SB-00438-PA.htm>).*

3. Evidence of Support

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

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

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

III. STUDENT COMPOSITION, SERVICES AND POLICIES

1. School Demographics

- A. Describe the community where the school will be located.
- B. Define the school calendar, school day schedule and hours of operation.
- C. What grade range or ages will the charter school serve? How many students are expected to be in each grade or grouping? What is the minimum enrollment in each grade or grouping?
- D. What is the school's projected enrollment for each year covered by the charter request? What is the school's ultimate enrollment goal by grade and grouping?
- E. Describe any unique demographic characteristics of the student population to be served, including racial and ethnic composition or primary languages spoken.

Review Criteria: An understanding of, and sensitivity for, the students to be served and the community in which the school will be located; soundness of enrollment planning.

2. Child Day Care Services

- A. Indicate if child day care services will be provided (i.e. preschool and/or before and after school services to children). If yes, indicate the age range of the children the charter will serve in the pre-school and the before and or after school program respectively.
- B. Connecticut General Statutes, Section 19a-77(b) provides that a program administered by a public school system is not required to be licensed by the Department of Health (DPH) to operate. Indicate if the charter school will retain the responsibility of the management and oversight of the program, program staff and the children served. If the charter school will not administer the program, indicate which entity will administer the program and if or when the entity administering the program will be licensed by DPH to serve young children.
- C. If serving preschool, include a complete curriculum that aligns with Connecticut's preschool curriculum and assessment frameworks and the Connecticut Grade Level Expectations for PK-8. See Section 3, Educational Program, under School Vision and Design.
- D. Include a description of the proposed qualifications of the teachers and professional support staff that will provide child day care services.

***Review Criteria:** Establishment of a child day care program that meets proper licensing requirements. Innovative curriculum that is planned, ongoing, systematic and consistent with the schools mission and aligned to state standards.*

3. Special Education

- A. How will the charter school ensure that IEPs of students with disabilities are implemented?
- B. Describe the plan to ensure that the needs of students with disabilities are met. Include the following:
 - 1. Obtaining and reviewing student records.
 - 2. Providing services for students with IEPs beginning on the first day of school.
 - 3. Referring students whom you suspect of being disabled. (For instance, describe your charter school's child study team or student assistance team model and how the charter school will work with the district in which the student resides to help it comply with the procedural requirements regarding referral and determination of eligibility).
 - 4. Describe the system by which the charter school will work with the special education student's district of residence to receive reimbursement of the amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school from all sources. (For state charter schools only).

***Review Criteria:** Compliance with federal and state laws; ability to accommodate special needs students in the school program.*

4. Teaching English Language Learners (ELLs)

- A. Describe the plan to ensure that the needs of English Language Learners will be met. How will the school have ELL identification procedures in place? A sample of the parent initial identification and annual notification letter must be submitted. The plan should describe the type of English as a second language program that will be offered and should be aligned with Connecticut's English Language Learner Framework and include how the Language Assessment Scales (LAS Links), Developmental Reading Assessment – Second Edition (DRA2), exit criteria and stages of second language acquisition will support the charter school's plan.

***Review Criteria:** Compliance with federal and state laws; ability to accommodate students with limited English proficiency in the school program.*

5. Admissions Policy and Criteria

- A. Describe the student admissions policy and criteria.
- B. Discuss the process and timetable to ensure effective public information to attract a cross section of students.
- C. Describe the process and timetable to be used for admitting students, including a plan for the admission lottery or other random selection.

- D. Explain how these policies further the mission of the school in a non-discriminatory manner.
- E. Describe how the charter school will seek to provide a diverse educational experience for students.
- F. Describe how the charter school will affect the reduction of racial, ethnic and economic isolation in the region where the school will be located.

***Review Criteria:** Compliance with enrollment requirements detailed in the legislation; consistency with the charter schools mission and educational program and the students' unique educational and personal needs; admissions policy that fosters a diverse student body and nondiscriminatory impact; a viable plan to attract students and maintain a school.*

6. Student Discipline Policies

- A. Describe rules or guidelines governing student behavior and discipline.
- B. Describe the school's policies and criteria regarding student expulsion and suspension, and the educational alternatives available to students who are expelled or suspended. Include a description of the proposed qualifications of the certified administrator that will perform student expulsion and suspension.

***Review Criteria:** Clarity of expectations for student behavior; compliance with state laws; specific procedures for punitive actions.*

7. Student Health and Welfare

- A. Describe the school's plan for the provision of health and welfare services to students. Discuss what services will be provided and by whom. Indicate how the school intends to comply with applicable health and welfare statutory requirements.

***Review Criteria:** Soundness of a plan or process to ensure compliance with the requirement for the provision of health and welfare services to students.*

8. Section 504 of the Rehabilitation Act of 1973

Charter schools are responsible to ensure that Section 504 is being implemented at the charter school. The school district in which the student resides is not responsible for ensuring 504 compliance for students enrolled at the charter school.

- A. Describe the school's plan to provide a free appropriate public education for those students with disabilities who are qualified as disabled under Section 504. Include evaluation procedures, identification procedures, provision of services through a written service plan and internal and external grievance procedures. Include the name/title of the 504 coordinator.

***Review Criteria:** Compliance with Section 504 of the Rehabilitation Act of 1973; ability to meet the individual educational needs of students qualified under Section 504 as adequately as the needs of nondisabled students.*

IV. SCHOOL VIABILITY AND ADMINISTRATION

1. Human Resources Policies and Information:

- A. Describe the criteria and standards to be followed in the hiring and dismissal process of teachers, administrators and other school staff.
- B. Describe the targeted staff size and the teacher-to-student ratio.
- C. Provide job descriptions of all certified charter school staff.
- D. Provide a copy of the certification endorsement for all classroom teachers including principals and professional support staff on or before the opening of school; also include a description of their proposed qualifications; indicate the number of staff who will pursue certification via the alternate route program (provides expedited certification through education and experience).
- E. Describe how the school will comply with the Teacher Education And Mentoring (TEAM) Program. Please refer to www.ctteam.org for additional information on this new program.
- F. Describe the process for teacher evaluation. Indicate who will evaluate certified staff including the type of certification endorsement such staff holds.
- G. Describe the opportunities and resources (time, professional materials, staff leadership) for an ongoing, comprehensive, professional development process to improve the knowledge and skills of all educators for the purpose of increasing student success.
- H. Describe your human resources policies governing salaries and fringe benefits, contracts, hiring and dismissal, affirmative action and benefit packages.

