

APPENDIX A: 2020-21 CHARTER SCHOOL ANNUAL REPORT

PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY	
Name of Charter School:	Year School Opened:
Booker T. Washington Academy	2014
Street Address:	City/Zip Code:
804 State Street	New Haven, CT 06511
School Director:	School Director Contact Information:
John Taylor	John.Taylor@btwacs.org /203-691-6535
Grades Authorized to Serve in 2020-2021:	Charter Term:
K-7	2020-2024 (1-year COVID-19 Extension)
<p>1. School Performance Best Practices: In 250 words or less, describe the practice or practices in use at the school that have resulted in strong student outcomes and a positive school climate during the 2020-2021 school year. Explain the rationale for establishing the practice(s) and the issue(s) it was intended to address. Describe impact of the practice(s) on the school outcomes referencing evidence of effectiveness (i.e. quantitative, qualitative data). Provide evidence of collaboration with local school districts in this area, as appropriate.</p>	
<p>At Booker T. Washington Academy, we take a proactive approach to reading instruction to limit the number of students performing well below grade level (Level 1 on SBAC)* by the 3rd grade. All learners in grades K-2 automatically get access to Tier I and Tier II reading programming. We believe that this strategy decreased the percentage of students that will need reading intervention in future grades. We use Reading Mastery as our Tier II reading program, which is a highly explicit, systematic approach of Direct Instruction to accelerate reading and help students achieve a high rate of success.</p> <p>In order to facilitate the Tier II reading program, we extended the school day by one hour. All K-2 staff, teachers, and academic assistants were trained to deliver the Reading Mastery program. Students that test out of Tier II support are provided with opportunities for enrichment during the designated extended reading period.</p> <p>COVID-19 has had a significant effect on our students, resulting in learning loss and gaps in social-emotional development. As a result, we are deeply committed to academic recovery and acceleration of learning for each of our scholars, in addition to increased support around social-emotional learning and development. Our plan for recovery and accelerated learning will be implemented with fidelity, with the results analyzed and reviewed for effectiveness and, if appropriate, revised based on the needs of our students.</p> <p>We have identified the following priorities for the coming year:</p> <ul style="list-style-type: none"> • Ensuring equitable access to high quality instruction for all students at BTWA with a focus on addressing learning loss. • Increasing authentic engagement with families and community. • Providing behavioral and mental health services, delivered in-person or via remote/ telehealth access, for students and staff as needed. <p>• Maintaining and upgrading access to technology and connectivity for the long term to effectively maximize student learning.</p>	

*Source: CSDE analysis based on district submitted and certified data

PART 2: SCHOOL PERFORMANCE

1. School Goals: State the school’s mission statement. Provide the school’s mission-specific, measurable goals. Analyze school progress toward these goals, providing data as appropriate. Add/Remove rows, as necessary.

MISSION STATEMENT

The Booker T. Washington Academy’s mission is to provide a safe, nurturing, and challenging learning environment with the aim of producing responsible and productive citizens prepared to compete successfully in the global marketplace. To achieve this aim, we are committed to ensuring that each of our scholars has the capacity to read, write, think, discuss and problem solve and to transfer these skills to achieve their college and career objectives.

Goal Statement:

Academics: To ensure that every one of our scholars has the capacity to read, write, think, discuss and problem solve and that these transferable skills can be utilized effectively to achieve their college and career objectives.

Evidence of Progress Toward Target Goals:

The Booker T. Washington Academy is focused on recovery and accelerated learning to meet the needs of each of our scholars. To achieve this goal, we are engaged in the following:

Technology:

- Creating training workshops for parents regarding the effective use of technology at home to support the acceleration of student learning in school.
- Purchasing additional chrome books to replace units that are either broken or in need of repair, reducing the potential for learning loss due to interruption in access to technology.

Social-Emotional Strategies:

- Moving beyond a case-by-case approach to SEL support, towards a clear and coherent system to address student and staff mental health needs.
- Building a clear and coherent system that is sustainable outside of the ESSER II and ARP ESSER III Federal Recovery funding.

Culturally Responsive Learning:

- Ensuring that all adults have high expectations for all learners and continuing to leverage Courageous Conversations about Race protocol to assist with the identification of teacher’s biases and to promote culturally responsive teaching.

