

Rhode Island Charter Public Schools Charter School Program (CSP): Instructions for Startup Grant Applications

Office of College and Career Readiness
Rhode Island Department of Education

Announcement of FY 2018 competition: **February 9, 2018**
Application Due Date: **March 9, 2018**

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Section 1. Charter School Program (CSP) Grant Information

1.1 Description of Grant Program

The purpose of the US Department of Education's Charter Schools Program (CSP) is to increase the national understanding of the charter school model by: (1) expanding the number of high-quality charter schools available to students across the Nation by providing financial assistance for the planning, program design, and initial implementation of charter schools; and (2) by evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents.

In September 2017, the Rhode Island Department of Education (RIDE) was awarded a State Education Agency (SEA) CSP grant which enables to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools. The Rhode Island Charter Schools Program Grant's primary goal is to increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students. Through this grant, Rhode Island manages start up grant competitions for qualified applicants to support planning and implementation costs.

CSP grants awarded by RIDE are federally funded under the US Department of Education Charter Schools Program, Expanding Opportunities Through Quality Charter Schools Program Grants to State Entities (CFDA number 84.282A). Awards are subject to the availability of funds through the CSP. Additional federal guidance and related documents can be found at: <https://innovation.ed.gov/what-we-do/charter-schools/state-entities/funding-and-legislation>

1.2 CSP Startup Grants

CSP startup grants are competitive grants for the purpose of funding startup activities, including planning and implementation and costs. Applicants must apply for all startup funding as a part of this grant. Grant awards may last up to three total years inclusive of planning and implementation periods. The planning period for successful applicants will begin on the date that a satisfactory application was received by RIDE (as long as it met the submission deadline). The planning period ends June 30th of the fiscal year prior to the fiscal school year in which the schools intends to open (i.e. for schools opening in 2018-19, the planning period ends June 30, 2018. For schools opening in 2019-20, the planning period ends on June 30, 2019). The implementation period begins July 1 of the school year in which the charter intends to open and only after a school receives final approval from the Council of Elementary and Secondary Education (the Council). The implementation period may extend through the school's first two years of operation.

Grant Activities

Planning activities eligible for grant funding occur during the year prior to a proposed new charter school opening. Depending on the specifics of a charter school's unique situation, the planning period may range from 6 to a maximum of 18 months. A charter may only be eligible for planning funds *after* the proposed charter school receives from the Council on Elementary and Secondary Education (the Council) either preliminary approval (in the case of a new charter school proposal) or approval for an expansion of a new school (in the case of an existing charter's expansion proposal). Please see section 1.3 Eligibility to Apply for more details.

Implementation activities eligible for grant funding may overlap with the planning period. However, for new charter schools, implementation funds are contingent upon applicants receiving final approval from the Council. If the new proposal receives a CSP subgrant award, but does not receive final approval to open from the Council, the applicant will forfeit the remainder of the total award.

Planning grant funds are designed to assist founding teams with staff/board development, academic program development, and other planning activities. Implementation funds can be used to purchase supplies and equipment, and provide resources for additional planning and program development. More information on allowable activities under implementation grants can be found in Sections 1.4 and 1.5 of these *Guidelines*.

Award Sizes

Awards for planning funds may range in size from \$50,000 to \$250,000, with an average award size of \$200,000. Awards for implementation funds may range in size from \$300,000 to \$450,000, with an average award size of \$400,000 over a two-year period. Please note that applicants cannot be awarded more than \$600,000 total, including funds for both planning and implementation periods. The size of any award will be contingent on the quality of the proposed project and project goals, the justification and clarity of the budget request, and the availability of funds.

	PLANNING FUNDS	IMPLEMENTATION FUNDS
<i>Examples of Uses</i>	Staff/ board development; academic program development; development of assessments; development of board and school policies; development of information and reporting systems	Supplies and equipment; staff/ board development; academic program development; additional planning
<i>Average Size</i>	\$200,000 over a 6-18 month period	\$400,000 through the first two years of operation
<i>Open date</i>	Date satisfactory CSP subgrant application is approved by RIDE.	Date satisfactory CSP subgrant application is approved by RIDE (For new school proposals, after schools receive final approval from RI K-12 Council)
<i>Close date</i>	June 30th of the fiscal year prior to the fiscal school year in which the schools intends to open	June 30 of the second year of the school’s operation

