

## CHARTER SCHOOL ANNUAL REPORTING TOOLKIT



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### I. OVERVIEW:

In accordance with Section 10-66cc(b) of the Connecticut General Statutes (C.G.S.), charter schools must submit annual reports to the Connecticut State Department of Education (CSDE), providing updates aligned to the CSDE’s charter school performance framework (see Appendix C) and standards outlined below:

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?

The purpose of this toolkit is to provide guidance regarding:

- **Annual Reports:** Charter schools provide annual updates, including quantitative and qualitative data, illustrating school progress, performance, and viability aligned to the CSDE’s performance framework.
- **Annual Enrollment Requests:** Charter schools provide annual enrollment information, growth projections, and seat requests, and may seek enrollment waivers. The annual report must substantiate such requests, particularly around school performance and capacity to expand.
- **Best Practices Report:** Following the collection of each school’s annual report, the CSDE prepares a Best Practices Report summarizing performance within and across Connecticut’s charter school sector, as well as a sampling of best practices submitted by charter schools aligned to the CSDE’s performance

standards.

## II. ANNUAL REPORTING PROCESS:

The annual report (see Appendix A) serves as a charter school’s annual performance report, preliminary enrollment request, and best practices. Every year, all charter schools engage in the following process:

Annual Reporting Cycle:	Description:
<b>1. Annual Report Deadline</b> October 18, 2019	By 4:00 p.m., the charter school submits an annual report and preliminary enrollment request for the following school year.
<b>2. Release of Best Practices Report</b> Fall 2019	The CSDE issues a report on Connecticut’s charter school sector, including school performance and overarching best practices.
<b>3. Enrollment Request Update</b> April 2020	The charter school confirms requests for additional seats and enrollment waivers (if applicable) for the following academic year.
<b>4. SBE Seat Allocations</b> Spring/Summer 2020	The SBE apportions available seats and approves enrollment waivers (if applicable).

## III. SUBMISSION INSTRUCTIONS:

By 4:00 p.m., on Friday, October 18, 2019, charter schools must submit:

1. An annual report (see Appendix A);
2. 2020-21 Preliminary Enrollment Request (see Appendix B); and
3. Signed Statement of Assurances (see Appendix D).

Submissions must include the requisite signatures and be submitted in Word and PDF format to: [felicia.canty@ct.gov](mailto:felicia.canty@ct.gov). Annual reports should not exceed 15 pages, using the template provided in Appendix A. The text should be 11-point font.

If you have any questions about the annual report, please contact Felicia at 860-713-6573.

## APPENDIX A: 2018-19 CHARTER SCHOOL ANNUAL REPORT

### PART 1: SCHOOL INFORMATION AND EXECUTIVE SUMMARY

Name of Charter School:	Year School Opened:
Brass City Charter School	2013
Street Address:	City/Zip Code:
289 Willow Street	Waterbury, CT 06710
School Director:	School Director Contact Information:
Dr. Barbara Ruggiero	bruggiero@brasscitycharter.org /203-527-5942
Grades Authorized to Serve in 2018-19:	Charter Term:
PK-6	2018-2022

1. **School Performance Best Practices:** In 250 words or less, summarize a successful school model resulting in strong student outcomes and a positive school climate during the 2018-19 school year. Describe the strategy and its impact on the school referencing quantitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

The Brass City Charter School mission, “to provide a rigorous academic and holistic social-emotional learning program that will eliminate the achievement gap for underserved students” is supported by a model that insures strong student outcomes and a positive school culture. We believe that there are a few key elements of our model that are foundational to what we do.

We maintain smaller class size with less than 20 students in any individual class. This allows for more individual attention, increased participation, and better communication between students and teachers.

Our culture emphasizes the social-emotional needs of our students. Working in partnership with Yale Center for Emotional Intelligence, and using the RULER program, teachers work hard every day to help students with **R**ecognizing emotions in oneself and others, **U**nderstanding the causes and consequences of emotions, **L**abeling emotions with a nuanced vocabulary, **E**xpressing emotions in accordance with cultural norms and social context, and **R**egulating emotions with helpful strategies. This approach informs our approach to discipline which is based on logical consequences and an effort to allow students to be heard and to process their actions in order to change behavior. This approach is reflected in our low OSS rates and belief that suspensions generally do more harm than good and should be reserved for only the most extreme behaviors.

BCCS teachers are mission driven. We have very little teacher turnover which contributes to a relational culture where students and families are known and supported. Teachers make every effort to establish strong working relationships with their students’ parents. In addition, the BCCS Student and Parent Support Coordinator makes a home visit to every new student’s family to welcome them to the school and to begin the process of creating strong working relationships with our families. We boast an almost 100% turnout for each parent/student conference because of the efforts of our entire staff working together to encourage parent participation.

