

APPENDIX B: STATEMENT OF ASSURANCES AND CERTIFICATION STATEMENTS

GENERAL STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

Name of School: Boston Day and Evening Academy
Address: 20 Kearsarge Avenue Roxbury, MA 02119

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj)), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jjj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).

25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's Board of Trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's Board of Trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's Board of Trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a Board of Trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature of school representative

Date

Print/Type Name: Alison Hramiec

Title: Head of School

RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School: Boston Day and Evening Academy
Address: 20 Kearsarge Avenue Roxbury, MA 02119

I hereby certify that the information submitted in this Application for Renewal of a Public School Charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chair of Board of Trustees (or Designated Signatory Authority) _____
Date

Print/Type Name: Cris Rothfuss
Title: Chair of the Board of Trustees, BDEA
Date the Application for Renewal Was Approved by the School's Board of Trustees:

HORACE MANN RENEWAL APPLICATION CERTIFICATION STATEMENT(S)

Name of School: Boston Day and Evening Academy
Address: 20 Kearsarge Avenue Roxbury, MA 02119

SCHOOL COMMITTEE APPROVAL CERTIFICATION

I hereby certify that this Application for Renewal of a Public School Charter has received approval from a majority vote of the school committee in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature: Chair of the School Committee _____
Date

Print/Type Name:
Address:
Daytime phone:

COLLECTIVE BARGAINING UNIT APPROVAL CERTIFICATION

I hereby certify that this application for renewal of a public school charter has received approval from a majority vote of the local collective bargaining unit in the district in which this Horace Mann charter school is located. This is a true statement, made under the penalties of perjury.

Signature: President of Local Teacher's Union _____
Date

Print/Type Name:
Address:
Daytime phone:

APPENDIX C: DOCUMENTS

PLEASE NOTE, DUE TO TIMING THESE DOCUMENTS ARE NOT INCLUDED WITH OUR SCHOOL COMMITTEE SUBMISSION BUT WILL BE INCLUDED FOR OUR DESE SUBMISSION

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process.

If you have questions about the documents, the [Opening Procedures Handbook](#), Chapter 14: School Facility and Building Safety, includes additional guidance, including the required elements of multi-hazard evacuation plans and medical emergency response plans.

Appendix C must contain all of the documents below. If the school operates in multiple facilities, documentation must be provided for each one, as applicable. **Include a separate cover sheet for each document** that identifies it as one of the following:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s), such as liability insurance and directors' and officers' insurance
- Most recent Asbestos Inspection (within the past three years) and AHERA Management Plan (or, if not applicable, a certification statement by the architect, building engineer, or a licensed inspector that there are no asbestos-containing materials in the building)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed [Lead and Copper in Schools Maintenance Checklist](#)
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan

Please ensure that all certificates are up to date prior to submitting the Application for Renewal. If any of these documents is not up to date when you submit your Application for Renewal, provide evidence that you have scheduled the necessary inspections for the fall of 2022.

APPENDIX D: ADDITIONAL INFORMATION

BOARD OF TRUSTEES TURNOVER

Using the table below, list the number of board members joining and leaving the board in each school year of the current charter period.

