



BRASS CITYCHARTER SCHOOL

BOARD OF DIRECTORS POLICIES AND PROCEDURES MANUAL

(Adopted December 20, 2017)

100 PURPOSE

- Brass City Charter School (“BCCS” or “School”) is a public charter school organized and operated exclusively for charitable, educational, and/or scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code, as amended (the “Code” and referred to by Section reference).
- In furtherance of the foregoing purposes, the specific activities and purposes to be conducted, promoted and carried out by the School shall be to provide education to children in grades pre-K through grade 8. The school exists to create a community of excellence through a rigorous academic program along with strong social-emotional learning for underserved children from Waterbury so that each child will be equipped to succeed in demanding high school and post-secondary programs, and ultimately as a productive member of society.
- **The purpose of this Board of Directors Policy and Procedures Manual (Manual”) is to provide an outline of the goals, procedures and duties of the Board of Directors (Board”), to provide a framework for the implementation of the Mission, Values and Education Philosophy of the School, and to outline a process for reviewing Board and School policies and procedures to ensure ongoing compliance and accountability with federal and state requirements and to address the needs of our students, families and employees. Additional School policies and procedures are contained in the Accounting Policies and Procedures Manual, the Employee Handbook and the Student/Parent Handbook.**

110 MISSION STATEMENT

Brass City Charter School (BCCS) 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 both for themselves and for their community

130 OUR VALUES

- We educate the whole child, academically, socially and emotionally.
- All children, regardless of socioeconomic status, race, religion, ethnicity, or gender can grow, achieve, and be successful, happy and healthy citizens.
- Education, incorporating rigor and compassion, is the key to ending the cycle of poverty.
- Coming to school each day and working hard is the path to educational success.
- Ability and competence grow with effort and persistence.
- Parents are vital to their children’s success.
- Community partnerships and involvement are critical to the life of the school.
- The school environment must be safe, calm and responsive.
- **SCHOOL SHOULD BE A JOYFUL EXPERIENCE!**

140 EDUCATIONAL PHILOSOPHY

The BCCS educational philosophy is based on the following premises:

- We believe all children should be treated with dignity and respect. Emotional, social, and intellectual development will be important aspects of each child's growth. The purpose of education shall be to develop the uniqueness in each individual to the fullest of his/her potential.
- We believe in the transformative power of education as a means to end the cycle of poverty. Educational attainment is well documented as a powerful key to future employment success and lifetime earning potential.
- We believe that high expectations, combined with a supportive environment, affect student outcomes. High expectations are conveyed to students in a variety of ways that are integral to the structure and daily operation of BCCS. These include striving for excellence at every level; fostering personal relationships between all school staff and students and their families; providing ongoing guidance, challenge and stimulus; discovering and building upon children's individual strengths and interests; offering intensive and structured learning opportunities throughout the school day; encouraging and rewarding critical thinking and curiosity; assessing early and often, and using the results of assessments to adjust teaching methodologies to ensure optimal learning; and leveraging students' intrinsic motivations to excel.
- We believe that all students can make academic progress and are entitled to appropriate and rigorous instruction that will move them along the learning continuum. Curriculum must be relevant and challenging, based on standards and research, and feature multiple learning and teaching approaches that respond to student diversity. Art, music, and physical education shall be an integral part of the development of the total child. Frequent assessments of various types, both formal and informal, must inform instruction so that difficulties can be identified early and remediated immediately, before they become obstacles to continued progress. Similarly, high-performing students must be provided with learning experiences that will challenge and interest them, delivered at a pace appropriate to their abilities.
- We believe that participation in a high-quality early childhood education program by underserved children can enhance these children's development, reduce achievement gaps at kindergarten entry, and even have long-term benefits for children's school trajectories.
- We believe that every child can learn to experience and express music deeply, can receive its many benefits, can make different critical life choices as a result of this learning, and that music is an effective strategy for helping to close the achievement gap.
- We believe that teachers and staff must work to design an environment that fosters academic and social growth, enhances emotional intelligence, and prevents and addresses the underlying stresses that manifest in challenging behaviors.
- We believe that students need to learn how to learn (metacognition). Teaching children how their brains work helps them become more active in their own learning.
- We believe that high-quality teachers and school leaders are essential to the success of students and that the Academic Deans should be the instructional leader of our school, tasked with supporting and coaching teachers in order to drive and improve instruction.
- We believe that school resources matter, including small class sizes, especially for children in low SES areas.
- We believe that small schools foster a tighter knit school culture enabling more effective and frequent teacher collaboration, continuous professional learning, and closer relationships between staff and students.
- We believe that the school environment should foster health, wellness, and safety. BCCS will support students' daily readiness to learn by providing nourishing meals and snacks to all students, regardless of federal program eligibility, incorporating physical fitness into the school program, and ensuring an environment that is safe from physical and psychological hazards.