Our signature el Sistema inspired music program (MAC) with a mission to develop the next generation of engaged citizens through rigorous music and arts education that fosters creative expression, self-efficacy, collaborative learning, and social responsibility provides instrumental instruction for students four days a week. A very important part of this program is community outreach where, on a monthly basis, students perform in settings that include a homeless shelter, convalescent homes, and for Waterbury’s community police officers.

We periodically assess our students using iReady and DRA 2 in order to track students’ academic progress and to develop an appropriate focus of instruction from the obtained data. This data is also used to support decisions to have students access our well-developed intervention program.

During the summer months, students participate in a remote learning program to reinforce reading and math. Students read leveled trade books and use Google Docs for reading responses, as well as completing iReady lessons; each week a teacher reviews student work and provides feedback.



## PART 2: SCHOOL PERFORMANCE

2. **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:

**Brass City Charter School provides a rigorous academic and holistic social-emotional learning program that will eliminate the achievement gap for underserved students. BCCS enables students to soar academically, develop as people of character, and lead meaningful and productive lives for themselves and their community.**

Goal Statement:	Evidence of Progress toward Goal:												
BCCS students will outperform the local student district on standardized testing as well as meet or exceed state averages.	2018-2019 SBAC <table style="margin-left: 40px;"> <tr> <td></td> <td style="text-align: center;"><u>ELA</u></td> <td style="text-align: center;"><u>Math</u></td> </tr> <tr> <td>State:</td> <td style="text-align: center;">53.7</td> <td style="text-align: center;">48.1</td> </tr> <tr> <td>Waterbury:</td> <td style="text-align: center;">27</td> <td style="text-align: center;">19</td> </tr> <tr> <td>BCCS:</td> <td style="text-align: center;">57.3</td> <td style="text-align: center;">50.3</td> </tr> </table>		<u>ELA</u>	<u>Math</u>	State:	53.7	48.1	Waterbury:	27	19	BCCS:	57.3	50.3
	<u>ELA</u>	<u>Math</u>											
State:	53.7	48.1											
Waterbury:	27	19											
BCCS:	57.3	50.3											
Brass City Charter students will attend school at least 95% of the time.	Goal met.												
Brass City Charter School parents will support their child’s education.	Attendance at the four annual parent-teacher conferences is nearly 100%.												

3. **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	*2015-16:	*2016-17:	*2017-18:
ELA Performance Index – All Students	82.9%	79.3%	76.2%
ELA Performance Index – High Needs Students	81.5%	76.9%	74.5%
Math Performance Index – All Students	78.8%	69.7%	73.1%
Math Performance Index – High Needs Students	77.0%	67.3%	71.7%
Science Performance Index – All Students	N/A	N/A	N/A
Science Performance Index – High Needs Students	N/A	N/A	N/A
ELA Avg. Percentage of Growth Target Achieved – All Students	N/A	47.4%	66.7%
ELA Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	35.5%	69.6%
Math Avg. Percentage of Growth Target Achieved – All Students	N/A	19.0%	79.9%
Math Avg. Percentage of Growth Target Achieved – High Needs Students	N/A	15.5%	79.0%
Average daily attendance rate:	95.3%	95.3%	96.0%
Chronic absenteeism rate:	7.4%	7.3%	5.0%
Overall suspension rate: (% of students with 1+ suspension/ expulsion)	4.3%	*	*
Number of in-school suspensions:	*	*	*
Number of out-of-school suspensions:	9	*	*

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

Number of expulsions:	0	0	
Four Year Adjusted Cohort Graduation Rate (if applicable):	N/A	N/A	N/A
Six Year Adjusted Cohort Graduation Rate (if applicable)	N/A	N/A	N/A
Accountability Index charter school:	97.5%	53.6%	81.6%
Accountability Index state:	73.1%	73.2%	74.9%



4. **Legal compliance Best Practices:** In 250 words or less, summarize methods illustrating that the school is acting in compliance with applicable laws and regulations (e.g. support for students with disabilities, English learners, employee and student rights). 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.

Brass City Charter School is acting in compliance with all applicable laws and regulations with regards to supporting students with disabilities, English learners, employee and student rights. BCCS collaborates with the Waterbury school district to provide special education services. Employee and student rights and procedures are outlined in school handbooks.

**PART 3: STEWARDSHIP, GOVERNANCE, AND MANAGEMENT**

5. **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 2017-18 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 2018-19 budget. (4) Provide a FY 2019-20 board-approved budget.