***Review Criteria:** High professional standards for teachers and other staff; commitment to the establishment of teacher evaluation and professional development; compliance with the certification requirements established in the charter school law.*

2. Building Options

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

***Review Criteria:** A structured plan for identifying and acquiring a school facility.*

3. Financial Plan

- A. Devise a start-up budget covering the planning, start-up (e.g., furniture, equipment, media center, etc.) and capital expenses before school opening. Identify nongovernmental sources and amounts of funds that will be used toward operating and start-up costs of the proposed charter school.

- B. Indicate if you plan to conduct any fundraising efforts to generate capital or to supplement the per pupil allocations. If so, please explain.
- C. Using the attached budget instructions, prepare a pre-opening budget statement, a projected five-year budget, and a schedule of borrowings and repayments. State law prohibits unsecured, noninterest bearing transfers of state and federal funds between charter schools and from charter schools to charter management organizations. (The documents attached to the budget instructions are sample formats, not forms to be completed. Use a spreadsheet program to calculate and present the required budget statements).
- D. Attach additional budget documents, e.g., a cash flow statement, balance sheet, salary and hiring schedule, etc.
- E. Discuss your plan for regular review of school budgets and financial records.

Review Criteria: *The financial plan should reflect utilization of Generally Accepted Accounting Principles (GAAP) and school operations chart of accounts; evidence of sound financial planning that will provide the basis for the fiscal viability of the school.*

4. Transportation

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

Review Criteria: *A pupil transportation plan for safely transporting students within the school district to and from school; a description of transportation options for all students, including those out of the district.*

5. Waiver Requests

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

Review Criteria: *Clearly articulated request that advances the goals and objectives of the school and responds to the requirements of the charter school law.*

6. Charter School Self-Evaluation and Accountability*

- A. Based on your mission statement and learning objectives, describe the school's self-assessment or evaluation design to ensure that the school is: (1) demonstrating educational progress of students; (2) meeting its stated mission

and goals; (3) fiscally solvent and responsible; and (4) making efforts to reduce racial, ethnic and economic isolation.

- B. Describe how you intend to hold your school accountable to both parents and other stakeholders.
- C. Describe the system the school will use to maintain school records and required information. How will the school share its annual report and other relevant information on the school's performance?

Review Criteria: Results-oriented system of internal evaluation; measurable, schoolwide goals and objectives in the areas described above; responsiveness to the community the school serves; assurance of submission of forms and participation in activities.

*Please note that the annual reports of the existing charter schools are posted on the CSDE's web site at www.state.ct.us/sde under "Charter School Information."

7. Timetable

Provide a detailed timetable of projected steps and dates leading to the opening of the charter school.

Review Criteria: A well-developed plan of action for the opening of the charter school.

V. PREFERENCES

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

1. Reduction of Racial, Ethnic and Economic Isolation

If you will be an interdistrict school, describe the percentage and number of students you plan to enroll from each district. Explain how your projected student body will affect the reduction of racial, ethnic and economic isolation on your students, school and the greater communities that you serve.

Review Criteria: Amount of interaction and quality programming students of different backgrounds have together.

2. Higher Education Institution

Verify that the applicant is a higher education institution.

Review Criteria: Applicant is a higher education institution.

3. Priority School District or Districts with at least 75 percent Racial or Ethnic Minority Enrollment

Explain approximately what percentage of students will be drawn from Priority School Districts or districts serving at least 75 percent racial and ethnic minority enrollment for the first five years.

Review Criteria: Percentage of population drawn from priority schools districts or districts that enroll at least 75 percent of racial or ethnic minority populations.

4. Location at a Work Site

Describe the work site where the school would be located and who will be served.

Review Criteria: Location of school at a work site.

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

Describe how the charter school will serve underserved populations.

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

VI. DOCUMENTATION

To be submitted prior to the granting of the charter:

1. Safety, Liability and Insurance

- A. Describe the school's insurance coverage plans, including health, automobile (for pupil transportation), general liability, property, officer and employee liability.
- B. Please submit written documentation of:
 - signed copy of facility lease;
 - approved inspection by a local building inspector;
 - approved inspection by the local fire department;
 - approved health inspection certificate; and
 - compliance with all other federal and state health and safety laws and regulations.

2. Governance and Other Documentation

- A. Copies of incorporation documents.
- B. Board members' names and addresses. Identification of Governing Board officers.

BUDGET INFORMATION

CHARTER SCHOOL BUDGET INSTRUCTIONS

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

1. *Pre-opening Budget Statement* (See attached format)
This budget statement should detail estimated start-up activities that are **not** reflected in the school's projected five-year budget statement below. Budget narrative should accompany the detail line items in order to provide a full understanding of the budget estimations.
2. *Projected Five-Year Budget Statement* (See attached format)
This budget statement should detail the estimated financial activity of the school for the first five operating years. Budget narrative should accompany the detail line items in order to provide a full understanding of the budget estimations.
3. *Schedule of Borrowings and Repayments* (No suggested format)
Please identify any estimated or actual funds borrowed (loans, notes, mortgages, etc.) including the source of the funds, the repayment schedule and the purpose of the borrowing.

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

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

Explanation of Budget Categories

Revenue

Number of students	Estimated number of students enrolled
Per-pupil revenue	Number of students x per pupil amount
Student entitlements	Estimated value of entitlements, i.e., Title I, II, IV
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	111A	Full-time and part-time
Salary—Teachers	111B	Full-time and part-time by each subject area taught
Salary—Other	112A	Educational aides, full-time and part-time
Salary—Support staff	112B	Full-time and part-time
Benefits	200	Amounts paid on behalf of employees, over and above gross salaries

Services and Activities

In-service staff development	322	Expenditures for staff development activities
Pupil services	323	Certified or licensed individual who serve students' mental and Physical needs not listed above under salaries and benefits
Field trips	324	
Parent activities	325	Services for parents including workshops and seminars
Professional tech services	330	Services performed by specialists, such as consultants
Accounting	330	
Audit	331	
Student transportation	510	
Telephone	530	
Postage and shipping	530	
Travel	580	Expenses associated with staff travel

Physical Plant

Rent	400	Rent (for mortgage payments use loan re-payment category)
Utilities	400	
Custodial service	400	Services performed by persons other than employees
Maintenance and repairs	400	Repair/maint. services and materials not provided by school personnel
Renovations/expansion	400	Costs associated with renovating and expanding physical plant