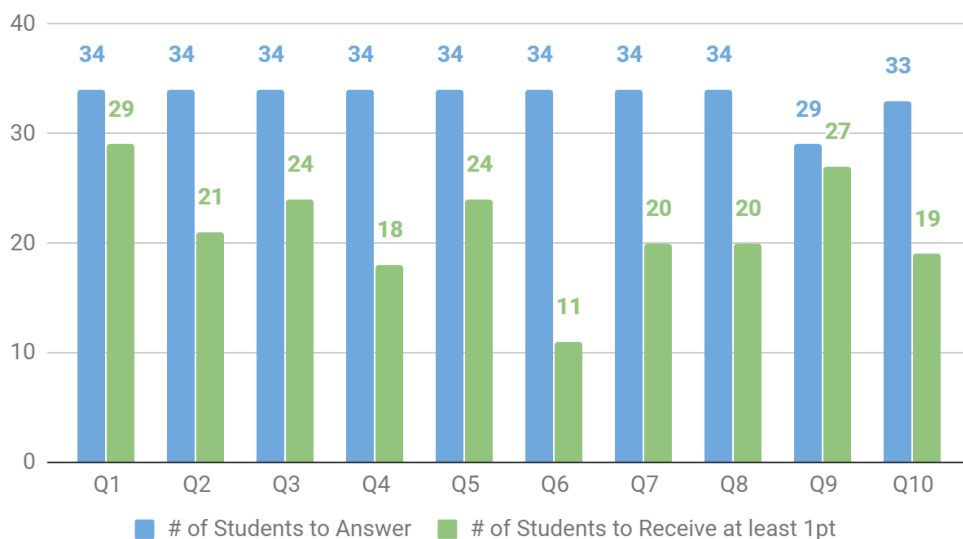
School Year	Total Membership	Members Joining	Members Departing
2018-19	9	2	0
2019-20	12	3	2
2020-21	11	0	3
2021-22	12	4	1

STUDENT PERFORMANCE DATA - CRITERION 5

Below are samples of the MCAS data instructional teams use to inform changes in their curriculum and instructional practice. Humanities, Math, and Science departments aligned competencies and benchmarks with the MCAS 2.0, based on data from our most recent tests. The departments worked together to analyze gaps in students' understanding, question by question, and continue to address those gaps through increased attention to skill areas in an annual MCAS results review.

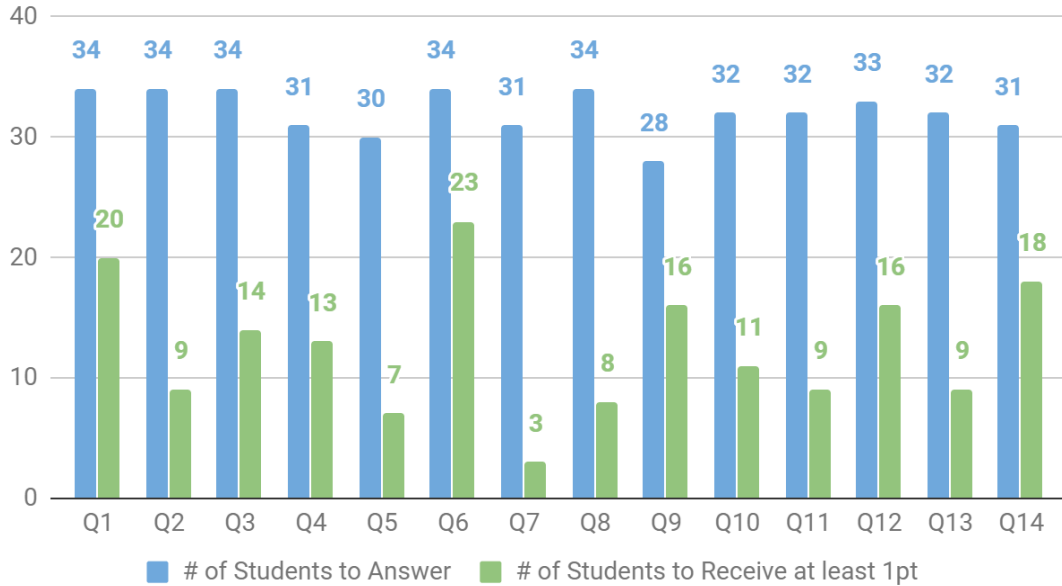
ELA - # of Students to Answer Question vs. # of Students to Receive at least 1pt for Answer - PREVIEW

ELA MCAS 2.0 Q1 through Q10



Math - # of Students to Answer Question vs. # of Students to Receive at least 1pt for Answer - PREVIEW