200 EQUAL OPPORTUNITY

- BCCS, its Board of Directors, its officers and employees, shall not discriminate on the basis of race, color, ethnicity, religion, national origin, ancestry, gender, age, disability, sexual orientation, gender identity or expression, marital status, or other protected class in accordance with applicable federal or state laws in any employment practice, education program, or educational activity of the School.
- Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, color, ethnicity, religion, national origin, ancestry, gender, age, disability, sexual orientation, gender identity or expression or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.
- The School shall conduct all of its activities in accordance with all applicable local, state and federal laws.
- This policy of nondiscrimination includes: access by students to educational programs, counseling services for students, course offerings, and student activities; as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.
- The Board of Education affirms its commitment to promoting an environment which is fair, humane and respectful, and which recognizes and rewards individual performance on the basis of relevant considerations such as ability and effort. The School expects that the members of its community will treat each other equitably, without regard to an individual's membership in any group or category, and in compliance with applicable federal, state and local laws prohibiting discrimination and providing for civil rights. These standards encompass students, faculty, staff, applicants for employment, and all other members of the School community and are to be observed in all aspects of the School's operations, including advertising, publications, employment and personnel policies.
- The Board of Directors is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the School.
- Any retaliation against an individual who has complained about harassment or unlawful discrimination, or retaliation against individuals for cooperating with an investigation of a complaint of harassment or unlawful discrimination, is similarly unlawful and will not be tolerated.
- Persons who violate this policy will be subject to disciplinary action up to and including termination of employment, suspension or expulsion from school and/or termination of any contractual relationship.

210 HARRASSMENT / BULLYING / SEXUAL HARRASSMENT

- **Harassment** consists of unwelcome statements or actions based on an individual's age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, marital status, domestic violence victim status, or any other protected status. Harassment also means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student or staff member's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student or staff members to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Members of the School community must understand that harassment can be a difficult form of discrimination to identify and define, but it is illegal and will not be tolerated by the School. The definitions and principles applicable to sexual harassment are instructive as to all forms of harassment involving protected status.

- **Bullying** means (A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending the School, or (B) a physical act or gesture by one or more students repeatedly directed at another student attending the School, that: (i) Causes physical or emotional harm to such student or damage to such student's property, (ii) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (iii) creates a hostile environment at school for such student, (iv) infringes on the rights of such student at school, or (v) substantially disrupts the education process or the orderly operation of a school. "Bullying" shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.
- **Sexual harassment** is a form of sex discrimination that is illegal under both federal and Connecticut law and is strictly prohibited by the School. Unwelcome sexual advances, requests for sexual favors and other physical or verbal conduct of a sexual nature constitute sexual harassment when:
 - Submission to such advances, requests or conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement or participation in School programs or activities, or is used as a basis for employment or academic decisions affecting the individual; or
 - Rejection of such advances, requests or conduct affects a term or condition of an individual's employment or academic advancement or participation in School programs or activities, or is used as a basis for employment or academic decisions affecting the individual; or
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, education, or participation in School programs or activities, or of creating an intimidating, hostile, work or academic environment. The conduct must be sufficiently severe, persistent or pervasive to constitute harassment and limited, isolated remarks or actions generally will not be sufficient to create a hostile environment.

PRINCIPLES APPLICABLE TO ALL FORMS OF HARASSMENT

- It is important to note that harassment refers to behavior that is not welcome, and occurs in a variety of situations which share a common element: the inappropriate introduction of activities or comments into the work or academic environment. Sexually harassing conduct need not be motivated by sexual desire in order to constitute unlawful sexual harassment. Similarly, other forms of harassment need not be motivated by personal discriminatory intent in order to be inappropriate and prohibited.
- Harassment sometimes involves relationships of unequal power, as between a teacher and a student, or a supervisor and a subordinate. However, harassment may also involve relationships among persons of equal authority or power, such as when repeated unwelcome advances, actions, or demeaning verbal comments by a student towards another student, or by a co-worker towards another co-worker unreasonably interferes with a person's ability to participate in educational, school-related or work activities. Any member of the school community may become a harasser or a victim of harassment.
- Harassment can be verbal, nonverbal, visual or physical. It can be overt, as, for example, in the suggestion that an individual can secure an advantage or forestall negative treatment by submission to sexual advances or granting sexual favors. Such overt treatment can be implied from conduct or

circumstances and need not be direct or explicit. Harassment can also consist of unwanted attempts to shift an educational or professional relationship to a personal one.

- Depending upon the circumstances and how they impact the workplace or academic environment, examples of harassment include but are not limited to such conduct as the following:
 - Verbal abuse, insults, jokes, comments or innuendo of a sexual nature that include lewd, obscene or sexually suggestive displays or remarks;
 - Verbal abuse, insults, jokes, comments or innuendo based upon age, race, creed, color, religious practice national origin, sexual orientation, military status, gender, sex, disability, predisposing genetic characteristics, marital status, domestic violence victim status, or any other protected status;
 - The display of objects or images which a reasonable person would consider to be offensive due to their connotations with respect to age, race, creed, color, religious practice national origin, sexual orientation, military status, gender, sex, disability, predisposing genetic characteristics, marital status, domestic violence victim status, or any other protected status;
 - Physical contact, such as touching, hugging, kissing, patting, or pinching, that is uninvited and unwanted by the other person;
 - Physical contact which does not respect the "personal space" of others, whether in class, in meetings, during extracurricular activities, on the playing field, or elsewhere;
 - Requests or demands for sexual favors accompanied by implicit or explicit promised rewards or threats concerning an individual's employment status or educational status;
 - Repeated unwelcome social invitations, sexual flirtations, advances, propositions or unwanted requests for sexual favors;
 - Threatened, attempted, or completed physical sexual assault;
 - Indecent exposure.
- The School recognizes that in determining whether harassment has occurred, the perspective of the victim as well as the offender's conduct and/or intention may be considered.