Marketing and Development

Advertising	590	For school handbooks, annual reports, brochures, etc.
Printing	590	For 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 noninstructional program administration
Text books	641	Text books, work books, text book binding and repair
Library books	642	Library books, reference books, periodicals and newspapers purchased for use by school library
Supplies—general	690	
Computers	700	Describe breakdown of computers for instruction vs. administration
Furniture	700	
Vehicles	700	
Other equipment	700	Machinery and other equipment not included above

Other Objects

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
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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		
<i>Salaries and Benefits</i>		
Salary–Administrators	111A	\$0 for example: 10 weeks for 2 administrators
Salary–Teachers	111B	- for example: 6 weeks for 5 teachers
Salary–Other	112A	-
Salary–Support staff	112B	-
Benefits	200	-
<i>Subtotal</i>		\$0
<i>Services and Activities</i>		
In-service staff development	322	\$0
Pupil services	323	-
Field trips	324	-
Parent activities	325	-
Professional tech services	330	-
Accounting	330	-
Audit	331	-
Student transportation	510	-
Telephone	530	-
Postage and shipping	530	-
Travel	580	-
<i>Subtotal</i>		\$0
<i>Physical Plant</i>		
Rent	400	\$0
Utilities	400	-
Custodial services	400	-
Maintenance and repairs	400	-
Renovations/expansion	400	-
<i>Subtotal</i>		\$0
<i>Marketing and Development</i>		
Advertising	590	\$0
Printing	590	-
Insurance	590	-
<i>Subtotal</i>		\$0
<i>Supplies and Equipment</i>		
Supplies–Instructional	611	\$0
Supplies–Administrative	612	-
Supplies–General	690	-
Text books	641	-
Library books	642	-
Computers	700	-
Furniture	700	-
Vehicles	700	-
Other equipment	700	-
<i>Subtotal</i>		\$0
<i>Other Objects</i>		
Other objects (e.g., in-kind)	800	-
<i>Subtotal</i>		\$0
<i>Loan Repayments</i>		
Interest	900	-
Principal	900	-
<i>Subtotal</i>		\$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		\$0	\$0	\$0	\$0	\$0
Expenditures						
<i>Salaries and Benefits</i>						
Salary--Administrators	111A	\$0	\$0	\$0	\$0	\$0
Salary--Teachers	111B	-	-	-	-	-
Salary--Other	112A	-	-	-	-	-
Salary--Support staff	112B	-	-	-	-	-
Benefits	200	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
<i>Services and Activities</i>						
In-service development staff	322	\$0	\$0	\$0	\$0	\$0
Pupil services	323	-	-	-	-	-
Field trips	324	-	-	-	-	-
Parent activities	325	-	-	-	-	-
Professional tech services	330	-	-	-	-	-
Accounting	330	-	-	-	-	-
Audit	331	-	-	-	-	-
Student transportation	510	-	-	-	-	-
Telephone	530	-	-	-	-	-
Postage and shipping	530	-	-	-	-	-
Travel	580	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
<i>Physical Plant</i>						
Rent	400	\$0	\$0	\$0	\$0	\$0
Utilities	400	-	-	-	-	-
Custodial services	400	-	-	-	-	-
Maintenance and repairs	400	-	-	-	-	-
Renovations/expansion	400	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
<i>Marketing and Development</i>						
Advertising	590	\$0	\$0	\$0	\$0	\$0
Printing	590	-	-	-	-	-
Insurance	590	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
<i>Supplies and Equipment</i>						
Supplies--Instructional	611	\$0	\$0	\$0	\$0	\$0
Supplies--Administrative	612	-	-	-	-	-
Text books	641	-	-	-	-	-
Library books	642	-	-	-	-	-
Supplies-General	690	-	-	-	-	-
Computers	700	-	-	-	-	-
Furniture	700	-	-	-	-	-
Vehicles	700	-	-	-	-	-
Other Equipment	700	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
<i>Other Objects</i>						
Other objects (e.g., in-kind)	800	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
<i>Loan Repayments</i>						
Interest	900	-	-	-	-	-
Principal	900	-	-	-	-	-
<i>Subtotal</i>		\$0	\$0	\$0	\$0	\$0
Total Revenue		\$0	\$0	\$0	\$0	\$0
INCOME LESS EXPENDITURES		\$0	\$0	\$0	\$0	\$0

APPLICATION EVALUATION CRITERIA POINT ASSIGNMENT

<u>APPLICATION COMPONENT</u>	<u>POINTS</u>
School Vision and Design	20
<ul style="list-style-type: none">• Mission and vision• Learning objectives• Educational program• Student assessment• Efforts to reduce racial, ethnic and economic isolation	
Strength of Organizational Effort	20
<ul style="list-style-type: none">• Description of founders• School management and governance• Evidence of support	
Student Composition, Services & Support	20
<ul style="list-style-type: none">• School demographics• Child Day Care Services• Special education• Bilingual education• Admissions policy and criteria• Student discipline policies• Student health and welfare	
School Viability and Administration	20
<ul style="list-style-type: none">• Human resources policies and information• Building options• Financial plan• Transportation• Waiver requests• Charter school self-evaluation/accountability• Timetable• Administrative requirements	
Reduction of Racial, Ethnic and Economic Isolation	8
Higher Education Institution	3
Priority School Districts or Districts with at least 75 percent Racial or Ethnic Minority Enrollment	3
Location at Work Site	3
Application is Proposed for an Underserved Geographic Location, Age/Grade Level, or Mission Not Previously Addressed By Existing Charter Schools	3
<u>Total Points</u>	<u>100</u>

CHARTER SCHOOL QUESTIONS AND ANSWERS

Q. What are charter schools?

A. Charter schools are public, nonsectarian, independent schools that will operate independently of any local or regional board of education pursuant to a state or local charter. Each charter school must be organized as a nonprofit entity and will be considered a public agency for purposes of the Freedom of Information law. Conceptually, the goal for charter schools is to serve as centers for innovation and educational leadership to improve student performance and as a vehicle to reduce racial, ethnic and economic isolation. Charter schools may have a specialized educational focus and may specify grade levels.