Math MCAS 2.0 Q1 through Q14



ELA or Math Heatmap of Points Received per Question - EXAMPLE

Number of points earned = 0 - 8; no response = blank

Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Student 1	1	0	0	1	1	0	0	0	2	0	1	0	0	0	1	2	1	2
Student 2	1	1	1	0	0	0	0	1	2	1	1	0	1	1	1	1	1	2
Student 3	0	1	0	0	1	0	2	2		1	1	1	1	0	1	2	2	6
Student 4	1	1	0	1	1	0	2	2	4	1	1	0	0	1	1	0	1	2
Student 5	1	1	1	1	1	0	2	0	6	1	1	1	1	1	1	1	2	7
Student 6	1	1	1	0	1	0	0	1		1	1	1	1	1	1	0	1	6
Student 7	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	2	2	2
Student 8	1	1	1	0	0	1	2	0		0	0	1	1	0	1	1	0	
Student 9	1	0	1	1	1	1	0	1	4	0	1	0	0	1	0	0	0	4
Student 10	0	0	1	0	1	1	0	2	2	1	0	0	0	0	1	1	0	3
Student 11	1	0	0	0	1	0	0	1	2	1	1	0	0	1	1	1	1	2

Sci Legacy Heatmap of Correct and Incorrect Answers per Question - EXAMPLE

Student	Q1	Q2	Q3	Q4	Q5	Q6	Q7
Student 1	+	+	+	+	C	+	+
Student 2	+	D	+	+	A	+	+
Student 3	+	+	+	A	C	+	+
Student 4	B	+	C	B	C	+	+
Student 5	D	+	+	+	+	A	B
Student 6	+	+	+	+	+	A	D
Student 7	B	C	D	+	+	+	B
Student 8	+	C	A	+	A	C	+
Student 9	+	+	D	+	C	+	+
Student 10	+	+	C	+	+	+	+
Student 11	+	+	+	+	A	C	+
Student 12	+	C	+	A	+	+	+
Student 13	+	+	+	A	A	B	+

Scaled Score per Student - EXAMPLE

Student	Scaled Score	Achievement Level	Status	Points to Pass
Student 1	441	Not Meeting Expectations	Retest	14
Student 2	448	Not Meeting Expectations	Retest	7
Student 3	455	Not Meeting Expectations	Passed	
Student 4	463	Not Meeting Expectations	Passed	
Student 5	493	Partially Meeting Expectations	Passed	
Student 6	515	Meeting Expectations	Passed	

STUDENT PERFORMANCE DATA - CRITERION 5

YouthTruth Executive Summary from May 2022 Student Survey Administration

Students at BDEA were surveyed in May 2022 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, and College & Career Readiness. In addition, students provided feedback about Student Voice and Leadership and Diversity, Equity, and Inclusion. This report represents feedback from 78 students.

In order to put student feedback into context, this report compares BDEA students' ratings to the ratings from students at 621 other high schools across the country.

Compared to other participating high schools, BDEA's highest rated themes were College & Career Readiness and Relationships. The lowest rated themes were Belonging & Peer Collaboration and Engagement.

Compared to other participating high schools, BDEA's highest rated question within the key themes was: My school has helped me figure out which careers match my interests and abilities. (which is in the College & Career Readiness theme)

The lowest rated question within the key themes was: How often do you work with other students for your classes, even when your teacher doesn't ask or tell you to? (which is in the Belonging & Peer Collaboration theme)

Respondents also provided feedback about Student Voice and Leadership. For example, 46% of respondents responded positively to the question: I feel like I can make a difference at my school.

Respondents also provided feedback about Diversity, Equity, and Inclusion. For example, 59% of respondents responded positively to the question: My school has made me more interested in getting to know people of diverse backgrounds.

CRITERION 7 SCHOOL CLIMATE AND FAMILY ENGAGEMENT

YouthTruth Executive Summary from May 2022 Family Survey Administration

Family members at BDEA were surveyed in May 2022 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback. In order to put feedback into context, this report compares BDEA family members' ratings to the ratings from family members at 245 other high schools across the country. This report represents feedback from 12 family members.

Compared to other participating high schools, BDEA's highest rated themes were: Resources and Relationships. The lowest rated themes were: Communication & Feedback and Engagement.