	<ul style="list-style-type: none"> ·Developing and implementing a bank of evidence-based culturally responsive instructional strategies reflective of BTWA demographics. <p>Family Engagement:</p> <ul style="list-style-type: none"> ·Strengthening the capacity of families to support their child's learning. ·Improving the capacity of staff to engage in high-impact family engagement activities and strategies. <p>Academic learning support:</p> <ul style="list-style-type: none"> ·Extending the school day and year. ·Increasing access to targeted intensive tutoring during the school day.
<p>Citizenship: To embrace the five-character virtues as exemplified by PRIDE: Perseverance, Responsibility, Integrity, Discipline, Empathy, and demonstrate their grasp of these virtues in their decisions and actions.</p>	<p>The Booker T. Washington Academy uses a variety of non-academic data to measure student performance in the area of citizenship, including non-academic performance indicators such as attendance, tardies, discipline referrals, and in and out of school suspensions. The quality of student non-academic performance has improved consistently from year to year, in line with steady enrollment in the BTWA community.</p>
<p>Purpose: To adopt the philosophy of Booker T. Washington, specifically as it relates to the importance of hard work, the value of quality education, and the commitment to giving back to the community.</p>	<p>We revised our Core Values to better describe our purpose to align the expectations and behaviors of all stakeholders:</p> <p>Beliefs- changing the beliefs of adults regarding the unlimited potential of all learners regardless of race or zip code.</p> <p>Teach-explicitly focusing on skill development in academics and social-emotional learning leveraging culturally responsive practices.</p> <p>Whatever it Takes-being committed to implementing best practices versus what is currently educationally fashionable.</p> <p>Achievement-validating our beliefs with student performance outcomes</p>

2. Student Achievement: Data summarizing school performance and academic achievement from the last three years is provided below. Please review data evidencing student growth and progress toward closing achievement gaps.

Performance Metric	2017-2018	2018-2019	2019-2020
1.1. Academic Achievement			
a. ELA Performance Index – All Students	74.4	66.6	
b. ELA Performance Index – High Needs Students	72.7	64.7	
c. Math Performance Index – All Students	69.9	64.1	
d. Math Performance Index – High Needs Students	68.2	62.4	
e. Science Performance Index – All Students	N/A	61.3	
f. Science Performance Index – High Needs Students	N/A	59.6	
1.2. Academic Growth			
a. ELA Academic Growth – All Students	50.2%	42.3%	
b. ELA Academic Growth – High Needs Students	48.7%	42.9%	
c. Math Academic Growth – All Students	20.3%	41.7%	
d. Math Academic Growth – High Needs Students	21.7%	40.8%	
e. Progress Toward English Language Proficiency – Literacy	N/A	N/A	
f. Progress Toward English Language Proficiency - Oral	N/A	N/A	
1.3. Participation Rates (a. All Students, b. High Needs)	N/A	N/A	N/A
1.4. Chronic Absenteeism	a. All Students	12.2%	12.2%
	b. High Needs	13.4%	14.8%
1.5. Preparation for College and Career Readiness - % Taking Courses	N/A	N/A	
1.6. Preparation for College and Career Readiness - % Passing Exams	N/A	N/A	
1.7. On-track to High School Graduation	N/A	N/A	
1.8. 4-year Graduation—All Students 2018 2019 2020 Cohort	N/A	N/A	
1.9. 6-year Graduation—High Needs Students 2016 2017 2018 Cohort	N/A	N/A	
1.10. Postsecondary Entrance Graduating Class 2018	N/A	N/A	
1.11. Physical Fitness (estimated participation rate = 94.5%)	60.0%	58.5%	
1.12. Arts Access	N/A	N/A	
Charter School Accountability Index:	58.7%	61.8%	
School Category:	3	3	

3. Legal Compliance Best Practices: In 250 words or less, detail how specific practices employed at the school result in ensuring the school operates in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners, and employee and student rights) overtime. Describe the areas of operation including policies and procedures that ensure compliance with applicable laws and regulations. Include quantitative and qualitative information associated with compliance. Provide evidence of collaboration with local school districts in this area, as appropriate.

The Booker T. Washington Academy is compliant with all local, state, and federal applicable laws and regulations related to identifying and serving students with disabilities, and English learners, including employee and student rights. BTWA collaborates with the New Haven School District to provide special education services for scholars with disabilities. BTWA has a Memorandum of Understanding agreement with the NHPS for support in speech, occupation, and physical therapy. BTWA employs a certified special education teacher and academic assistant to provide direct service to students with learning disabilities, in line with their IEP requirements. BTWA uses an established protocol for identifying students who may qualify for English Language Learner services that are aligned to the state and federal guidelines for Limited English proficiency.

PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT

1. Financial Documents: As required by C.G.S. § 10-66cc(b)(2) and 10-66pp, the charter school and if applicable, the charter school management organization of the state or local charter school, (1) shall submit FY 2019-20 certified audit statements, including the statement of activities (showing all revenues from public and private sources, expenditures, and net operating gain/loss), balance sheet and statement of cash flows. (2) The charter school and if applicable, the charter school management organization of the state or local charter school, shall submit a complete copy of the most recently completed Internal Revenue Service form 990, including all parts and schedules, **other than Schedule B** of such form. (3) Provide the FY 2020-2021 budget. (4) Provide a FY 2021-2022 board-approved budget.

2. Financial Condition: Provide the following financial data for FY 2020-2021

Total margin (net income/total revenue):	0.04
Debt to asset ratio (total liabilities/total assets):	0.39
Debt service coverage ratio (net income + depreciation + interest expense)/ (principal + interest payments):	No Debt in FY 2021
Current asset ratio (current assets/current liabilities):	2.34
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	153.29
Cash flow (change in cash balance):	344,267.81

3. Governing Board: Consistent with C.G.S. § 10-66bb(d)(3)(A), provide the following information for all governing board members. The governing board should include teachers and 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 and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district or the superintendents designee.

Name:	Occupation:	Board Role/Term:	Mailing/Email:	Background Check:
Kelcy Steele	Pastor	Chairperson	pastorksteele@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sherri Thompson	Retired NHPD Emergency Mang. Dispatcher	Vice- Chairperson (Parent Rep)	5bt51winter@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Kate Kelly	Asst Clinical Professor and BSW Program Director of Sacred Heart University's DSW	Treasure	etaky@outlook.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
David Martin	Program Officer- William Casper Graustein Mem. Fund	Secretary	dmartin@wcmf.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Eldren Morrison	Paster Shaw Temple AME Zion, Atlanta GA	Founder	eldrenm@aol.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Sydney Perry	Retired CEO at Jewish Federation of Greater New Haven	Member	Sydneyperry613@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Jeffrey Cirillo	Senior Director of RSM US LLP	Member	Jeffrey.cirillo@ynhh.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Jesse Phillips	Coord. Of Memberships Svs& Diversity & Inclusion at Grter NH CoC	Member	jesseleading@gmail.com	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Dr. Edward Joyner	Education Consultant- NHPS Board Member	NHPS Representa tive		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
John Taylor	Executive Director of BTWA	Ex-Officio Member	John.taylor@btwacs.org	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

4. Renewal Terms and Other Issues: Provide a progress update on terms established in the charter school’s most recent renewal; summarize actions taken and progress data to substantiate efforts to address such terms. Provide an update on how the charter school is addressing or plans to address the issues noted. The chart below is pre-populated to include terms documented in the school’s last renewal resolution or issues identified by the CSDE.

Standard/Indicator:	Term or Condition:	Progress Update:
<p>1.1 Academic Achievement</p>	<p>In August 2020 BTWA’s corrective action plan to improve student academic achievement was approved by the CSDE. Since that time the school has been implementing and enhancing the plan. The school should continue efforts to improve outcomes in literacy and math post the COVID-19 pandemic.</p>	<p>We continue to implement with fidelity the approved actions in the corrective action plan and embedded these into the ESSER II ARC ESSER III plans for recovery and acceleration of learning, in response to the learning loss associated with the COVID-19 pandemic.</p>
<p>2.2 Financial and Reporting Compliance</p>	<p>It is noted that BTWA revised the Fiscal Policy Manual to correct the following:</p> <ul style="list-style-type: none"> ● Added the Executive Director as an authorized signer on the school bank account ● Added board approved policy for salary advances 	<p>At the time of this submission, there is no revision or changes to report.</p>
<p>2.4 Government and Management</p>	<p>The Booker T. Washington Academy Governing Board revised its board meeting minutes to reflect the names of individuals presenting each agenda item, initiating and seconding board motions, and voting results.</p>	<p>The governing board continues to follow all rules, regulations and guidance related to effective school governance.</p>