1.3 Eligibility to Apply

To be eligible to apply for startup funding through the Rhode Island CSP grant, applicants must be either:

- 1) Proposed new charter schools that have received preliminary approval from the Council. Implementation funds will only be eligible for reimbursement after applicants receiving final approval from the Council.
- 2) An existing charter that received approval to expand from the Council through the New Seats RFP process. Expanding existing charters must be applying for startup funds to support a material expansion that results in new students seats.
 - a. Charter schools that are expanding or replicating, must demonstrate meeting the definition of a high-quality charter school in accordance with the definition in section 4310(8) of the ESEA as vetted through the New Seat RFP Process.
 - b. If an existing charter has received a CSP grant within the previous 5 years, the charter applying must not have received a CSP start up grant for the same activities, meets the definition of a high-quality charter school and has at least 3 years of improved educational results in accordance with section 4303(e)(2) of the ESEA

If a charter school uses or is planning to use any weighted lottery, in order to be eligible for CSP funds, the weighted lottery must be approved by RIDE to ensure it meets state law and regulation as well as the parameters of section 4303(c)(3) of the ESEA . Specifically, any charter school receiving CSP grant funds may only use a weighted lottery to give slightly better chances for admission to educationally disadvantaged students.

NOTE: Any funds awarded must remain under the care and control of the Board of Directors of the charter school that applied for and was awarded the grant. Each grantee’s project must be designed and implemented in conformance with all applicable state and federal regulations.

For reference, Part C of the ESEA, Expanding Opportunity Through Quality Charter Schools, can be found at this link. <https://innovation.ed.gov/files/2017/03/Statute-for-website.pdf>

1.4 Allowable Activities

In accordance with Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Section 4301 – 4311 (20 U.S.C. 7221-7221j), specifically Section 4303, Grants to Support High-Quality Charter Schools, there are expanded flexibilities for allowable activities than under previous CSP competitions.

Subgrants can be for opening and preparing for the operation of:

- a. New charter schools;
- b. Replicated high-quality charter schools; or
- c. Expanding high-quality charter schools.

In Accordance with subsection 4303(h) Subgrants should support activities related to opening and preparing for the operation of new charter schools or replicating or expanding high-quality charter schools, this can include:

- a) Costs associated with preparing teachers, school leaders, and specialized instructional support personnel
 - i. professional development,
 - ii. Hiring and compensating during planning period – teachers, school leaders, and/or specialized instructional support personnel.
- b) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
- c) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
- d) Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
- e) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- f) Providing for other appropriate, non-sustained costs related to the activities in opening and preparing for the operation of charter schools.

Additionally information can be found in the CSP ESSA Flexibilities FAQ document:

<https://innovation.ed.gov/files/2017/12/CSP-ESSA-Flexibilities-FAQ-2017.pdf>

Part C of the ESEA, Expanding Opportunity Through Quality Charter Schools, can be found at this link.

<https://innovation.ed.gov/files/2017/03/Statute-for-website.pdf>

1.5 Grant Parameters

All CSP subgrantees are expected to complete the goals and objectives, complete all activities, and adhere to the budget described in the approved grant applicant. Failure to do so may result in the rejection of grant reimbursement requests and the withdrawal by the Rhode Island Department of Education of the charter school's eligibility for additional grant funding through the CSP. RIDE reserves the right to remove ineligible or undocumented costs from funding consideration and reimbursement requests.

Recurring operational expenses, such as teacher or administrator salaries, are not allowable under the charter schools program (CSP).

Applications will be subject to a full programmatic and fiscal review by RIDE. Applications including activities that are not allowable may be rejected. General guidance regarding allowable expenses for federal grant funds may be found within Uniform Guidance (2 CFR §200.403 – 200.409). It is located on the Electronic Code of Federal locations at found [here](#).

Applicants to the RI CSP subgrant competition must specify whether planned activities and costs are associated with either the planning period or the implementation period of their grant proposals. Subgrant applicants should organize their application to demonstrate how their grant will support Rhode Island CSP Objectives including:

- Increasing the number of high-quality educational opportunities for Rhode Island's Educationally Disadvantaged Students and
- Fostering partnerships among Rhode Island's charter public schools and traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.

Please see Section 2, Application Instructions for more information.