Q. Are charter schools public schools?

A. Yes. Although charter schools may be created by private entities, they are public in function and character. They must provide free, nonsectarian education to students enrolled, and must be accessible to all children, regardless of race, color, national origin, gender, religion, sexual preference, proficiency in English, physical or mental disability, or athletic achievement.

Q. How does a school get a charter?

A. The SBE may grant charters for local and state charter schools. Applications for local charters must first be made to the local board of education of the district in which the school will be located. The board must vote on the application after holding a public hearing and surveying teachers and parents to determine if there is sufficient local interest. If approved, the application must be forwarded to the SBE for approval. Applications for state charters must be submitted to the SBE which must vote on the application after holding a public hearing in the school district in which the school will be located and soliciting comments from the boards of education in which the school is to be located and those contiguous thereto.

Q. How are charter schools governed?

A. Each charter school must have its own governing body. The law provides that charter school applications contain a description of the procedures to be used for the establishment of a governing council that includes teachers, parents and guardians of students and the chairperson of the local or regional board of education of the town in which the charter school is located or the designee of such chairperson, provided the designee is a member of the board of education or the superintendent of schools for the district, and is responsible for the oversight of charter school operations. This governing body will act in much the same manner as a local school board. It will have overall responsibility for the operation and management of the school, including its curriculum, the development of staff and student policies, staffing and financial operation. No member or employee of a governing council may have a personal or financial interest in the assets, real or personal of the school.

Q. Who can attend a charter school?

A. Charter schools must allow open access to all students and may not discriminate on the basis of race, color, national origin, gender, religion, sexual preference, disability, athletic performance or proficiency in the English language. However, enrollment may be limited to particular grade levels. If more students apply than there are seats available, students are admitted by lottery. Charter schools may only give preference to siblings enrolled in the school.

Q. Who can apply for a charter school?

A. Any person, association, corporation, organization or other entity, any public or independent institution of higher education, a local or regional board of education or two or more boards of education cooperatively, or a regional education service center may apply to establish a charter school. The law provides that no nonpublic elementary or secondary school may be converted to a charter school and no group of parents providing home instruction may establish a charter school for such instruction.

Q. What is the difference between a local and state charter school?

A. 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. It is funded by the local school district. A state charter school is a new school approved by the SBE and funded by the state.

Q. Must the SBE give any preferences in granting charters?

A. Yes. The SBE must give preference to applicants that will serve students who reside in a priority school district or in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities, or to applicants for state charter schools that will be located at a work-site or to applicants that are institutions of higher education. In determining whether to grant a charter, the SBE must consider the effect of the proposed school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

Q. Since preference must be given to charter-school applicants that are institutions of higher education, must these be Connecticut institutions?

A. The law does not specify. Therefore, an application from any institution of higher education could be considered for a charter if all other requirements are met.

Q. What laws are applicable to charter schools; can any laws be waived?

A. All state and federal laws and regulations are applicable to charter schools. The SBE may waive, upon application, any provisions of law that are under its jurisdiction, except for those laws concerning mastery testing, school health and sanitation, equal access and discrimination, teacher certification* and collective bargaining. An application for a waiver should demonstrate why the granting of the waiver is necessary to the successful achievement of the mission and how it would assist in enhancing student achievement. (**The Commissioner may waive teacher certification under certain conditions. See page 9 for further information.*)

Q. Are there limits on the number of charter schools that can be established?

A. No. In determining whether to grant a charter, the SBE must consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state, and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

Q. Are there limits on the numbers of students who can attend charter schools?

A. Yes. No more than 250 students or 25 percent of the enrollment of the school district in which the school is located may be enrolled in a state charter school except that a kindergarten to Grade 8 school may enroll up to 300 students. Current law allows the SBE to waive the enrollment requirements if the charter school applies to the SBE for an enrollment waiver and demonstrates a record of student achievement.

The total student population in all state charter schools will be determined by the level of funding enacted by the General Assembly. There is no limit on the number of students who attend local charter schools.

Q. Who will oversee charter schools?

A. Generally, the Commissioner of Education. All charter schools must submit annually to the Commissioner a report on the condition of the school, which shall include (1) the progress of its students; (2) its financial condition, including a certified audit statement of all revenues and expenditures; (3) the accomplishment of its mission, purpose and any specialized focus of the 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. In the case of a local charter school, this report must also be submitted to the local board of education for the district in which the school is located.

Q. How many charter schools are open?

A. Seventeen state charter schools are now operating. A list of those charter schools is included in the application package.

Q. How will charter schools be financed?

A. State charter schools receive \$9,400 per pupil. Local charter schools receive funding from the boards of education in which students attending the charter school reside. The amount to be paid will be specified in the charter and must include the reasonable special education costs of its students. Since local charter schools must be approved by the local or regional board of education prior to being submitted to the State Board, this amount will probably be determined by negotiation with the local or regional board involved. In addition, charter schools are eligible for competitive state grants administered by the CSDE and, in accordance with federal law, for any federal funds available for the education of pupils attending public schools.

Q. Who is responsible for providing services and paying the cost of educating special education students?

A. Under the current law, the local board of education in which the student attending a charter school resides must (1) hold the planning and placement team meeting for such student and invite representatives from the charter school to participate, and (2) 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 from all sources.

The charter school is ultimately responsible for implementing the student's IEP; however, since the local school district is responsible for paying the reasonable cost for the program, charter schools are encouraged to work closely with the local district in providing services.

Q. Can charter schools enter into agreements with local school districts to provide special education services?

A. Yes.

Q. Can charters be granted for preschool and early childhood education?

A. Yes.

Q. Do all teachers have to be certified?

A. Yes. At least 50 percent of the teachers employed must be certified in Connecticut through the regular route. The remaining 50 percent may hold a Nonrenewable Charter School Interim Educator Certificate. This nonrenewable certificate must be issued by the CSDE Bureau of Educator Standards and Certification. Issuance of this certificate is contingent upon meeting entrance requirements for acceptance into the alternate route to certification and completion of required tests. The Commissioner of Education may waive these requirements for any administrator or person providing instruction or pupil services employed by a charter school who holds a charter school education permit, provided not more than thirty percent of the total number of administrators and persons providing instruction or pupil services hold the charter school education permit for the school year. However, charter applicants are not eligible for consideration of this waiver. The

Commissioner may consider requests for waivers of the certifying requirements only after (1) the school governance council has been established in accordance with Section 10-66bb, as amended, of the Connecticut General Statutes, and (2) teachers and administrators for whom the waivers are sought have been identified and are able to demonstrate evidence of effectiveness.