<p>3.5 Chronic Absenteeism</p>	<p>While not an issue noted during the last renewal. BTWA's chronic absenteeism has gone from 12.2% in 2018-19 to 17.3% in 2019-20.</p> <p>It is noted that BTWA is working to address the following:</p> <ul style="list-style-type: none"> ● Revised the Framework for Intervention around attendance ● Increased communication amongst stakeholders ● Developed policy to expand options for student transportation ● Identified alternate transportation options for students that miss the school bus 	<p>Chronic absenteeism increased significantly during the pandemic. Many of Booker T. Washington's families experienced difficulty with supporting remote instruction. As a result, we have enacted intentional strategies, including:</p> <ol style="list-style-type: none"> 1. Purchase of a mini-school bus which functions as a shuttle for students who missed traditional transportation provided by the district. 2. Recognizing students with perfect attendance during school-wide community meetings. 3. Making phone calls to families when students are absent on a daily basis. 4. Incentivizing improved attendance.
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5. Stewardship, Governance, and Management Best Practices: In 250 words or less, summarize practices/processes established in the areas of stewardship, governance, and management (e.g., financial management, reporting compliance, sustaining financial viability, and school operations), that ensure the school is financially viable, organizationally healthy, strong, and held accountable to establish goals. Explain the rationale for establishing and/or continuing the practice(s). Explain the impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

The Booker T. Washington Academy Board of Directors clearly understands its role and responsibility as the holder of the charter to be, (1) relentless focus on student achievement, (2) ensuring the school has effective leadership, (3) establishing policies, (4) maintaining legal and regulatory compliance, and (5) overseeing financial management and sustaining financial viability.

Since our inception, we have proven our ability to sustain fiscal viability and spend conservatively while ensuring that our scholars receive a high-quality education.

We have consistently been able to maintain a savings/surplus over the course of our existence. Our total margin is 0.04 for 2021. We also have built healthy cash reserves with over 3 months of cash on hand in the bank (153 days) and a current ratio of 2.34. There are no immediate problems covering current liabilities and efficient use of working capital.

Our debt to asset ratio at the end of fiscal year 2021 was 0.39. This illustrates little fiscal risk as we are well equipped to pay for our liabilities with liquid assets.

We continue to expend significant time and resources to secure foundation and other private funding to offset the inequitable funding that results from charter's non-inclusion in the state's ECS (Education Cost Sharing) Funding Formula.

PART 4: STUDENT POPULATION

1. Enrollment and Demographic Data: Provide 2020-2021 student demographic and enrollment information.

Grades Served:	K-7	American Indian/Alaska Native:	0
Student Enrollment:	480	Asian:	1
		Black:	413
% of Free/Reduced-Price Lunch:	80	Caucasian:	3
% of Special Education Students:	8	Hispanic:	63

2020-2021 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
	67	68	73	67	71	66	39	29						480

2. Enrollment Efforts: Summarize the school's efforts to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, English learners, and students with disabilities.

The Booker T. Washington Academy utilizes a variety of strategies to attract, enroll, and retain a diverse and representative student population, including minority students, low-income students, ELL students, and students with disabilities. All interested New Haven families have the opportunity to apply to the Booker T. Washington Academy. Scholars living in New Haven's Dixwell and Newhallville neighborhoods are given preference for enrollment. Both neighborhoods have significant populations of students with a history of social, emotional, and behavioral concerns. Included in this pool are students requiring special education and English language learners. We recruit from all New Haven communities beginning in March through newspaper advertisements, flyer distribution door-to-door and in community health centers and churches, and public service announcements on local radio stations. We also conduct Open Houses at school and attend NHPS Choice events throughout the Greater New Haven Community to promote the school. In all communication with potential families, we intentionally describe our desire and commitment to recruit and serve ELL and special needs scholars.

3. Waitlist Data: Provide waitlist totals below, illustrating demand and community support for the school.

2020-2021 Waitlist:	2021-2022 Waitlist:
200	200

4. Student Population Best Practice: In 250 words or less, summarize practice(s)/system(s) used in the area of student population (e.g., family and community engagement, recruitment processes, retention strategies), to ensure the school promotes equity by effectively attracting, enrolling and retaining students particularly among targeted populations. Explain the rationale for establishing and/or continuing the practice(s). Include a brief narrative on the school's unique model and describe the practice(s) and its impact on the school, referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

At the Booker T. Washington Academy, we are proud to play a part in increasing educational opportunities and equity for students and providing parents with high-quality educational choice in New Haven. We serve predominantly low-income families from under-resourced communities, as evidenced by at least 80 percent of our population being eligible for free or reduced lunch. We intentionally tailor our school program to meet the needs of families we serve, offering before and after-school care to increase school access for families. We provided extended learning during the summer, focusing exclusively on students most affected by the pandemic.