Reimbursement Requests

For any planning activities approved as part of an award for this competition, funds must be completely drawn down and all reimbursement requests submitted no later than 11:59PM on June 30th of the fiscal year prior to the fiscal school year in which the school intends to open. (i.e. for a school opening in the fall of 2018, the planning period ends June 30, 2018).

For any implementation activities, funds must be completely drawn down and all reimbursement requests submitted no later than 11:59PM on June 30th of the second year of the school's operation. For implementation activities for new charter schools, no grant funds may be reimbursed until a proposed school has received final approval from the RI Council on K-12 Education. In the event that a new charter school receives preliminary approval to open by the Council and is awarded a startup grant, but does not receive final approval to open by the Council. The charter school will be unable to file for reimbursement of costs beyond the date of notification that final approval will not be granted.

Any expenditure incurred after these dates will not be reimbursed. Any reimbursement requests received after these dates will not be reimbursed.

1.6 Technical Assistance

A technical assistance meeting for potential grant applicants will be scheduled upon request. Please contact the RI Charters team at RICharters@ride.ri.gov to schedule a meeting.

All approved subgrantees will be required to attend TA regarding the CSP grant requirements to ensure each subgrant is supported in its progress of meeting its grant objectives and is taking advantage of autonomies and flexibilities afforded to charters under state and federal law.

1.7 Submission Instructions

The deadline for submission for subgrant applications for schools intending to incur costs during FY18 is March 9, 2018.

Applicants must follow these instructions assemble the application and accompanying materials:

- A complete application includes: a cover letter signed by the Board Chair, executive summary, statement of need, project narrative, benchmarks and outcomes, project timeline, budget, attachments, and signed assurances.
- All pages of the narrative must be standard letter size, 8½" X 11" using 12 point, Times New Roman or comparable font, double-spaced, one-inch margins.

Please submit **ONE (1) PDF/electronic version** of your grant application, including all attachments. Please keep a copy for your records.

Applications should be emailed to: Office of College and Career Readiness
Attn: Charter Schools
Rlcharters@ride.ri.gov

1.8 Review of Grant Applications

CSP applications will be reviewed by a panel of education professionals, including when possible qualified administrators in existing charter schools not currently applying for or awarded a CSP grant. The purpose of the review is to determine the quality and viability of the proposed program plan, goals, budget, and financial management procedures described in the CSP grant application.

NOTE: Only complete and timely applications will be considered.

In order to evaluate grant applications, RIDE reserves the right to:

- Request and review certified audited financial statements and/or other appropriate supplementation including, but not limited to, interim financial statements and credit reports;
- Request references and to contact any or all references;
- Waive requirements or amend this application upon notification to all applicants;
- Adjust or correct cost or cost figures with the concurrence of the applicant if mathematical or typographical errors exist;
- Reject any or all portions of any offer, to negotiate terms and conditions, and to make an award for any or all remaining portions;
- Request clarifications from applicants, and further, to request or require revisions from applicants prior to award;
- Terminate award with written notice.

1.9 Reporting Requirements and Reimbursement Requests

All subgrant recipients will be required to submit periodic project and fiscal progress reports. These reports are due within 25 days after the close of each quarter (July, October, January and April 25th) and must indicate progress toward all goals, benchmarks and outcomes described in the approved grant application, a brief narrative describing progress on all proposed grant activities, and alignment to approved budgeted activities.

All subgrantees are required to use [the status report and reimbursement request form](#).

The excel document can be found at the link above. There are three tabs that include financial status update, reimbursement request by item and a summary of progress toward goals and objectives. New charters will also be monitored through established check-ins and first year site visit as part of the pre-opening process.

NOTE: The RIDE charter school team reviews these reports in conjunction with the fiscal team member in charge of the CSP grant disbursement. RIDE reserves the right to request additional back-up documentation as needed. Subgrantees must maintain record of all receipts and back-up documentation for associated costs. This documentation must be readily available and will be requested as needed. For planning activities back up documentation as specified in the reimbursement form must be submitted.

All subgrantees must ensure it uses financial management systems and record documentation in compliance with Federal statute, regulation to ensure appropriate reporting and tracing of funds to establish such funds have been used according to Federal statutes, regulations and the terms and conditions of the award.

Any costs incurred outside of the award period will not be reimbursed.