Q. Do administrators have to be certified, and, if so, what certification is required?

A. Yes. Administrators must be certified as such in accordance with Sections 10-145d-572 et seq. of the Regulations of Connecticut State Agencies if they serve in a capacity that the regulations describe as administrative.

Q. Are charter schools required to have administrators?

A. No. The public act does not require that charter schools employ administrators. However, there may be some statutorily imposed administrative duties that must be performed by a certified administrator, including teacher evaluation and student suspension and expulsion. A charter school may either employ an administrator or arrange to have these duties performed by contract for the services or enter into a cooperative arrangement with another school district. Certified administrators must hold (092) certification or charter school education permit.

Q. Can the requirements of law concerning collective bargaining be waived?

A. No. The governing council of the school serves as the school board for collective bargaining purposes. Certified employees of local charter schools are members of the bargaining unit of the school district in which the charter school is located and covered by the same agreement. However, a majority of the governing council and professional employees may modify the collective bargaining agreement. Employees of state charter schools may choose to form a collective bargaining unit and bargain collectively, but they are not required to do so.

Q. Can charter schools be ungraded?

A. Yes. While, the law provides that charter schools may limit admission to a particular grade, it does not prohibit an ungraded school. Ungraded schools could not be excused from participating in mastery testing, but their students would have to be tested using comparable age classifications to the grade in which they are required to be given.

Q. If a local charter is approved by a local or regional board of education, is there any basis on which the SBE could disapprove it?

A. Yes, if the application does not meet the requirements imposed by law. If all requirements are met, it is likely that the SBE would grant the application.

Q. Can a charter school have multiple sites?

A. It does not appear that there is anything in the law that would prohibit a multisite school. However, the CSDE would need to be sensitive to the requirements in the law concerning the number of schools permitted and the total student population across schools.

Q. Are local charter schools responsible to local or regional boards of education or the superintendent of schools of the towns in which they are located?

A. No. The law provides that charter schools operate independently of any local or regional board of education in accordance with the terms of its charter and charter school legislation. Charter schools must submit an annual report to the Commissioner of Education concerning the educational progress of the students, the financial condition of the school, accomplishment of the school's mission, the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body, and best practices employed at the school. In the case of a local charter, this report must also be sent to the board of education of the town in which the school is located.

Q. Can charter schools charge tuition?

A. Charter schools may not charge tuition.

Q. How will charter schools be evaluated?

A. Each charter school must submit an annual report concerning the educational progress of the students who attend the school, its financial condition, the accomplishment of its mission, and the racial and ethnic composition of its student body, efforts taken to increase the racial and ethnic diversity of the student body, and best practices employed at the school. Each charter school must also submit an annual financial audit on December 31 of each year. This consists of the audit required by the CSDE for its End of Year Revenue and Expenditure Report (the ED001C due on September 1 of each year) and the State Single Audit required of all nonprofit corporations receiving state funds. In addition, each charter school must comply with the provisions of its charter and applicable laws or face probation or revocation of its charter. The CSDE also requires compliance with an accountability plan that includes annual site visits.

Students attending charter schools must also take the CMT in Grades 3–8 and the CAPT in Grade 10, the results of which must be included in a school's assessment of its students' performance.

Q. Does the *Sheff vs. O'Neill* desegregation case have any impact on charter schools?

A. Yes. As a result of the *Sheff v. O'Neill* case, the charter school legislation was amended and charter schools are now a vehicle that may be specifically used to increase racial and ethnic diversity in the public schools. The applicant for a charter must now include in its description of its admission criteria procedures to promote a diverse student body and efforts to increase the racial and ethnic diversity of its staff. The SBE, in making its

decision to grant a charter, must give preference to schools that will serve students who reside in a priority school district or in a district in which 75 percent or more of the enrolled students are members of racial or ethnic minorities. It must also consider the effect of a proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located.

Q. Can a charter be revoked?

A. Yes. The law provides that the SBE may revoke a charter at any time for the reasons specified in the statute. The Commissioner can place a charter school on probation for the reasons specified in the statute.

Q. Will charter schools be required to offer courses in all academic subjects as required by Sec. 10-16b?

A. Yes. The law requires that all state laws apply to charter schools unless a waiver is obtained. However, it also prohibits the granting of a waiver of the requirements of mastery testing. Therefore, even if the offering of a particular subject is waived, mastery test achievement in that area must be addressed.

Q. How selective can charter schools be as to admission?

A. Charter schools may not discriminate on the basis of race, color, national origin, gender, religion, sexual preference, disability, athletic performance or proficiency in the English language, but may limit enrollment to a particular grade level. In addition, charter schools may conceivably limit enrollment to particular towns in accordance with the mission enunciated. If there is not space available for all students seeking enrollment, preference may be given to siblings, but otherwise charter schools must determine enrollment by a lottery.

Q. What laws apply to discipline in charter schools?

A. All laws that apply to local and regional boards of education apply to charter schools unless waived. Therefore, charter schools must adopt policies that provide for the fair and consistent application of disciplinary policies and procedures, afford annual notice of such policies to all students and parents or guardians, comply with due process requirements in imposing discipline, and provide an alternative educational opportunity to students who are expelled when required.

Q. Must charter schools provide transportation for all students attending a charter school?

A. The local board of education of the school district in which the charter school is located must provide transportation services for the students of the charter school who reside in such school district, unless the charter school makes other arrangements for such transportation. A local 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 does

so, may be reimbursed for a portion of its reasonable costs by way of its regular transportation grant.

Q. What assistance will be provided by the CSDE to charter school applicants?

A. The CSDE will provide technical assistance and answer questions concerning matters over which it has jurisdiction. To assist applicants in developing the charter school proposal, the CSDE recommends that all persons intending to submit a proposal attend one of two bidders' conferences. The first session will be held on Monday, August 29, 2011, from 9:00 a.m. to 12:00 p.m. and a second session on Tuesday, August 31, 2011, from 9:00 a.m. to 12:00 p.m. Both conferences will be held at the CSDE Middletown office. Directions are attached. Please RSVP via e-mail to Felicia Canty at felicia.canty@ct.gov to indicate which session you will attend. Include names of the individuals who will attend by August 24, 2011.