DEALING WITH SEXUAL HARASSMENT AND OTHER FORMS OF DISCRIMINATION

- It is the responsibility of all members of the School to conduct themselves in such a way as to contribute to an environment not compromised by harassment, and respectful of the individual qualities of others.
 - Any student experiencing harassment or discriminatory treatment should promptly consult with a trusted teacher, an Academic Dean or the Executive Director.
 - Any employee experiencing harassment or discriminatory treatment should promptly consult with an Academic Dean or the Executive Director.
 - Anyone witnessing harassment or discriminatory treatment should encourage the person who is the object of the treatment to seek advice and should consider advising the appropriate administrator.
- Adults have a responsibility to ensure that children are protected, and schools have an obligation to respond promptly and thoroughly to issues of bullying. Thus, all employees, students, and parents should have a full understanding of bullying and immediately report to the Executive Director of the School any incident of bullying they have witnessed or acts of bullying that have been reported to their teachers and school administrators. Parents and guardians may file written reports with the Executive Director concerning any incidents of bullying.
- The responsibility to be sensitive to behavior that could be perceived as harassment or discrimination falls especially upon faculty, administrators and supervisors. The responsibility for them is twofold: it involves their stewardship of the School environment, and it also involves an awareness of their own conduct.
- Should an administrator, faculty member or supervisor have knowledge of conduct involving harassment or discrimination, or receive a complaint of such treatment from someone in the School,

immediate steps must be taken to deal with the matter appropriately, whether or not a formal charge or grievance is raised. At a minimum, consultation with the Executive Director should occur to determine what action is appropriate.

- The Executive Director and any other appropriate school administrator must take bullying very seriously, promptly investigating any report of bullying and taking appropriate action. Bullying will not be excused, permitted or tolerated. In some instances, local police and/or the Department of Children and Families will be contacted. After the incident has been thoroughly investigated and dealt with, faculty will monitor both students (including regular "check-ins") to ensure that bullying does not resume or recur.

220 PROCEDURES FOR REGISTERING A GRIEVANCE

- **Level 1: Academic Dean - Informal**
 - Employees or students claiming sexual harassment, or other sex discrimination may first discuss the grievance with their Executive Director or immediate supervisor (Academic Dean), with the object of resolving the matter informally
 - A student, parent, employee or third-party individual with a sex discrimination or harassment complaint may discuss it with the teacher, or building administrator involved
 - Level 1 of the grievance procedure is informal and optional and may be bypassed by the grievant.
- **Level 2: Academic Dean - Formal**
 - If the grievance is not resolved at Level 1 with the Academic Dean and the grievant wishes to pursue the grievance, or if Level 1 is not appropriate for resolving the grievance, the grievance may be formalized by filing a written complaint, providing an interview, or an assisted written complaint when necessary.
 - The Academic Dean will seek a list of witnesses or evidence from the grievant, the accused and others as relevant as part of the investigation
 - The Academic Dean will conduct a formal investigation under the direct supervision of the School's Title IX Coordinator (the Executive Director).
 - The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within six months from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence
 - The grievant may request that a meeting concerning the complaint be held with the Title IX Coordinator. A minor student may be accompanied at that meeting by a parent or guardian
 - A written report from the Academic Dean to the grievant and accused regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.
- **Level 2 Investigation Procedures:**
 - The Academic Dean will conduct a prompt investigation of the complaint and complete the investigation in a timely manner. The Academic Dean will inform and consult with the School's Title IX Coordinator prior, during and after the investigative process. The Academic Dean will document the investigative activities (e.g. takes notes of interviews conducted). The time to complete the investigation will vary depending on the nature and complexity of the issue but generally will not take more than ten (10) working days after receipt of the complaint.
 - The investigation may include interviews of the grievant, the individual(s) accused of engaging in discriminatory or harassing behavior, and any other witness who may reasonably be expected to have relevant information. All interviewed parties and witnesses will be provided an opportunity to present any evidence they reasonably believe could be relevant to the situation
 - BCCS will respect the privacy of the grievant, the individual(s) against whom the complaint is made, and the witnesses to the extent possible consistent with BCCS's legal obligations to investigate and take appropriate action and to comply with discovery and disclosure obligations.

All records generated in connection with the investigation will be maintained as confidential to the extent permitted by law.

- If a complaint is made about any of the persons having responsibility for the implementation and enforcement of the policy forbidding sex discrimination and harassment, the Chairperson of the Board of Directors will appoint an independent person to assume those responsibilities
- At the conclusion of the investigation, the Academic Dean will obtain a signature from the Executive Director/Title IX Coordinator indicating proper oversight of the investigation
- In addition to providing a written report to the grievant and accused regarding action taken within fifteen (15) working days after receipt of the complaint, as described above, Academic Dean will also prepare a written report to deliver to the Chairperson of the Board of Directors summarizing the evidence gathered during the investigation, providing a determination whether or to what extent the complaint has been substantiated, and recommending the corrective action if appropriate. The corrective action should be designed to stop the harassment/discrimination, prevent it from recurring, and remedy its effects, including services to the victim(s), if appropriate.
- Retaliation against any individual for making a complaint of harassment or of any unlawful discrimination or for assisting in the investigation of such a complaint is illegal and will not be tolerated. Any acts of retaliation will be subject to appropriate disciplinary action, such as but not limited to reprimand, change in work assignment, loss of privileges, mandatory training or suspension and/or immediate termination.

230 COMMITMENT TO RELIGIOUS NEUTRALITY

- The Board of Directors understands that administration and staff must recognize the First Amendment religious rights of students. The Board further recognizes that the United States Constitution's First Amendment imposes two equally important obligations on public schools. First, schools must not forbid students acting on their own from expressing their personal religious views or beliefs. Second, the School may not endorse religious activity or doctrine and students may not coerce participation in religious activity. The School must give students the same rights to engage in religious activity and discussion, as they engage in other comparable activity. Generally, this means that students may pray in a non-disruptive manner during the school day when they are not engaged in school activity and instruction, subject to the same rules as apply to other speech.