1.10 USDOE Reporting

RIDE will utilize data collected from CSP grantees to develop its annual report to the US Department of Education. USDE collects a variety of data from RIDE regarding charter school enrollment, performance, and progress toward the goals set in RIDE's approved grant. USDE will evaluate RIDE through analysis of the accomplishments of its multi-year strategic objectives as set forth in the SEA CSP grant.

Section 2. CSP Subgrant Application Instructions

The purpose of this section is to provide potential applicants with instructions for developing an application and grant activities that will meet the purpose of this grant program. Before preparing applications, potential applicants should review description of the CSP grant program (Section 1 of these *Guidelines*), and all federal guidance, to ensure a full understanding of the grant program and purpose.

2.1 Priorities

RIDE has identified four (4) priorities of CSP startup grants to address the challenges often faced by new charter schools and support the overall objectives of the RI CSP grant. Schools should design grant applications that will fund activities that positively impact the following priorities and support the overall objectives of the RI CSP grant. Approvable activities may include but are not limited to the activities listed under these priorities. All activities should specify intended outcomes and how success will be measured.

Priority 1: Increase the capacity of leadership prior to opening.

- Training for lead administrators and board members on governance issues
- Acquisition and development of tools to support board oversight
- Development of board policies

Priority 2: Develop a high-quality academic program

- Develop and document curriculum
- Develop comprehensive assessment system and acquire necessary materials
- Professional development and training for educational staff

Priority 3: Ensure organizational viability prior to opening

- Establishment of a financial management and reporting system
- Financial management training
- Establishment of student enrollment, registration, and information systems
- Development of operational policies
- Community outreach
- Training on data systems
- Necessary renovations (excluding construction)
- Transportation startup costs

Priority 4: Planning and implementation of partnerships and collaboration with traditional districts

- Identification and development of collaboration opportunities that will help raise achievement for educationally disadvantaged students.

2.2 Application Instructions

A complete application includes: Executive Summary, Statement of Need, Project Narrative for each part 1-6, Project Timelines, Budget Form with all tabs completed and all Required Attachments.

Executive Summary

Provide a one-page executive summary of the proposed charter school's needs during the planning and implementation periods, and proposed activities and outcomes. Do not include information that is not included/supported elsewhere in the application. Statement of Need

Explain the mission of the proposed school and the target population of students to be served. Justify the need for support from the CSP startup grant, and how it will address the mission of the school and the needs of students. Discuss the proposed school's needs and priorities in preparation for opening its doors to students.

Project Narrative

Include a detailed narrative that describes the overall grant project design and plan, as well as proposed activity by priority area. Each proposed activity should clearly align to the proposed budget and to one of the four priority areas. Additionally, each proposed activity and corresponding budget item must specify if it is a part of the planning or implementation periods.

Ensure the narrative justifies the scope of grant activities and will successfully address the identified needs of the proposed school. Support all cost assumptions.

- 1) Describe all proposed grant activities and assumed costs. Include specific scopes of work, projects to be developed, trainings to be attended, systems to be built, etc.
- 2) Identify who will be responsible for various stages of each grant activity, and what level of support they will need to complete the activity.
- 3) Describe how the proposed grant activities will contribute to one of the four priority areas.
- 4) Explain the intended outcomes, goals and identify benchmarks for each grant activity.
 - a. Explain how success will be evaluated for the proposed use of funds. Identify benchmarks for the early, middle, and final stages of grant activities and how progress will be measured annually toward these goals.
 - b. All goals and benchmarks should be clearly written, manageable, and measurable. These benchmarks should be directly linked to the stated needs of the program, and will be used to track progress toward grant objectives.
- 5) Demonstrate how project goals will support the RI CSP objectives by answering the following:
 - a. Explain how the charter will serve educationally disadvantaged students and how proposed grant activities will improve academic achievement for these groups of students.
 - i. The proposal should include at least one goal that is focused on the achievement outcomes for all students and subgroups of educationally disadvantaged students.
 - b. Applicants should include plans related to charter-district collaboration. Proposed activities and goals should specify the practices and partnership opportunities.
 - i. The proposal should include at least one goal that is focused on the intended outcomes of proposed activities for partnership.
 - c. Schools may choose to adopt related CSP goals as their charter's School Specific Goals as part of the Rhode Island Charter Performance Framework.
- 6) Include explanations of how the school can wind down grant activities at the end of the grant period and maintain financial sustainability with no detrimental effect to the school.