6. **Financial Condition:** Provide the following financial data for FY 2018-19

Total margin (net income/total revenue):	<b>23.46%</b>
Debt to asset ratio (total liabilities/total assets):	<b>62.97%</b>
Debt service coverage ratio (net income+depreciation+interest expense)/ (principal+interest payments):	<b>840.12%</b>
Current asset ratio (current assets/current liabilities):	<b>1210.06%</b>
Days of (unrestricted cash/((total expenditures-depreciation)/365)):	<b>147.16</b>
Cash flow (change in cash balance):	<b>\$933,360</b>

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**7. 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:
Andy Sternlieb	Real Estate/Finance	Chair / Ends June 2022	andy@salemrealt ycapital.com	x Yes <input type="checkbox"/> No
Joseph Bizzozero, MD	Physician	Vice Chair / Ends June 2021	obizzozero@alliance medicalgroup.com	x Yes <input type="checkbox"/> No
Marianne Silva	Social Worker	Sec. / Ends June 2020	msilvatherapy@gma il.com	x Yes <input type="checkbox"/> No
Charles Heaven	Accountant	Treasurer /Ends June 2022	cheaven@charleshe aven.com	x Yes <input type="checkbox"/> No
Michelle Baker	Assist. Superintendent	Ends June 2021	mbaker@waterbury .k12.ct.us	<input type="checkbox"/> Yes <input type="checkbox"/> No
Courtney Bauknecht	Teacher	Ends 2022	cbauknecht@brassci tycharter.org	x Yes <input type="checkbox"/> No
Christina Cruz	Teacher	Ends 2020	ccruz@brasscitychar ter.org	x Yes <input type="checkbox"/> No
Jeanine Pocoski	College instructor	Ends 2020	jpocoski@brasscityc harter.org	x Yes <input type="checkbox"/> No
Annie Scott	Director of Technology	Ends 2020	amscott622@aol.co m	x Yes <input type="checkbox"/> No
Don Thompson	President/StayWell Health	Ends 2021	dthompson@stay wellhealth.org	x Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No





**8. 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:





9. **Stewardship, Governance, and Management Best Practices:** In 250 words or less, summarize processes established in the areas of **stewardship, governance, and management** (e.g., financial management, reporting compliance, sustaining financial viability, and school operations), to ensure the school is financially viable and organizationally healthy and strong. Describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

Brass City Charter School’s audit for 2017-18 did not identify any weaknesses in internal control that were considered material weaknesses or significant deficiencies. No compliance issues were identified. During the 2018-2019 school year, we continued to monitor operating expenditures to keep in line with our annual budget and programming goals. Through careful stewardship over the past six years, we have been able to meet budgetary goals as well as to reserve funds for renovation and construction.

**PART 4: STUDENT POPULATION**

**10. Enrollment and Demographic Data:** Provide 2018-19 student demographic and enrollment information.

Grades Served:	PK - 6	Student Enrollment:	287
% Free/Reduced-Price Lunch:	70.4%	% Black:	34.1%
% Special Education:	7.3%	% Hispanic:	46.7%
% Limited English Proficiency:	7.7%	% Caucasian:	8.4%

2018-19 Enrollment by Grade Level:

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
36	36	36	36	36	37	35	35	0	0	0	0	0	0	<b>287</b>

**11. 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.

Brass City Charter School is open to any child who resides in Waterbury. Particular effort is made to attract a diverse student body through

- Posts on our website
- Flyers that are distributed to local churches, health clinics, pediatrician offices, etc.
- Emails to current families
- Information sessions at school

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

2018-19 Waitlist:	2019-20 Waitlist:
415	597

**13. Student Population Best Practice:** In 250 words or less, summarize systems 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. Include a brief narrative on the school’s unique model and describe the strategy and its impact on the school referencing quantitative and qualitative data. Provide evidence of collaboration with local school districts in this area, as appropriate.

The BCCS model is predicated on a culture that supports students' cognitive as well as social-emotional growth. We believe that it is essential to teach children skills that enhance their ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. These skills foster the kind of healthy emotional school climate essential for academic learning. We have implemented the RULER program from Yale Center for Emotional Intelligence. Both staff and parents receive training in it so that home and school can work together to enhance children's social emotional growth. Our very low suspension rates are one indication of the success of our model.

BCCS employs a Student Parent Support Coordinator who heads up all family and community engagement. She makes home visits to all new student families to welcome them to the school and to begin the process of creating strong working relationships with our families. She designs monthly parent meetings and is the staff representative to the PTO.

BCCS demographics parallel those of the City and we celebrate our diverse student body. Retention of students is high and the families that have left BCCS are predominantly families that have moved out of the City.