240 SPECIAL EDUCATION

Special education is provided to a child with an identified disability who needs specially designed instruction to meet her/his unique needs and to enable the child to access the general curriculum at Brass City Charter School. The City of Waterbury, Department of Special Education and Pupil Personnel Services provides specialized services to Brass City Charter School that includes evaluation, determinations, and a comprehensive set of certified personnel to provide appropriate services. The City of Waterbury, Department of Special Education and Pupil Personnel Services is responsible for retaining all student records pertaining to assessments, and IEP's and for notifying teachers of a child's IEP. BCCS understands that it is responsible for ensuring that students receive the services mandated in their Individual Education Program (IEP).

Although special education services are provided by the city of Waterbury, we take very seriously our duty to identify and insure that students receive services who may be disabled and may need special education and/or related services. BCCS has developed a model for SRBI tiered interventions that has as its focus prevention and early intervention and has three components:

1. High quality, research based instruction in the general education curriculum that is differentiated and designed to meet the diverse learning needs of students.
2. Interventions designed to meet each individual learner's needs at the onset of concern about

student performance.

3. Data-based decision making and regular progress monitoring to ensure effective student progress and fidelity of the intervention. Monitoring is used to make decisions about further needs for intervention.

BCCS has an intervention team to provide both push-in support as well as small group instruction. Student's iReady results (iReady assessments are given four times a year for non-tested grades and three times a year for SBAC tested grades) are used in decision making for eligibility for interventions. Data is collected and analyzed from interventions and if a child is not making adequate progress, a referral is made to the special education team to initiate the PPT process.

243 STUDENTS WITH DISABILITIES PURSUANT TO SECTION 504

- The Board of Directors shall ensure that no student is discriminated against in programs or activities receiving federal financial assistance. Individuals protected by Section 504 of the Rehabilitation Act of 1973 are those individuals who: have a physical or mental impairment which substantially limits one or more major life activities (e.g. caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working); have a record of such impairment; or are regarded as having such an impairment. Students who qualify for protection under Section 504 are: of an age during which non-disabled children are provided preschool, elementary or secondary education services; of an age during which it is mandatory under state law to provide such educational services to disabled children; or to whom a state is required to provide a free appropriate public education (e.g. under IDEA).
- The Board shall identify, evaluate, refer, place, provide adaptations for and review all eligible students with disabilities. Students with disabilities pursuant to Section 504 shall be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplementing verbal instructions with visual instructions; using behavioral management techniques; adjusting class schedules; modifying test delivery; using tape recorders, computer-aided instruction, and/or other audiovisual equipment; selecting modified textbooks or workbooks and tailoring homework assignments or modification of nonacademic times such as lunchroom, recess and physical education.

246 ENGLISH LANGUAGE LEARNERS

- Brass City Charter School complies with the Every Student Succeeds Act (ESSA) that requires consistent entrance and exit procedures for English Learners (ELs). We believe that ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output.
- The Connecticut Bilingual Statute requires bilingual education programs to be provided in schools that have 20 or more speakers of the same native language who are identified as EL students.
 - **Step 1:** We determine if the student is a potential EL student through completion of the [Home Language Survey \(HLS\)](#).
The three HLS questions are:
 1. What is the primary language spoken in the home, regardless of the language spoken by the student?
 2. What is the language most often spoken by the student?
 3. What is the language the student first acquired?
 - **Step 2:** If **one or more** questions indicate a language other than English, the student **will** be assessed with an English language proficiency test (Las Links) to determine English learner status.

- **Step 3:** If the student’s results on the ELP Las Links indicate the student is an English learner (EL), the student is identified. The student’s parents are informed of the service options for their child and select the service that the student will receive or waive services. They are also informed that they may modify their selection at any time. The student’s EL status is also reported in the CSDE’s Public School Information System (PSIS).
- **STEP 4:** EL students are exited from the program according to state criteria. Annually, we assess the progress made by each student toward meeting the state standards using:
 - For kindergarten-Grade 2, the Developmental Reading Assessment 2 (DRA 2), and Language Assessment Systems (LAS) Links English Proficiency Assessment.
 - For Grades 3-8, the Smarter Balance and the LAS Links English Proficiency Test.

300 SCHOOL RECORDS / CONFIDENTIAL INFORMATION

- It is the policy of the Board of Directors to inform members of the public about the administration and operation of the public schools in accordance with the **Freedom of Information** Law of the State of Connecticut.
- All documents, files, and working papers of the School are the property of BCCS. BCCS considers all information related to its students, their families, donors to be confidential (“**Confidential Information**”). BCCS Board Members and employees may not divulge or make accessible Confidential Information belonging to BCCS to any person, including relatives, friends, other employees of BCCS, and business and professional associates, other than to persons who have a legitimate need for such information and to whom BCCS has authorized disclosure. BCCS Board Members and employees who become privy to Confidential Information shall use such Confidential Information solely for the purpose of performing their responsibilities as a Board Member or employee of BCCS. BCCS Board Members and employees should take all steps necessary to ensure that such Confidential Information and related documentation is kept in a secure place and remains confidential so that it is not divulged to any unauthorized person or entity. BCCS Board Members and employees must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of Confidential Information.