Project Timeline

Create a timeline for the planning and implementation periods of the grant. List key events and details in chronological order, from planning through implementation, and account for the activities that will lead up to final approval from the Council, if applicable. The events in the timeline that require CSP funding should align with the grant request.

Budget

Create a budget using the [Budget Form for FY2018 CSP Startup Applications](#). The applicant’s budget must remain within the funding parameters described in these *Guidelines* and demonstrate efficient use of resources. The budget will be reviewed to ensure customary and reasonable costs for all grant activities. **Ensure each budget item is supported by the project narrative.** The actual amount awarded will be contingent on the applicant’s ability to support the proposed budget items in the application and cost eligibility.

Application Requirements

In accordance with section 4303(f)(1)(C)(i), 4303(f)(1)(A)(vii), and 4303(f)(1)(E) of the ESEA, all subgrant applications must provide for specific requirements. These requirements are listed in the table below. Please review each and ensure a complete response is provided. Many of these requirements are vetted through the Rhode Island new seat RFP process, and subgrant applicants may reference the applicable section of their new seat application as applicable to the below.

Applicants may include responses to each application requirement as an appendix and may choose to copy and paste the table to aid in organizing each response.

Requirement and Instructions	Subgrant Applicant Response
<p>Provide a description of the roles and responsibilities of the organization, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners</p> <p><i>Applicants may choose to reference the applicable section of the charter’s approved new seat proposal as its response</i></p>	
<p>All charters in Rhode Island are held to the performance standards set forth in the charter performance framework. The framework sets expectations for a school’s financial and operational performance and aligns academic performance expectations to RI’s school accountability system, including student academic achievement. Academic achievement is one for the most important factors for renewal or revocation of the school’s charter.</p> <p><i>Applicants should provide a written statement that they understand these charter school performance expectations.</i></p>	
<p>Rhode Island charter schools are afforded autonomies and flexibilities as provided for in R.I.G.L chapters 16-77 and 16-77.1 through 16-77.4 in accordance with the definition of a charter school in section 4310(2) of the ESEA.</p> <p><i>Applicants should provide a written statement that they understand and agree to the autonomies and flexibilities</i></p>	

<p><i>afforded to charter schools in accordance with RI state law and the federal definition of a charter school.</i></p>	
<p>Provide a description of how the charter school will solicit and consider input from parents and other members of the community on the implementation and operation of the charter school requesting funds</p> <p><i>Applicants may choose to reference the applicable section of the charter's approved new seat proposal as its response</i></p>	
<p>Provide a description of how the charter school requesting funds will support the use of effective parent, family, and community engagement strategies to operate the charter school.</p> <p><i>Applicants may choose to reference the applicable section of the charter's approved new seat proposal as its response</i></p>	
<p>Provide a description of recruitment and retention activities that will promote inclusion of all students, including eliminating any barriers to enrollment for educationally disadvantaged youth (including foster and unaccompanied homeless youth). Describe how all students will be supported once they are enrolled, including reducing the overuse of discipline practices that remove students from the classroom.</p> <p><i>Applicants may choose to reference the applicable section of the charter's approved new seat proposal as its response</i></p>	
<p>Provide a description of how the charter school provides for or plans to address the transportation needs of its students</p> <p><i>Applicants may choose to reference the applicable section of the charter's approved new seat proposal as its response</i></p>	

Required Appendices

- ✓ Completed Budget Form
- ✓ Application Requirements
- ✓ Charter School Program Assurances signed by the Board Chair or designee

Section 3. Charter School Program Assurances

By submitting this proposal, the applicant ensures that the charter school will:

- 1) Annually provide United States Department of Education (USDOE) and the Rhode Island Department of Education (RIDE) such information and assurances as may be required; including annual and quarterly reports to determine if the charter school is making satisfactory progress toward achieving the objectives in the subgrant application.
- 2) Cooperate with USDOE and RIDE in evaluating the program assisted through the startup grant;
- 3) Maintain care and control of all funds through the oversight of the Board of Directors of the charter school; Use grant awards only to support the opening and preparation for the operation of new charter schools; of replicated high-quality charter schools or expanding high-quality charter schools. Use of funds will include one or more of the following activities:
 - Costs associated with preparing teachers, school leaders, and specialized instructional support personnel
 - Providing professional development,
 - Hiring and compensating during planning period – teachers, school leaders, and/or specialized instructional support personnel.
 - Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
 - Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
 - Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
 - Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
 - Providing for other appropriate, non-sustained costs related to the activities in opening and preparing for the operation of charter schools.
- 4) The charter school receiving CSP subgrant funds understands that it will maintain a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- 5) The charter school receiving CSP subgrant funds understands that the total startup period is for no more than 3 years (36 months) and the planning period may not exceed 18 months.
- 6) The charter school will meet the educational needs of all its students including children with disabilities and English learners
- 7) Practice recruitment and retention activities that promote inclusion of all students, including eliminating any barriers to enrollment for educationally disadvantaged youth (including foster and unaccompanied homeless youth)
- 8) Support all students once they are enrolled to promote retention including reducing the overuse of discipline practices that remove students from the classroom.
- 9) Ensure that the charter school's annual, independent financial audit is submitted to RIDE and the RI Office of the Auditor General on-time, is prepared in accordance with generally accepted accountability principles and is publically as required by section 4303(f)(2)(E)(ii) of the ESSA.

- 10) The charter school will be held accountable to all academic, financial, organizational and compliance performance expectations as specified in the RI Charter Performance Framework.
- 11) The charter school will comply with all provisions of the CSP and the US Department of Education, including compliance with activities allowable for implementation funds.
- 12) The charter school will operate in accordance with the definition of a charter school (ESSA 4310(2)):
 - A. in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - B. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - C. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
 - D. provides a program of elementary or secondary education, or both;
 - E. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - F. does not charge tuition;
 - G. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
 - H. is a school to which parents choose to send their children, and that—
 - i. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - ii. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
 - I. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
 - J. meets all applicable Federal, State, and local health and safety requirements;
 - K. operates in accordance with State law;
 - L. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
 - M. may serve students in early childhood education programs or postsecondary students.

GENERAL ASSURANCES

The applicant LEA ensures that:

- 1) All expenditures are for approved activities outlined in the budget as part of this application and will occur during the specified performance period
- 2) the applicant will adopt and use proper methods of administering each such program including:
 - the enforcement of any obligations imposed by law on agencies, institutions, organizations and recipients responsible for carrying out each program; and
 - the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation;
- 3) the applicant will cooperate in carrying out any evaluations of each program conducted by or for the State Educational Agency, the Secretary of Education, or other Federal officials;
- 4) the applicant will:
 - make reports to the State educational agency and the Secretary of Education as may be necessary to enable such agency and the Secretary to perform their duties under each such program;
 - maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEA's or the Secretary's duties
- 5) The charter school will follow the dissemination requirements of the annual State report card under ESEA section 1111(h). This includes sharing the charter school's website information to help parents make informed decisions about the education options available, including
 - information on the educational program;
 - student support services;
 - parent contract requirements (as applicable), including any financial obligations or fees;
 - enrollment information
 - annual performance and enrollment data for each of the subgroups of students, as defined in ESEA section 1111(c)(2), except where the n-size is insufficient to yield statistically reliable results or would reveal personally identifiable information about an individual student.
- 6) The charter school will comply with all state and local health and safety requirements

CIVIL RIGHTS ASSURANCES

All recipients of assistance under these grants made pursuant to the ESSA shall comply with the following Federal and State civil rights statutes and regulations:

- (a) 42 USC, Sections 1981 and 1983 (acts prohibited on the basis of race);
- (b) Title VI and VII of the Civil Rights Act of 1964 (acts prohibited on the basis of race, color, religion, sex, or national origin);
- (c) Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);
- (d) 42 USC, Section 1601 et seq. (acts prohibited on the basis of age);
- (e) Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (acts prohibited on the basis of disability);
- (f) 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (acts prohibited on the basis of disability);

- (g) Section 16-38-1 of the Rhode Island General Laws, as amended (discrimination because of race or age);
- (h) Section 16-38-1.1 of the Rhode Island General Laws, as amended (discrimination because of sex);
- (i) Chapter 42-87 of the Rhode Island General Laws, as amended (Civil Rights of Individuals with Handicaps); and
- (j) Sections 28-5.1-13 and 28-5.1-14 of the Rhode Island General Laws, as amended (Private education institutions – compliance with state policy of non-discrimination and affirmative action).

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110.

Certification:

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Signature of Board Chairperson/Authorized Representative of the Board of Directors

Print name and title

Date