Our attrition during the school year has been remarkably low in our first seven years of operation, which indicates continued parent and community support. Additionally, parent satisfaction has been in excess of 90 percent each year we have been in operation. We are also committed to ensuring that we put an effective teacher in front of every scholar, providing our teachers with the highest quality professional development available. We recognize that access to a quality education is at the center of social justice.

APPENDIX B: 2021-2023 TWO YEAR PRELIMINARY ENROLLMENT REQUEST

Directions: On an annual basis, charter schools must submit an enrollment request for the following school year. Consistent with C.G.S. § 10-66bb(c), the State Board of Education considers enrollment requests in the context of each school’s charter and record of student achievement.

C.G.S. § 10-66bb(c)(2) places an enrollment cap on the number of students that a state charter school may enroll. However, charter schools with a demonstrated record of achievement may seek a waiver. If the school submitted 2021-2022 and enrollment request 2022-2023 requires an enrollment waiver, please specify that below.

1. Complete the table below providing the school’s enrollment and growth history. Submit an enrollment request and growth projections for the upcoming school year.															
School Year:	Actual Enrollment:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-2021		67	68	73	67	71	66	39	29						480
School Year:	2021-2023 Two Year Enrollment Requests:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-2022		60	67	68	73	67	71	66	39	29					540
2022-2023		60	60	67	68	73	67	71	66	39					550
2. Based on the requests entered above, is the school seeking a waiver to the enrollment cap described in C.G.S. § 10-66bb(c)(2), no state charter school shall enroll more than two hundred fifty students, or in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less.														<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. Provide a rationale for the enrollment request(s), by school year, including a synopsis of all relevant assumptions.															
<p>The Booker T. Washington Academy will be expanding, as outlined in the original charter, one grade level each school year until the school is serving scholars in grades K-8. Therefore, BTWA seeks a waiver to the enrollment cap for state charter schools. We recognize the following assumptions in making this request.</p> <ul style="list-style-type: none"> • Parent interest remains high as reflected by the existence of enrollment waitlists at each grade level. • The State Board of Education approves the seat request for the expansion. • The CT State Legislature approves the funding for grade level expansion. 															

4. Summarize the school's plans to successfully expand and accommodate the needs of the students served (e.g., programming, staffing, facilities, and class size).

The Booker T. Washington Academy will be expanding, as outlined in the original and renewed charter, one grade level each school year until the school is serving scholars in grades pre-K thru 8. For the school year 2021-2022, the school expanded one grade level to serve students in grades K-8.

In an effort to address the significant learning loss due to COVID-19, we have engaged in a recovery and accelerated learning initiative. This entails additional staff to ensure successful implementation of multiple layers of targeted and sustained academics for our students. We have hired 6 resident teachers, 3 tutoring corps staff, 28 summer school staff, 1 social worker, 1 family and community engagement coordinator, 1 middle school ELL instructor, and 14 staff for before and after school care.

Additionally, BTWA continues its commitment to “developing our own” teachers by hiring novice teachers in the role of Resident teachers for a full school year before giving them their own self-contained classroom. In this way, the Resident teachers become well versed in the strategies that make up our high-performing school model: use of data, consistency, coherence, and rigorous implementation of the high-quality curriculum, formative assessments, use of technology, and Scientific Research-Based intervention. These teachers, along with academic assistant teaching candidates participating in the Relay Program, make up our newest cohort of teachers, which is significantly more diverse than prior cohorts.

BTWA also engages all staff in Courageous Conversations about Race as a means through which to assist staff in recognizing individual biases, and to promote more effective culturally responsive instructional strategies in the classroom.

APPENDIX C: CHARTER SCHOOL PERFORMANCE FRAMEWORK

The Connecticut State Department of Education’s (CSDE) charter school performance framework promotes clear and transparent expectations for all charter schools. The four performance standards are central to measuring schools’ efficacy and viability, and align to state law and national best practices among charter school authorizers, as accumulated by the National Association of Charter School Authorizers. Within each standard area, the framework identifies a series of indicators used to evaluate charter schools. The framework drives the CSDE’s charter school accountability systems and processes, including initial approval decisions, annual monitoring, and renewal determinations.

Performance Standards:

1. **School Performance:** Is the school a successful model resulting in strong student outcomes and a positive school climate?
2. **Stewardship, Governance, and Management:** Is the school financially and organizationally healthy and viable?
3. **Student Population:** Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?
4. **Legal Compliance:** Is the school acting in compliance with applicable laws and regulations?