400 SCHOOL BOARD POWERS AND DUTIES

This Manual incorporates requirements, obligations and duties of Board Members enumerated in the By-Laws of BCCS as amended and restated. To the extent Sections 400 through 490 of this Manual impose obligations, requirements and duties greater than those enumerated in the By-Laws as amended and restate, the provisions of this Manual shall prevail.

- The Board of Directors is the governing body of the School. The business, affairs, and property of the School shall be managed by the Board of Directors. Complete and final authority on all educational matters, except as restricted by law, will be vested in the Board. The Board is entrusted with the responsibility of developing policies under which the School is managed.
- Without limiting the general powers conferred by the By-Laws of BCCS and provided by law, the Board shall have, in addition to such powers, the following powers:
 1. Perform any and all duties imposed on the Board collectively or individually by law or by these By-Laws;
 2. Adopt a strategic plan for implementing the School's vision or mission, incorporating school's goals and objectives, indicators of progress, and systems of program evaluation and student performance assessment;
 3. Make and change policies, rules and regulations not inconsistent with law, or with the By-Laws, for the management and control of the School and its affairs, and of its employees, and agents;
 4. Lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School’s purpose and mission;

5. Assess and respond to needs associated with school facilities and equipment and maintenance or upgrading thereof;
6. Establish and approve all major educational and operational policies;
7. Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
8. Hire, supervise and evaluate an individual (the “Executive Director”) who will be responsible for the day-to-day operations of the School;
9. Establish and adopt policies regarding staff recruitment, development, evaluation, discipline and termination of employment;
10. Engage in long-range planning for the School;
11. Develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
12. Adopt standards for the conduct of school Board meetings and business, including use of agendas, Board committees, and community participation;
13. Submit a final budget to the state pursuant to statute and regulation;
14. Cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
15. Review on an annual basis, and update as needed, the Accounting Policies and Procedures Manual, the Board Policies and Procedures Manual, the Employee Handbook and the Student/Parent Handbook;
16. Cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition;
17. Ensure ongoing evaluation of the School and provide public accountability;
18. Uphold and enforce all laws related to charter school operations;
19. Improve and further develop the School;
20. Develop effective channels of communication with parents and the larger community to inform them regularly of school activities, to promote resolution of problems as close to their point of origin as possible;
21. Strive for a diverse student population, reflective of the community;
22. Engage in activities that promote a positive image for charter schools; Ensure adequate funding of operational and capital/facility needs;
23. Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds; and
24. Carry out such other duties as required or described in the School’s Charter

410 BOARD MEMBER QUALIFICATIONS

- The Board shall be comprised of no less than 8 but not greater than 18 members (individually, a “Board Member” and collectively “Board Members”).
- Each Board Member shall be at least eighteen (18) years of age.
- A Board Member need not be a citizen of the United States or a resident of the State of Connecticut.
- Board Members should represent a diverse set of skills, both technical and experiential, which can assist in the oversight of the School and the Board should provide, through its members, opportunity for input from the community served.
- All Board Members shall have on record the results of a background check including a state and national criminal records check and a record check of the Department of Children and Families Child Abuse and Neglect Registry. All new Board members must receive a state and national criminal records check and a record check of the Department of Children and Families Child Abuse and Neglect Registry within 30 days of joining the Board.
- The Superintendent of the Waterbury Public Schools (or his/her/their designee) shall serve as one of the Board Members on the Board.

- At least one Board Member shall be a parent of a student at the School.
- At least one Board Member shall be a member of the teaching staff of the school.
- No Board Member shall receive any compensation for serving in such office.
- Requirements and procedures regarding, nomination to the Board, election to the Board, removal from the Board, resignation from the Board, number and length of terms of Board Members, and filling vacancies on the Board are enumerated in the By-Laws of BCCS

420 BOARD MEETINGS

- The **Annual Meeting** of the Board shall be held at the School in June of each year, or as the Board may determine. The annual meeting may take the place of the regularly scheduled monthly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally, via email or mailed to each Board Member, and to all those individuals who request notice of relevant meetings, at least three (3) business days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers and new Board members, approving an annual budget, and for the transaction of such business as may come before the meeting.
- **Regular Meetings** of the Board shall occur no less frequently than nine times during the School year and shall be held at the School. The Board shall establish a regular day and place for Regular Meetings. **Special Meetings** shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the time and place of every Regular or Special meeting shall be given to each Board Member, by first class mail or via email at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any Regular or Special meeting must be specified in the notice of such meeting.
- Minutes of each Board meeting shall be taken by the Secretary or other designated Board Member and shall be approved by the Board at the next scheduled Board meeting and kept at the School. Approved minutes will be posted on the BCCS website within one week of approval by the Board.
- An agenda must be produced for each Board meeting and provided to each Board Member at least three (3) business days prior to the meeting, in order to provide effective and efficient meeting practice. The agenda will also be posted on the BCCS website at least three (3) business days prior to the meeting.
- A **Quorum** at all meetings of the Board shall consist of a majority of the Board Members then in office. Except as provided specifically to the contrary by the Bylaws, the act of a majority of the Board Members in office at a meeting at which a quorum is present shall be the act of the Board.
- To the extent permitted by law, any member of the Board or Committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.
- Robert's Rules of Order, Revised shall be adhered to in conducting a meeting of the Board of Education, except as otherwise required by law
- All Board meetings will be open to the public, except for **Executive Sessions**, as outlined in the Freedom of Information regulations.
 - Any Board Member, however, may call an Executive Session during any Annual, Special or Regular Board meeting for issues concerning personnel, other matters requiring confidentiality or as enumerated below.
 - A Board Member must make a motion during an open meeting to convene in Executive Session. Upon a majority vote of its members, the Board may convene in Executive Session
 - All persons except Board Members may be excluded from such Closed Sessions at the discretion of the Board Chairman.
 - Matters which may be considered in executive session are:
 1. matters which will imperil the public safety if disclosed;
 2. any matter which may disclose the identity of a law enforcement agent or informer;