Compared to other participating high schools, BDEA's highest rated question within the key themes was: My school has the resources necessary to achieve learning goals. (which is in the Resources theme)

The lowest rated question within the key themes was: I feel comfortable approaching the administration about my concerns. (which is in the Relationships theme)

CRITERION 8 CAPACITY

YouthTruth Executive Summary from May 2022 Staff Survey Administration

Staff members at BDEA were surveyed in May 2022 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support and School Safety. In order to put feedback into context, this report compares BDEA staff members' ratings to the ratings of staff members from 257 other high schools across the country. This report represents feedback from 51 staff members. Based on the enrollment data provided, you had a 91% response rate.

Compared to other participating high schools, BDEA's highest rated themes were Professional Development and Support and School Safety. The lowest rated theme were Culture and Engagement.

Compared to other participating high schools, BDEA's highest rated question within the key themes was: I feel comfortable speaking honestly to families about their child's progress. (which is in the Relationships theme)

The lowest rated question within the key themes was: My school sets high expectations for students. (which is in the Culture theme)

BDEA Racial Justice Statement - 2021

White supremacy is the belief that white people constitute the dominant race and are superior to other ethnic groups. White supremacy is a historically based, institutionalized perpetuation of exploitation and oppression of people of color by white people for the purposes of defending and upholding systems of wealth, power, and privilege.

Boston Day and Evening Academy acknowledges how the social constructs and systematic structures designed to uphold white supremacy manifest in schools in the form of curriculum, policies, culture, interpersonal relationships, microaggressions, biases, and more. We are actively counteracting the American racist educational systems in which we operate.

Knowing this, BDEA firmly believes in:

- affirming all humanity
- countering the white-narrative/white-dominant/euro-centric culture
- providing equitable access to education that equips students with the awareness, language, and tools to disrupt and transform systems of oppression
- advocating for resources such as staffing, facilities, partnerships, nutrition, and opportunities that equalize the predestined access-gap constructed by white supremacy
- teaching adults, especially white adults, to use their power and privilege to empower students to combat white supremacist structures
- denouncing incomplete, poorly contextualized data that perpetuates racism and biases that further marginalizes our student body

BDEA commits to becoming an anti-racist school, that advances students' identity development, skills, and intellectualism. It is incumbent that instructional staff design curriculum that builds students' capacities to read, write, think, and speak in ways that recognizes power and promotes anti-oppression throughout all content disciplines. We will continuously provide pathways that allow students' voices to shape curriculum and school norms and processes.