Performance Standards:	Performance Indicators:
1. School Performance	1.1. Academic Achievement <ol style="list-style-type: none"> a. ELA Performance Index – All Students b. ELA Performance Index – High Needs Students c. Math Performance Index – All Students d. Math Performance Index – High Needs Students e. Science Performance Index – All Students f. Science Performance Index – High Needs Students 1.2. Academic Growth <ol style="list-style-type: none"> a. ELA Academic Growth – All Students b. ELA Academic Growth – High Needs Students c. Math Academic Growth – All Students d. Math Academic Growth – High Needs Students e. Progress toward English Language Proficiency – Literacy f. Progress toward English Language Proficiency - Oral 1.3. Participation Rates (a. All Students, b. High Needs) 1.4. Chronic Absenteeism (a. All Students, b. High Needs) 1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses 1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams 1.7. On-track to High School Graduation 1.8. 4-year Adjusted Cohort Graduation 1.9. 6-year Adjusted Cohort Graduation 1.10. Postsecondary Entrance Rate (All Students) 1.11. Physical Fitness 1.12. Arts Access
2. Stewardship, Governance, and Management	2.1. Financial Management 2.2. Financial Reporting 2.3. Financial Viability 2.4. Governance and Management 2.5. Facility
3. Student Population	3.1. Recruitment and Enrollment Process 3.2. Waitlist and Enrollment Data 3.3. Demographic Representation 3.4. Family and Community Support 3.5. School Culture and Climate
4. Legal Compliance	4.1. Open Meetings and Information Management 4.2. Students with Disabilities 4.3. English Learners 4.4. Rights of Students 4.5. Teacher/Staff Credentials 4.6. Employee Rights

APPENDIX D: STATEMENT OF ASSURANCES

It is imperative that charter schools – as with all other public schools – adopt and uphold the highest ethical and legal standards while delivering excellent academic opportunities for students and their families.

As the authorized representative of **Booker T. Washington Academy**, to the best of my knowledge, I affirm that:

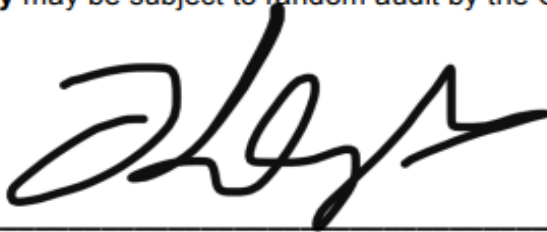
1. Pursuant to C.G.S.A. § 10-66rr, all board members and staff have satisfactorily completed background checks, including a state and national criminal record check and a record check of the Department of Children and Families child abuse and neglect registry.
2. Pursuant to C.G.S.A. § 10-66rr, if applicable, all charter school management organization (CMO) governing board members and staff members, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
3. All contractors doing business with the school, who performs a service involving direct student contact have satisfactorily completed background checks, as described in (1).
4. Records of any and all background checks described above are on file at **Booker T. Washington Academy** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Booker T. Washington Academy** Governing Board has adopted written anti-nepotism and conflict of interest policies consistent with state law and best practices in nonprofit corporate governance, and pursuant to 10-66bb(d), that no member or employee of the Governing Board has a personal or financial interest in any asset, real or personal, of the charter school.
6. Pursuant to C.G.S.A. § 10-66oo, each member of a governing council of a state or local charter school shall complete training related to charter school governing council responsibilities and best practices at least once during the term of the charter, and that no board member of **Booker T. Washington Academy** serves on the board of another charter school or CMO.
7. All public funds received by **Booker T. Washington Academy** have been, or are being, expended prudently and in a manner required by law.
8. All Governing Board meetings are open and accessible to the public, and that **Booker T. Washington Academy** has posted, and continues to post, on any Internet website that the Governing Board operates, the schedule, agenda, and minutes of each Governing Board meeting, including any meeting of a subcommittee of the Governing Board.
9. **Booker T. Washington Academy** does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or

expression, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

10. Booker T. Washington Academy does not operate any school location outside the scope of its approved charter or subsequent State Board of Education approval.

By signing this Statement of Assurances on behalf of the Governing Board of **Booker T. Washington Academy**, I acknowledge that I understand the terms contained herein and affirm the validity of each statement to the best of my knowledge. I further understand that **Booker T. Washington Academy** may be subject to random audit by the CSDE to verify these statements.

Signature:



Name of Board Chairperson: **Pastor Kelcy Steele**

Date: **October 11, 2021**