3. information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 4. discussions regarding proposed, pending or current litigation;
 5. the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
 6. the preparation, grading or administration of examinations;
 7. the proposed acquisition, financing, sale, or lease of real property;
 8. the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof; and
 8. any other matters required or permitted by law to be discussed in executive session.
- Following such meetings, an Officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session provided, however, such summary shall not include any matter which is not required to be made public by the Freedom of Information Law. No action may be taken in a Closed Session.

430 PUBLIC PARTICIPATION AT BOARD MEETINGS

- The Board of Directors encourages public participation on school related matters at Board meetings. To allow for public participation, a period not to exceed 20 minutes shall be set aside during the first part of each Board meeting. The period may be extended by a majority vote of the Board.
- The speaker should identify themselves and be as brief as possible. The speaker should address their comments to the Board Chairperson. No speaker will be permitted to speak for longer than three minutes. Speakers may comment on any matter related to School business.
- The Board will not permit in public session discussion involving School personnel or students. Persons wishing to discuss matters involving individual School personnel or students should present their comments and/or concerns to the appropriate administrator during regular business hours.
- All speakers are to conduct themselves in a civil manner. Obscene language, libelous statements, threats of violence, statements advocating racial, religious, or other forms of prejudice will not be tolerated.
- The Chairperson shall be responsible for the orderly conduct of the meeting and shall rule on such matters as the time to be allowed for public discussion and the appropriateness of the subject being presented. The Chairperson shall have the right to discontinue any presentation which violates this policy.

440 BOARD COMMITTEES

- The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, and standing committees which shall include an Audit/Finance Committee, an Education Committee, a Governance Committee, and a Development Committee, and any other special committees as authorized by the Board.
- The Executive Committee shall consist of the Officers and such other Board Members appointed by the Chairperson, with the Board's consent. The functions of the Executive Committee shall include: (i) reviewing the performance and salaries of senior personnel, (ii) exercising to the extent necessary the full powers of the Board between Board meetings, and (iii) taking actions during emergencies.
- Each standing or special committee will be chaired by a Board Member, who will be appointed by the Chairperson and approved by a majority of the entire Board unless the Chairperson, with the consent of a majority of the Entire Board recommends that a non-Board Member chair such standing or special committee. All voting members of standing or special committees must be Board Members. Appointments to standing or special committees will be for one year commencing on July 1 and ending on June 30 of the following year or until a successor committee has been designated.

- The Audit/Finance Committee shall consist of at least two Board Members and may include additional, non-voting, advisory members with special expertise who need not be Board Members. The functions of the Audit/Finance Committee shall be as follows: (i) to monitor and review the financial affairs of the School by conferring with the Executive Director, any other administrators and the School's independent auditors, (ii) to report on a regular basis to the Board on the state of the School's finances, (iii) to recommend an annual budget to the Board for its approval, (iv) to advise on financial controls, planning and all other financial matters, and (v) to act as the audit committee and be responsible for the review of and reporting of the annual independent audit to the Board.
- The Education Committee shall consist of at least two Board Members and may include additional, non-voting, advisory members with special expertise who need not be Board Members. The functions of the Education Committee shall be as follows: (i) to monitor and review the educational affairs of the School by conferring with the Executive Director and the Parent Association, (ii) to report on a regular basis to the Board of Directors on the state of the School's progress toward its educational goals, (iii) to recommend any significant curricular changes to the full Board for its approval, and (iv) to advise on any matters directly or indirectly related to the educational success of the School.
- The Governance Committee will consist of at least two Board Members appointed by the Chairperson of the Board with the consent of the Board. The functions of the Governance Committee shall be as follows: (i) to recruit, nominate, and if applicable reappoint, in a timely manner for full Board approval, the Chairperson and Board Members, (ii) to conduct a program of orientation for new Board Members, and (iii) from time to time to evaluate the Board's effectiveness and performance.
- The Development Committee shall consist of at least two Board Members and may include additional, non-voting, advisory members with special expertise who need not be Board Members. The functions of the Development Committee shall be as follows: (i) to recommend fundraising targets and opportunities, (ii) assist in carrying out the development plan, and (iii) to develop a policy for Board Member annual giving.
- The Chairperson may designate special committees, with the consent of the Entire Board. Special committees shall have only the powers specifically delegated to them by the Board. All voting members of all special committees must be Board Members.
- The Board shall not delegate the powers to enter into contracts or financial or budget making authority, except as to the Executive Committee. Any delegated activity or decision-making authority may be unilaterally revoked at any time by a vote of a majority of the Board then in office.