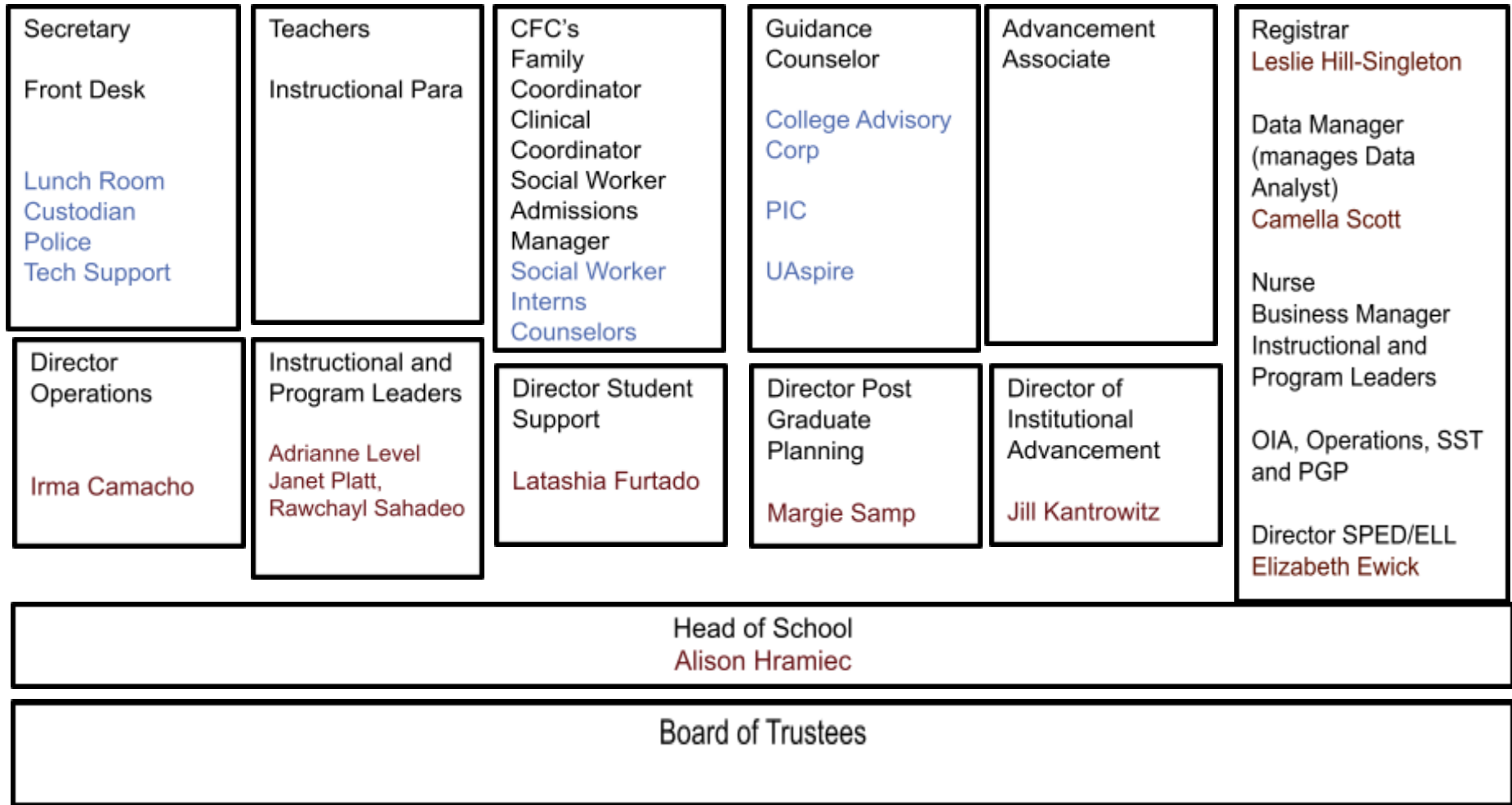
BDEA champions a culture that serves to liberate and raise student/staff consciousness, challenging oppressive systems and working towards a more just community. We hire and retain staff who reflect our community and are committed to anti-racist work. We intentionally ingrain racial consciousness, equitable transformation, and restorative justice in our meetings, professional development, and communication. It is our oath to repair harm through restorative justice circles and practices.

We do not want members of our community to simply learn to navigate, participate in, and passively experience racism, but to transcend the world that exists. Boston Day and Evening Academy is dedicated to eliminating racial injustice, treating all members of our community with

compassion, and promoting an ongoing process of healing and reconciliation to dismantle white supremacy culture.

END OF STATEMENT

BDEA ORGANIZATION CHART SY21-22



Blue type reflects oversight of partnerships
 Red type reflects members of the BDEA Leadership Team

Rubric for Culturally Responsive Assignments

Criteria	Minimal	Emerging	Effective	Highly Effective
<p style="text-align: center;">VOICE</p> <p>Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other</p>	No intentionally designed places for students to work together, learn cooperatively, or share these things – it is all teacher-centered.	One brief place for working together or sharing, not directly integrated with the topic of the lesson(s), otherwise teacher-centered.	Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.	Students work together cooperatively or share throughout, in ways deeply interwoven with the topic of the lesson(s) – fully student-centered.
<p style="text-align: center;">DIFFERENTIATION</p> <p>Lesson/Assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles.</p>	Only one way for all students to express their learning	Students may interact with material in more than one way, but final product(s) have only one way to be considered acceptable.	Several ways for students to express their learning.	Several ways for students to express their learning, which have been informed by student input and instructor knowledge of individual students’ strengths and needs.
<p style="text-align: center;">ACCESS</p> <p>Lesson/Activity communicates ideas in several different ways</p>	Ideas communicated in only one way.	Ideas communicated in two similar ways.	Ideas communicated in three or more different ways	Ideas communicated in three or more different ways that are informed by student input and instructor knowledge of students differing learning styles.
<p style="text-align: center;">CONNECTION</p> <p>Lesson/Activity incorporates real-life connections and representations from various cultures and life</p>	No or minimal real-life connections made or representations given	One real-life connection made or represented from the experiences of the dominant culture	More than one real-life connection made or represented but mostly from the experiences of the dominant culture	More than one real-life connection made or represented from a variety of cultures and life experiences.