Q. What are the reporting requirements of charter schools?

A. The governing council of a charter school must annually submit a school profile as described in subsection (c) of C.G.S. §10-220 to the Commissioner of Education. In addition, the governing council of a charter school must annually submit to the Commissioner of Education a report that consists of: (a) the educational progress of students in the school; (b) the financial condition of the school, including a certified audit statement of all revenues and expenditures; (c) accomplishment of the mission and any specialized focus of the charter school; (d) best practices employed by the school that contribute significantly to the academic success of students; and (e) the racial and ethnic composition of the student body and efforts taken to increase the racial and ethnic diversity of the student body. (See page 11 for a list of reporting requirements).

Appendix A

**CHARTER SCHOOL TECHNICAL ASSISTANCE
STATE AGENCY CONTACTS**

<i>Topic</i>	<i>Contact Person</i>	<i>Phone</i>
Mastery Tests	Steve Martin	860-713-6857
Collective Bargaining	Laura Anastasio	860-713-6519
Establishing a Nonprofit	Office of the Secretary of State	860-509-6000
Parent Involvement	Judith Carson	860-807-2122
Per-pupil Expenditures	Eugene Croce	860-713-6466
Teacher Education And Mentoring (TEAM) Program	Nancy Pugliese	860-713-6708
Pupil Transportation, Discipline	Ronald Harris	860-713-6519
Public School Law/Waivers	Robin Cecere	860-713-6519
School Facilities	Brian Mahoney	860-713-6451
School Governance and Management	Robert Kelly	860-713-6574
Special Education	Michael Smith	860-713-6931
Student Admissions	Robert Kelly	860-713-6574
Student Assessment	Kenneth Imperato	860-713-6532
Teacher Certification	Helen Jabs	860-713-6969

CHARTER SCHOOL LAW

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

(1) "Charter school" means a public, nonsectarian school which is (A) established under a charter granted pursuant to section 10-66bb, (B) organized as a nonprofit entity under state law, (C) a public agency for purposes of the Freedom of Information Act, as defined in section 1-200, and (D) operated independently of any local or regional board of education in accordance with the terms of its charter and the provisions of sections 10-66aa to 10-66ff, inclusive, provided no member or employee of a governing council of a charter school shall have a personal or financial interest in the assets, real or personal, of the school;

(2) "Local charter school" means a public school or part of a public school that is converted into a charter school and is approved by the local or regional board of education of the school district in which it is located and by the State Board of Education pursuant to subsection (e) of section 10-66bb;

(3) "State charter school" means a new public school approved by the State Board of Education pursuant to subsection (f) of section 10-66bb;

(4) "Charter management organization" means any entity that a charter school contracts with for educational design, implementation or whole school management services; and

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

Sec. 10-66bb, as amended by Public Act 11-179. Application process and requirements. Charter renewal. Probation. Revocation.

(a) On and after July 1, 1997, the State Board of Education may grant charters for local and state charter schools in accordance with this section.

(b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.

(c) The State Board of Education shall review, annually, all applications and grant charters in accordance with subsection (f) of this section. (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. The State Board of Education shall give preference to applicants for charter schools that will serve students who reside in a priority school district pursuant to section 10-266p or in a district in which seventy-five per cent or more of the

enrolled students are members of racial or ethnic minorities and to applicants for state charter schools that will be located at a work-site or that are institutions of higher education. In determining whether to grant a charter, the State Board of Education shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed charter school; (2) the interest in the community for the establishment of the charter school; (3) the school governance and procedures for the establishment of a governing council that (A) includes (i) teachers and parents and guardians of students enrolled in the school, and (ii) the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, and (B) is responsible for the oversight of charter school operations, provided no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in this section, may be charged; (5) the educational program, instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrollment of the school; (8) the student admission criteria and procedures to (A) ensure effective public information, (B) ensure open access on a space available basis, (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; (9) a means to assess student performance that includes participation in state-wide mastery examinations pursuant to chapter 163c; (10) procedures for teacher evaluation and professional development for teachers and administrators; (11) the provision of school facilities, pupil transportation and student health and welfare services; (12) procedures to encourage involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making; (13) document efforts to increase the racial and ethnic diversity of staff; and (14) a five-year plan to sustain the maintenance and operation of the school. Subject to the provisions of subsection (b) of section 10-66dd, an application may include, or a charter school may file, requests to waive provisions of the general statutes and regulations not required by sections 10-66aa to 10-66ff, inclusive, and which are within the jurisdiction of the State Board of Education.

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

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

(f) An application for the establishment of a state charter school shall be (1) submitted to the State Board of Education for approval in accordance with the provisions of this subsection, and (2) 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: (A) Review such application; (B) hold a public hearing on such application in the school district in which such state charter school is to be located; (C) 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 (D) vote on a complete application not later than [seventy-five] ninety days after the date of receipt of such application. The State Board of Education may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. Charters shall be granted for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, or (3) the school has not been in compliance with applicable laws and regulations. If the State Board of Education does not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal.

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

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

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

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

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

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

Sec. 10-66dd, as amended by Public Act 11-234. School professionals employed in charter schools. Charter schools subject to laws governing public schools; exceptions; waivers. Participation in the state teacher retirement system.

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

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

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

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

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

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

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

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

after the completion of twenty school months of full-time continuous employment by such board of education in accordance with section 10-151.

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

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

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

(NEW) (Effective July 1, 2011), contained in Public Act 11-234. Subject to the provisions of subdivision (5) of subsection (b) of section 10-66dd of the general statutes, as amended by this act, the State Board of Education, upon the request of the state charter school governing council, may issue a charter school educator permit to a person who is employed by a charter school as a teacher or administrator and does not hold the initial educator, provisional educator or professional educator certificate if such person (1) achieves satisfactory scores on the state reading, writing and mathematics competency examination prescribed by and administered under the direction of the State Board of Education, or qualifies for a waiver of such test based on criteria approved by the State Board of Education, (2) achieves a satisfactory evaluation on the appropriate State Board of Education approved subject area assessment, and (3) demonstrates evidence of effectiveness. Such permit shall authorize a person to serve as an administrator or teacher in the charter school employing such person. Each such charter school educator permit may be renewed by the Commissioner of Education for good cause upon the request of the state charter school governing council employing such person at the time the charter for the school is renewed.

Sec. 10-66ee, as amended by Public Act 11-48 and Public Act 11-179. Charter school funding. Special education students. Transportation. Contracts. Cooperative arrangements.

(a) For the purposes of education 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) 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.