450 BOARD OFFICERS

- The Chairperson of the Board shall preside at all meetings of the Board. The Chairperson shall also be Chairperson of the Executive Committee and an ex-officio voting, member of all other committees thereof. The Chairperson will keep Board Members informed on School matters and will submit all policy changes to the Board for approval. The Chairperson of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.
- In the absence of the Chairperson of the Board or in the event of the Chairperson's disability, inability or refusal to act, the Vice-Chairperson of the Board shall perform all of the duties of the Chairperson and in so acting, shall have all of the powers of the Chairperson. The Vice-Chairperson shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chairperson.
- The Secretary shall keep or cause to be kept a book of minutes at the Director of Operation's office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time.
- The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School,

including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he/she/they shall sign financial documents on behalf of the School in accordance with the established policies of the School. He/she/they shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

- Requirements and procedures regarding election of Officers, term of office, and removal of Officers, are enumerated in the By-Laws of BCCS

460 CONFLICTS OF INTEREST / NEPOTISM

- The Board of Directors is committed to avoiding any situation in which the existence of conflicting interests of any Board member, officer or employee may call into question the integrity of the management or operation of the School. The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of Board Members, Officers and staff as educators and stewards of the School. Adherence to a code of ethics promotes public confidence in the School and a positive perception of charter schools and furthers the attainment of BCCS goals.
- **Board Conflicts of Interest:** Members of the Board, Officers of the School or any employees of the School shall not have (a) have any personal or any financial interest in any of the assets, real or personal, of the School, (b) have any monetary interest in a contract with the School, or (c) accept any entertainment or gifts, or money (including loans of money) that may imply conflicts between the interests of the Board Member, Officer or employee and the School. Furthermore, members of the Board and Officers of the School may not be employees of the School. Notwithstanding the foregoing, one or more teachers employed by the School may be members of the Board and may have a contract of employment as a teacher at the School.
- **Nepotism:** The School shall not employ any person who is related to any of the following persons: a member of the Board, an Officer of the School, the Executive Director, an Academic Dean, or any other administrator with general authority with respect to School employees. An individual may not be employed by the School if his/her relationship to a member of the Board, an Officer of the School, the Executive Director, an Academic Dean, or any other administrator with general authority with respect to School employees is that of: parent, child, grandparent, grandchild, husband, wife, step-parent, step-child, father-in-law, mother-in-law, brother, sister, half-brother, half-sister, sister-in-law, brother-in-law, daughter-in-law, son-in-law, uncle, aunt, nephew, niece, first cousin or ward in a guardianship relationship.
- **Supervisory Relationships:** It shall be the policy of the School that no person shall be employed in any full-time, part-time or temporary position which would create a supervisor/subordinate employee relationship within the School between two individuals who are related as follows: parent and child (including step-parents and step-children), grandparent and grandchild, siblings (including half siblings, step siblings, sisters-in-law and brothers in-law), uncle or aunt and nephew or niece, first cousins, spouses, father-in-law or mother-in-law and son-in-law and daughter-in-law, and guardian and ward.

[Section 460 herein is updated for comments by SDE and supercedes Article Nine in the By-Laws]

465 BOARD – WHISTLEBLOWER POLICY

- BCCS is committed to the highest possible standards of openness, propriety and accountability. All such individuals are expected to act with honesty and integrity and comply with the organization's bylaws, policies, and with applicable laws and regulations.
- This policy is intended to encourage Board Members, employees and others to report suspected or actual occurrence(s) of illegal, unethical or inappropriate events without fear of retaliation concerns. However, BCCS requires more than just a willingness and commitment.
 - It requires that all employees as well as all Board Members recognize and acknowledge that it is their responsibility to promptly report any instance of suspected or known noncompliance or if

they learn of, or are asked to, participate in an activity that could potentially violate or is suspected or known to violate any BCCS policy or any law or regulation.

- This policy makes it clear that Board Members, employees and others can make a report without fear of retaliation of any kind, including but not limited to discrimination or harassment if the employee has a reasonable belief that they have made any disclosure in good faith.
- No employee may be adversely affected because the employee refused to carry out a directive which, in fact, constitutes corporate fraud or is a violation of federal, state, local or any other law.
- Any Board Member or employee who wants to report evidence of alleged improper activity should contact either the Chairperson or the Executive Director.
- If the Whistleblower would be uncomfortable or otherwise reluctant to report to either the Executive Director or Chairperson then the Whistleblower could report the event to an appropriate Board committee or another Board Member.
- The Whistleblower can report the event with his/her identity or anonymously.
- All Board Members and employees who participate in an investigation also shall not be subject to any retaliation or retribution for their good faith participation. Any act of retaliation or retribution must be reported immediately. Anyone who retaliates against the Whistleblower (who reported an event in good faith) will be subject to discipline, including termination of Board or employee status.
- A Whistleblower who makes a report that is not done in good faith is subject to discipline, including termination of the Board or employee relationship, or other legal means to protect the reputation of the organization and members of its Board and staff.
- Supervisors, managers and/or Board members who receive the reports must promptly act to investigate and/or resolve the issue. The investigating parties may enlist outside legal, accounting or other advisors, as appropriate, to assist or conduct any investigation.
- The Whistleblower shall receive a report regarding the investigation, disposition or resolution of the issue.
- In conducting any investigation, the investigating parties shall use reasonable efforts to protect the confidentiality and anonymity of the Whistleblower provided, however, that BCCS or its employees and agents shall be permitted to reveal the reporting employee's identity and confidential information to the extent necessary to permit a thorough and effective investigation by BCCS or law enforcement.
- Corrective and disciplinary actions up to and including termination of Board or employment status will be taken, if appropriate, against any person who has committed any wrongdoing including any violation of this policy.