experiences				
<p>HIGHER ORDER THINKING Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to big picture analysis and creative applications for learning</p>	Rudimentary level recall and understanding is all that is asked for or expected	Mostly recall and basic understanding, with only one or two opportunities for higher order applications and creative thinking.	Some higher order applications and creative thinking included, but only in one predetermined way.	Many opportunities for higher order applications and creative thinking, in several ways as originated from the students.
<p>SOCIAL JUSTICE Lesson/Assignment provides avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change.</p>	No or minimal avenues for connecting learning to social concerns that are relevant to the students.	One predetermined avenue to connect learning to social concerns relevant to the students and enact change.	Several predetermined avenues to connect learning to social concerns relevant to the students and enact change.	Students given opportunity to explore many avenues of their choosing that connect learning to social concerns that are relevant to them and enact change meaningful to them.
<p>EQUITY/DECOLONIZATION Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/micro-aggressions in instruction/language/expectations so students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.</p>	The dominant discourse and perspective is the only one presented, and students who cannot access it will fail.	Some attention paid to making the discourse inclusive, but students are still expected to sink or swim.	Discourse and perspectives are presented in a variety of ways that are inclusive of non-dominant backgrounds, students given some multiple points of access.	Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, and all students of non-dominant backgrounds can access and feel included in the material

BDEA Community Agreements

Our BDEA community agreements are tiered interventions created to help support all community members to meet our whole school goal to **build a consistent, unified, anti-racist, inclusive community that stimulates greater student agency, engagement, and academic achievement.**

BDEA's community agreements are applicable while at school, traveling to and from school, and while on BDEA sponsored events and field trips. These agreements are **not** intended to cover or list all consequences and procedures as described in the BPS Code of Conduct, *nor does it supersede the BPS Code of conduct*. Students and Parents/Guardians should refer to Code of Conduct for detailed explanations of consequences.

Community Agreement Vision Statement

We are committed to these agreements to build a safe, inclusive community that promotes emotional, social, and academic growth. We believe the power of our BDEA community can transcend and persevere in the face of racism. BDEA community agreements support and reflect our values to:

- Accept everyone for who they are,
- Advocate for self and one another,
- Be open-minded and explore possibilities,
- Communicate with empathy and authenticity,
- Heal itself through restorative practices,
- Learn and grow inside and outside of the classroom,
- Prepare its members to flourish outside of BDEA,
- Promote strong student participation/attendance
- Strive for academic excellence,
- Uphold a culture of respect and safety and,
- Work together to create change

BDEA Community Based Agreements

All community members are expected to review and explain community agreements within the context of their learning spaces setting the tone and expectation for what it means to be a part of the BDEA community.

1. **Unwanted harmful behavior:** BDEA strives to create a safe community where community members' voices and identity are respected. If a community member feels harmed, they should communicate the harm to a BDEA staff member so that a restorative conversation can be initiated.
2. **Dress code:** BDEA encourages self-expression and individuality while preparing students for academic excellence. Therefore, apparel must not have writing, graphics, or symbols that promote violence, alcohol, drugs, sexual behavior, or vulgarity.

3. **Off Campus Lunch:** We understand community members may need to leave campus for lunch break. We ask that all community members return to school on time. Students returning late from lunch will be marked tardy. Due to COVID safety guidelines, students should eat only in the designated areas (cafeteria, gym, and outside areas).
4. **Entering/Re-entering through the front door:** In order to keep our community safe it is important that all community members enter through the main entrance at all times. For COVID safety protocol, please use the exit doors when exiting the building , not the main entrance doors. The doors should not be propped open at any time and individuals can not enter through the side door.
5. **Cell Phone, Hand-Held Video Games and Smart Watches:** BDEA is preparing students for academic excellence, so we are fully present and minimize distractions during classes, advisories, groups, meetings, etc. Our whole school agreement is that phones, hand-held video games, and smart watches should be put away and placed on vibrate, silent, or turned off during these scheduled times. If there is an emergency or other important reason that a phone must be used during any of these times, the person should communicate with the teacher/instructor/facilitator, briefly step into the hallway, and return promptly.