(c) (1) 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, for the fiscal year ending June 30, 2006, seven thousand

six hundred twenty-five dollars, for the fiscal year ending June 30, 2007, eight thousand dollars, for the fiscal year ending June 30, 2008, eight thousand six hundred fifty dollars, for the fiscal [year] years ending June 30, 2009, [and each fiscal year thereafter,] to June 30, 2011, inclusive, nine thousand three hundred dollars, and for the fiscal year ending June 30, 2012, and each fiscal year thereafter, nine thousand four hundred dollars. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July fifteenth and September fifteenth based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January fifteenth and the remaining amount not later than April fifteenth, each based on student enrollment on October first. If the total amount appropriated for grants pursuant to this subdivision exceeds eight thousand six hundred fifty dollars per student for the fiscal year ending June 30, 2008, and exceeds nine thousand three hundred dollars for the fiscal year ending June 30, 2009, the amount of such grants payable per student shall be increased proportionately, except that such per student increase shall not exceed seventy dollars. Any amount of such appropriation remaining after such per student increase may be used by the Department of Education for supplemental grants to interdistrict magnet schools pursuant to subdivision (2) of subsection (c) of section 10-264l, as amended by this act, to pay for a portion of the audit required pursuant to section 10-66ll, to pay for expenses incurred by the Department of Education to ensure the continuity of a charter school where required by a court of competent jurisdiction and, in consultation with the Secretary of the Office of Policy and Management, to pay expenses incurred in the creation of a school pursuant to section 10-74g. For the fiscal year ending June 30, 2005, such increase shall be limited to one hundred ten dollars per student. (2) 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, as amended by this act. 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.

(d) On or before October fifteenth of the fiscal years beginning July 1, 2001, and July 1, 2002, the Commissioner of Education shall determine if the enrollment in the program for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall not lapse but shall be used by the commissioner for (1) grants for interdistrict cooperative programs pursuant to section 10-74d, (2) grants for open choice programs pursuant to section 10-266aa, or (3) grants for interdistrict magnet schools pursuant to section 10-264l.

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

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

subsection may suspend such services in accordance with the provisions of section 10-233c. The parent or guardian of any student denied the transportation services required to be provided pursuant to this subsection may appeal such denial in the manner provided in sections 10-186 and 10-187.

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

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

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

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

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

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

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

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

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

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

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

Sec. 10-66gg, as amended by Public Act 11-136. Report to General Assembly. Section 10-66gg of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2011*): [Within] Not later than January 1, 2012, and biennially thereafter, within available appropriations, the Commissioner of Education shall [annually,] review and report, in accordance with the provisions of section 11-4a, on the operation of such charter schools as may be established pursuant to sections 10-66aa to 10-66ff, inclusive, to the joint standing committee of the General Assembly having cognizance of matters relating to education. Such report shall include: (1) Recommendations for any statutory changes that would facilitate expansion in the number of charter schools; (2) a compilation of school profiles pursuant to section 10-66cc; (3) an assessment of the adequacy of funding pursuant to section 10-66ee, and (4) the adequacy and availability of suitable facilities for such schools.

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

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

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

Sec. 10-66ii. Report on best practices employed by charter schools. The Department of Education shall, annually, publish a report on all of the best practices reported by governing councils of charter schools pursuant to subdivision (5) of subsection (b) of section 10-66cc and distribute a copy of such report to each public school superintendent and the governing council of each charter school.

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

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

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

(c) All provisions of section 3-20, or the exercise of any right or power granted thereby, which are not inconsistent with the provisions of this section are hereby adopted and shall apply to all bonds authorized by the State Bond Commission pursuant to this section, and temporary notes in anticipation

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

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

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

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

Sec. 10-66ll. Random audits of charter schools. Annually, the commissioner shall randomly select one state charter school, as defined in subdivision (3) of section 10-66aa, to be subject to a comprehensive financial audit conducted by an auditor selected by the Commissioner of Education. Except as provided for in subsection (c) 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.

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

(NEW) (Effective from passage), contained in Public Act 11-48. The Commissioner of Education may, to assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., transfer funds appropriated for the Sheff settlement to the following: (1) Grants for interdistrict cooperative programs pursuant to section 10-74d of the general statutes, (2) grants for state charter schools pursuant to section 10-66ee of the general statutes, as amended by this act, (3) grants for the interdistrict public school attendance program pursuant to section 10-266aa of the general statutes, as amended by this act, (4) grants for interdistrict magnet schools pursuant to section 10-264l of the general statutes, as amended by this act, and (5) to technical high schools for programming.

2010 CONNECTICUT CHARTER SCHOOLS

BRIDGEPORT

Achievement First Bridgeport Academy

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Achievement First Bridgeport – Elementary School
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Bridgeport, CT 06608
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Challa Flemming, Principal
Achievement First Bridgeport Academy - Middle School
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Fax 203-333-9142
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/bridgeport-middle/about/>

Jeff Sudmyer, Principal
Achievement First Bridgeport Academy – High School
49 Prince St.
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Fax 203-772-1784
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/amistad-high/aechs/>

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

Grades: K, 5-8, 9 | Enrollment: 410 | Opening Date: Fall 2007

The Bridge Academy

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

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

Grades: 7-12 | Enrollment: 270 | Opening Date: Fall 1997

New Beginnings Family Academy

Paul Whyte, Principal
184 Garden St.
Bridgeport, CT 06605
Tel. 203-384-2897
Fax 203-384-2898
Web site: <http://www.nbfacademy.org/>

Comment [FC1]: Change to

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

Grades: K-8 | Enrollment: 360 | Opening Date: Fall 2002

Park City Prep Charter School

Bruce Ravage, Executive Director
510 Barnum Ave. (2nd floor)
Bridgeport, CT 06608
Tel. 203-953-3766
Fax 203-953-3771
Web site: <http://www.parkcityprep.org/>

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

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

HAMDEN

Highville Charter School, Inc.