470 BOARD – EXECUTIVE DIRECTOR RELATIONSHIP

- The Board of Directors believe that the development and adoption of policies is the most important function of a School Board, and the execution of the policies is the function of the Executive Director.
- Delegation by the Board of its executive powers to the Executive Director provides freedom for him/her to manage the school within the Board's policies and frees the Board to devote its time to policymaking and appraisal functions.
- The Board holds the Executive Director responsible for the administration of its policies, the execution of Board decisions, the operation of the School and for keeping the Board informed about School operations and problems.
- The Executive Director shall be an employee of the School and shall have general supervision over the affairs of the School, subject to the supervision of the Board.
- The Executive Director shall (i) keep the Board fully informed about the activities of the School, (ii) have the power to sign and execute alone in the name of the School all contracts authorized either generally or specifically by the Board, unless the Board shall specifically require an additional signature (iii) be responsible for the effective functioning of the School, the recruiting, retention,

selecting and training of administration, teaching and support staff, (iv) recommending to the Board policies and procedures regarding the academic mission of the School, (v) recommend retention and promotion policies for teaching and support staff, (vi) oversee governmental compliance, (vii) represent the School in the local community and before the State board of Education, (viii) supervise operations, maintenance, alterations and repair to buildings, grounds, insisting on competent and efficient performance, (ix) evaluate facilities needs and recommend to the Board improvements, alterations and changes in the buildings and equipment of the School, (x) prepare a preliminary annual budget in conjunction with the Director of Operations and the Board Audit/Finance Committee and present such budget to the Board, (xi) provide effective controls for all expenditures of school funds in accordance with the adopted budget. and (xii) perform such other duties as from time to time may be assigned to him/her by the Board.

- The Executive Director shall be a non-voting ex-officio member of the Board and of all committees of the Board (other than the Audit Committee, which shall be comprised solely of Board Members who receive no benefit or remuneration from the School).
- The Board Directors recognizes that student growth, School progress, and community satisfaction are all affected by the performance of the Executive Director. The Executive Director cannot function effectively without periodic feedback about his/her performance. Therefore, the Board recognizes its responsibilities to annually evaluate the Superintendent. During each year of the Executive Director's appointment, the Board (or a committee of the Board) and the Executive Director will meet to discuss a plan of performance review and accountability for that school year. Such evaluation will be discussed only during an executive session. The evaluation process is intended to provide the highest quality leadership for the school system.

480 EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

- The Board of Directors shall review the effectiveness of its internal operations at least once every two years. The Executive Director and others who work regularly with the Board shall be asked to participate in this review and to suggest ways by which the Board can improve its functioning as a deliberative and legislative body.
- The Board shall set forth the standards by which it will evaluate itself, taking into account the following:
 1. the School's needs and the Board's ability to meet such needs;
 2. the School's goals for its instructional programs;
 3. the Board's relationship with the Executive Director and staff; and
 4. the community's perception of Board members as educational leaders.

490 BOARD MEMBER TRAINING

- Members of the Board of Directors appointed for a term beginning on or after July 1, shall, within the first eighteen (18) months of their term, complete a minimum of six (6) hours of training on the fiscal oversight, accountability and fiduciary duties and responsibilities of charter school Board Members as well as the powers and duties of other governing and administrative authorities affecting charter schools. These mandatory trainings may be taken together as a single course or separately.

500 PARENT INVOLVEMENT

- The Board of Directors recognize that a child's education is a responsibility shared by the School and family during the entire period the child spends in school. To support the goal of the School to educate all students effectively, the School and parents must work as knowledgeable partners.
- Although parents are diverse in culture, language, and needs, they share the School's commitment to the educational success of their children. This School, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

- To this end, the Board supports the development, implementation of a parent involvement program in the School, which will involve parents at all grade levels in a variety of roles. The parent involvement programs will be comprehensive and coordinated in nature. They will include, but not be limited to, the following components of successful parent involvement programs
 - Communication between home and school is regular, two-way, and meaningful.
 - Responsible parenting is promoted and supported.
 - Parents play an integral role in assisting student learning.
 - Parents are welcome in the school, and their support and assistance are sought.
 - Parents are full partners in the decisions that affect children and families.
- The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
- Engaging parents is essential to improved student achievement. BCCS shall foster and support active parent involvement.

510 SMOKING / DRINKING / DRUGS ON SCHOOL PREMISES

- The Board of Directors is concerned with maintaining a safe and healthy working and learning environment for all staff and students. Medical research indicates that the use of alcohol, drugs and tobacco are hazardous to one's health. In addition to the health hazard to the individual, certified employees are entrusted with the responsibility of imparting knowledge and serving as role models to students.
- Due to the health hazards associated with smoking, and in accordance with federal and state law, the Board of Directors prohibits smoking and all other tobacco use in all school buildings, on school grounds, and in any vehicle used to transport children or personnel. The School's smoking policy shall be prominently posted in each building, at designated outdoor locations on School premises. For the purposes of this policy, "Tobacco product" is defined to include, but is not limited to, cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers and any other items containing or reasonably resembling tobacco or tobacco products, such as electronic cigarettes.
- The Board recognizes the importance of maintaining a drug and alcohol-free environment for its staff and students. In compliance with federal and state requirements, employees, families and students are prohibited from the unlawfully manufacture, distribution, dispensing, possession or use in all school buildings, on school grounds, and in any vehicle used to transport children or personnel, any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance.

520 WEAPONS AND DANGEROUS INSTRUMENTS

- Due to safety concerns for our staff, students and families, firearms and other dangerous weapons, including but not limited to, knives of martial arts paraphernalia, are prohibited on school premises. The School's firearms policy shall be prominently posted in each building, at designated outdoor locations on School premises.
- Such instruments and weapons shall be confiscated. Any violation will be reported to the police. Appropriate disciplinary or legal action shall be pursued by school officials.