BDEA is not responsible for lost or stolen phones and electronics. School administration, school police or Student Support will not conduct classroom phone searches. If there is substantial evidence of theft, school administration or school police are allowed to conduct individual searches.

What happens when a community agreement is broken

1. A community agreement has been broken.
 - Any community member should speak to the person in a private setting (step into the hallway, find an office space, etc) to review the community agreements together.
 1. Is there a reason for not following the community agreement?
 2. What do you need (support) to meet the community agreement?
2. If a community member can not reach an agreement on the community agreement the individual will be asked to see Student Support Coordinator, School Culture Climate Coordinator or Head of School (*coming soon a school-wide restorative justice committee*).
 - Admin will have a conversation with the community member to review agreements, identify any support the individual needs
 - If a community member does not agree with the community agreement, the staff members will schedule a **talking/issues circle** with the advisor, student, CFC, Admin (ensuring someone in the group is RJ trained).
3. If a community member continues to disagree with the community agreements all affected parties will be asked to come together to hold a **community/family/guardian conference** discuss serious conflict/harm and determine what needs to happen to move forward in a

good way (advisor, student, CFC, Admin, parent/guardian, staff involved).

* Person initiating the circle or sending community members to Administration will log interaction in Connects

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BDEA's whole school goal is to create a consistent, unified school community in which all community members are treated equitably. BDEA's school norms will be a living document, reviewed, modified and voted upon each year by stakeholders based on school culture and climate goals. All staff and students at the start of each school year will sign their agreement to abide by these community agreements.

As a community member of BDEA, I agree to follow, and support one another to be responsible for following these community agreements.

Student/Staff Signature

\_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX E: APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  - School name
  - School address
  - School contact information: name, title, telephone, and email address
  - Date that the school’s Board of Trustees voted approval of the Application
  - Application submission date
  - Cover letter (optional)
  - Table of contents listing all major sections, appendices, and page numbers
  - Introduction to the school (table)
  - Performance and plans section (should not exceed 25 pages)
  - Faithfulness to the Charter
    - Criterion 1: Mission and Key Design Elements
    - Criterion 2: Access and Equity
    - Criterion 3: Compliance
    - Criterion 4: Dissemination
  - Academic Program Success
    - Criterion 5: Student Performance
    - Criterion 6: Program Delivery
    - Criterion 7: School Climate and Family Engagement
  - Organizational Viability
    - Criterion 8: Capacity
    - Criterion 9: Governance
    - Criterion 10: Finance
  - Plans for the Next Five Years
  - Appendix A: Accountability Plan Performance (in Microsoft Word format)
  - Appendix B: Statement of Assurances and Certification Statements (Each of these needs to be printed and signed. Original ink signatures are required. The Department will not accept electronic signatures or reprinted copies of signatures. After obtaining the required signatures, please scan the documents and include them with the electronic copy of the Application. Finally, please mail the hard copies of the documents with original ink signatures to the Department.)
  - General Statement of Assurances
  - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)

- Horace Mann Renewal Application Certification Statement(s) (required of Horace Mann charters)
- Appendix C: Documents (If these are not up to date, provide evidence that you have scheduled the necessary inspections for the fall of 2022. An example of evidence might be an email from a municipal employee confirming the date when an inspection is scheduled to take place.)
  - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
  - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
  - Up-to-date Building Safety Inspection/Certificate of Inspection
  - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
  - Up-to-date Health Inspection/Health Permit
  - Up-to-date Insurance Certificate(s)
  - Asbestos Inspection and Management Plan (if applicable)
  - Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
  - Completed [Lead and Copper in Schools Maintenance Checklist](#)
  - Up-to-date Multi-Hazard Evacuation Plan
  - Up-to date Medical Emergency Response Plan
- Appendix D: Additional Information
  - Board of Trustees Turnover
- Appendix E: Application Content Checklist