## APPENDIX B: 2020-22 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 2020-21 and enrollment request 2021-22 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
2017-18	34	35	36	34	40	36	39	0	0	0	0	0	0	0	254
2018-19	36	36	36	36	36	37	35	35	0	0	0	0	0	0	287
2019-20	36	37	38	38	36	37	37	34	33	0	0	0	0	0	326
School Year:	2020-2022 Two Year Enrollment Requests:														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	36	38	36	38	38	36	37	34	34	33	0	0	0	0	360
2021-22	36	36	38	36	38	38	36	34	34	34	0	0	0	0	360

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.

x Yes    No

3. Provide a rationale for the enrollment request(s), by school year, including a synopsis of all relevant assumptions.

Currently BCCS is a pre-k through grade 7 school with a total population of 326 students. The prek put us over the cap of 300 students when we opened our 7<sup>th</sup> grade in 2019-20. The original charter for BCCS was approved as a pre-k through grade 8 school with an enrollment of approximately 350 students.

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).

Add one grade at a time after our initial opening with prek, k, and 1. Next year we end our expansion with the addition of grade 8.

Develop curriculum for each new grade

Hire staff to accommodate new grades

Complete renovation of the facility to meet the needs of the increasing school population

## 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:	
<p><b>1. School Performance:</b> Is the school a successful model resulting in strong student outcomes and a positive school climate?</p> <p><b>2. Stewardship, Governance, and Management:</b> Is the school financially and organizationally healthy and viable?</p> <p><b>3. Student Population:</b> Is the school promoting equity by effectively attracting, enrolling, and retaining students, particularly among targeted populations?</p> <p><b>4. Legal Compliance:</b> Is the school acting in compliance with applicable laws and regulations?</p>	
Performance Standards:	Performance Indicators:
<p>1. School Performance</p>	<p>1.1. Academic Achievement</p> <ul style="list-style-type: none"> <li>a. ELA Performance Index – All Students</li> <li>b. ELA Performance Index – High Needs Students</li> <li>c. Math Performance Index – All Students</li> <li>d. Math Performance Index – High Needs Students</li> <li>e. Science Performance Index – All Students</li> <li>f. Science Performance Index – High Needs Students</li> </ul> <p>1.2. Academic Growth</p> <ul style="list-style-type: none"> <li>a. ELA Academic Growth – All Students</li> <li>b. ELA Academic Growth – High Needs Students</li> <li>c. Math Academic Growth – All Students</li> <li>d. Math Academic Growth – High Needs Students</li> <li>e. Progress toward English Language Proficiency – Literacy</li> <li>f. Progress toward English Language Proficiency - Oral</li> </ul> <p>1.3. Participation Rates (a. All Students, b. High Needs)</p> <p>1.4. Chronic Absenteeism (a. All Students, b. High Needs)</p> <p>1.5. Preparation for Postsecondary and Career Readiness - % Taking Courses</p> <p>1.6. Preparation for Postsecondary and Career Readiness - % Passing Exams</p> <p>1.7. On-track to High School Graduation</p> <p>1.8. 4-year Adjusted Cohort Graduation</p>

	<ul style="list-style-type: none"> <li>1.9. 6-year Adjusted Cohort Graduation</li> <li>1.10. Postsecondary Entrance Rate (All Students)</li> <li>1.11. Physical Fitness</li> <li>1.12. Arts Access</li> </ul>
2. Stewardship, Governance, and Management	<ul style="list-style-type: none"> <li>2.1. Financial Management</li> <li>2.2. Financial Reporting</li> <li>2.3. Financial Viability</li> <li>2.4. Governance and Management</li> <li>2.5. Facility</li> </ul>
3. Student Population	<ul style="list-style-type: none"> <li>3.1. Recruitment and Enrollment Process</li> <li>3.2. Waitlist and Enrollment Data</li> <li>3.3. Demographic Representation</li> <li>3.4. Family and Community Support</li>   <li>3.5. School Culture and Climate</li> </ul>
4. Legal Compliance	<ul style="list-style-type: none"> <li>4.1. Open Meetings and Information Management</li> <li>4.2. Students with Disabilities</li> <li>4.3. English Learners</li> <li>4.4. Rights of Students</li> <li>4.5. Teacher/Staff Credentials</li> <li>4.6. Employee Rights</li> </ul>



## 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 **Brass City Charter School**, 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 records checks 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 **Brass City Charter School** and available for random audit by the Connecticut State Department of Education (CSDE).
5. Pursuant to C.G.S.A. § 10-66oo, **Brass City Charter School** 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 **Brass City Charter School** serves on the board of another charter school or CMO.
7. All public funds received by **Brass City Charter School** 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 **Brass City Charter School** 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. **Brass City Charter School** 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. **Brass City Charter School** 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 **Brass City Charter School**, 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 **Brass City Charter School** may be subject to random audit by the CSDE to verify these statements.

**Signature:**



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**Name of Board Chairperson:** **Andy Sternlieb**

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**Date:** **October 18, 2019**

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