Bill Troy, Director
130 Leeder Hill Dr.
Hamden, CT 06517
Tel. 203-287-0528
Fax 203-287-0693
Web site: <http://highvillecharterschool.org/>

Comment [FC2]: Change to

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

Comment [FC3]: Change to

Grades: PK-8 | Enrollment: 300 | Opening Date: Fall 1998

Comment [FC4]: Change to

Comment [FC5]: Change to

HARTFORD

Achievement First Hartford Academy

Jeffrey House, Executive Director

305 Greenfield St.

Hartford, CT 06112

Tel. 860-695-6760

Fax.860-722-8805

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

Claire Shin, Principal

Achievement First Elementary Academy

395 Lyme St.

Hartford, CT 06112

Tel. 860-695-5280

Fax.860-242-6457

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

Grades: K-3 and 5-7 | Enrollment: 593 | Opening Date: Fall 2008

Jumoke Academy

Dr. Michael M. Sharpe, Chief Executive Director

250 Blue Hills Ave.

Hartford, CT 06112

Tel. 860-527-0575

Fax 860-525-7758

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

Doreen Crawford, Principal

Jumoke Academy Honors Middle School

339 Blue Hills Ave.

Hartford, CT 06112

Tel. 860-527-0575 x130

Fax 860-243-3081

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

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

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

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

Grades: PK-8 | Enrollment: 432 | Opening Date: Fall 1997

Comment [FC6]: Add

Comment [FC7]: Add

MANCHESTER

Odyssey Community School

Elaine Stancliffe, Executive Director

579 West Middle Turnpike

Manchester, CT 06040

Tel. 860-645-1234

Fax 860-533-0324

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

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

Grades: 4-8 | Enrollment: 180 | Opening Date: Fall 1997

Comment [FC8]: Add section

NEW HAVEN

Amistad Academy

Amanda Alonzy, Principal

Amistad Academy – Elementary School

540 Ella T. Grasso Blvd., Building 2

New Haven, CT 06519

Tel. 203-772-2166

Fax 203-772-2520

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

Matt Taylor, Principal

Amistad Academy – Middle School

407 James St.

New Haven, CT 06513

Tel. 203-773-0390

Fax 203-773-0364

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

Comment [FC9]: Add

Jeff Sudmyer, Principal

Amistad Academy – High School

49 Prince St.

New Haven, CT 06519

Tel. 203-772-1092

Fax 203-772-1784

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

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

Grades: K-12 | Enrollment: 857 | Opening Date: Fall 1999

Comment [FC10]: Change to

Elm City College Preparatory School

Morgan Barth, Principal
Elm City College Preparatory-Elementary School
240 Greene St.
New Haven, CT 06511
Tel. 203-498-0702
Fax 203-498-0712
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/elm-city-elementary/about/>

Comment [FC11]: Add

Rebecca Good, Principal
Elm City College Preparatory-Middle School

794 Dixwell Ave.
New Haven, CT 06511
Tel. 203-772-5332
Fax 203-772-3641
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/elm-city-middle/about/>

Comment [FC12]: Change

Comment [FC13]: Change

Jeff Sudmyer, Principal
Amistad-Elm City College Preparatory- High School

49 Prince St.
New Haven, CT 06519
Tel. 203-772-1092
Fax 203-772-1784
Web site: <http://www.achievementfirst.org/schools/connecticut-schools/amistad-elm-city-high/aechs/>

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

Grades: K-12 | Enrollment: 568 | Opening Date: Fall 2004

Comment [FC14]: Change to

Common Ground High School

Lizanne Cox, Director
New Haven Ecology Project
358 Springside Ave.
New Haven, CT 06515
Tel. 203-389-0823
Fax 203-389-7458
Web site: <http://www.nhep.com/>

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

Grades: 9-12 | Enrollment: 155 | Opening Date: Fall 1997

NEW LONDON

Interdistrict School for Arts and Communication

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

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

Grades: 6-8 | Enrollment: 180 | Opening Date: Fall 1997

Comment [FC15]: Take out the

Comment [FC16]: Add

Comment [FC17]: Take out the

Comment [FC18]: Change to

NORWICH

Integrated Day Charter School

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

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

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

Comment [FC19]: Add

SOUTH NORWALK

Side By Side Charter School

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

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

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

Comment [FC20]: Change to

STAMFORD

Stamford Academy

Clark Callahan, Director
229 North St.
Stamford, CT 06092
Tel. 203-324-6300
Fax 203-324-6310
Web site: <http://stamfordacademy.org/>

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

Grades: 9-12 | Enrollment: 135 | Opening Date: Fall 2004

Comment [FC21]: Change to

Trailblazers Academy

Craig Baker, Chief Educational Officer
83 Lockwood Ave.
Stamford, CT 06902
Tel. 203-977-5690
Fax 203-977-5688
Web site: <http://trailblazersacademy.org/>

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

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

Comment [FC22]: Change to

Comment [FC23]: Change to

WINSTED

Explorations Charter School

Gail Srebnik, Executive Director
The Brian J. O’Neil Building
71 Spencer St.
Winsted, CT 06098
Tel. 860-738-9070
Fax 860-738-9092
Web site: <http://explorationscs.com/>

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

Grades: 10-12 | Enrollment: 88 | Opening Date: Fall 1997

Directions to the Middletown Office
25 Industrial Park Road
Middletown, CT 06457-1520

From **Hartford**

I-91 South, Exit 21. Cross over Route 372 onto Industrial Park Road. Department of Education is the last building on the right (approximately 1 & ½ miles down).

From **Waterbury**

I-84 East to Exit 27 (Route 691 East). Travel on Route 691 to Exit 11 (I-91 North). I-91 North to Exit 21. Right onto Route 372 West. Pass under I-91 and take a left onto Industrial Park Road (Mobil Station on right). Department of Education is the last building on the right (approximately 1 & ½ miles down).

From **Willimantic**

Route 66 all the way until you cross the Portland Bridge (in Middletown), take your first left and go down the hill to Route 9 North. Take a left onto Route 9 North. Take Exit 19, Route 372 West. Take Left. Follow Route 372 West until just past the Crowne Plaza Hotel. Take a left onto Industrial Park Road (Mobil Station on right). Department of Education is the last building on the right (approximately 1 & ½ miles down).

From **New London**

I-95 to Route 9 North. Route 9 North to Exit 19, Route 372 (Berlin/New Britain). take left onto Route 372 West. Follow route 372 West until just past the Crowne Plaza Hotel. Take a left onto Industrial Park Road (Mobil Station on right). Department of Education is the last building on the right (approximately 1 & ½ miles down).

From **New Haven**

I-91 North, Exit 21. Right onto 372 West. Pass under I-91 and take a left onto Industrial Park Road (Mobil Station on right). Department of Education is the last building on the right (approximately 1 & ½ miles down).