



BRASS CITY CHARTER SCHOOL

STUDENT/PARENT HANDBOOK

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287 Willow Street, Waterbury, CT 06710
www.brasscitycharter.org

(203) 527-5942
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PREFACE

The information in this handbook is intended to provide students and families with an overview of the policies, procedures, expectations, and resources that support a safe, respectful, and successful learning environment at Brass City Charter School (BCCS). While every effort has been made to ensure the information is accurate and up to date, this handbook serves as a guide and does not replace or modify any official BCCS Board policy, administrative regulation, or applicable federal or state law. In the event of any inconsistency, Board policies, administrative regulations, and governing laws shall take precedence.

Because laws, regulations, and school policies may change throughout the year, BCCS reserves the right to revise, update, or discontinue any portion of this handbook as needed. Families will be notified of significant changes through school communications, including newsletters, the school website, email, and other appropriate methods.

This handbook is an important resource for both students and their families. It outlines the expectations, rights, and responsibilities that help foster a positive school culture where every student can learn and thrive. We encourage all students and parents/guardians to carefully review the Student Code of Conduct and the information contained in this handbook together. By working in partnership and maintaining a shared understanding of our expectations, we can ensure a safe, supportive, and engaging educational experience for every student.

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.

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!*

EQUAL OPPORTUNITY

Brass City Charter School does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including but not limited to intellectual disability), genetic information, status as a victim of domestic violence, or any other basis prohibited by

Connecticut state and/or federal nondiscrimination laws in the school's programs and activities. Equal access will be granted to the Boy Scouts of America and other designated youth groups.

Any student who feels he/she has been denied an equal opportunity to participate in or benefit from the activities, programs or courses of study offered by the school in violation of this policy should immediately bring his or her complaint to Barbara Ruggiero, Executive Director.

Retaliation against any individual who files a complaint pursuant to the School's policies and regulations is strictly prohibited.

CONFIDENTIALITY

All records for students attending Brass City Charter School are kept on file at the school in a fireproof, locked file cabinet. Teachers and other legally authorized individuals have access to the files. No one else is allowed to examine the records of any student without the written consent of the parent or guardian. Parents may see or have a copy of the records upon request. This school follows a "Due Process" procedure for any parent who does not agree with the contents of the school records.

STUDENT PLEDGE

I pledge to make the world a better place, starting with me.

I will respect myself and others.

I will be safe and follow the rules.

I will actively participate in my learning.

We are Brass City Charter School – a community of critical thinkers and lifelong learners.

SCHOOL PROCEDURES

The School Day

7:30 – 7:45 Breakfast served in the classroom

8:00 - Monday - Friday classes begin

3:30 – Monday, Wednesday, Thursday, and Friday – Dismissal

12:00 - Tuesday - Dismissal

Drop Off / Pickup

Drop off / pick up students at the beginning/end of the school day at the front of the school (Chestnut Avenue side). **Enter the school grounds on Willow Street.** Parents/guardians should remain in their cars and proceed in a line to the school entrance where their child will be escorted to the car. Buses will Drop off / pick up students on Ludlow Street.

Written permission is required for the following:

1. Going home with someone other than a designated person.
2. Leaving school early.
3. Going home by means other than the usual one.
4. Going to another child's house after school.

For safety reasons, all parents and anyone entering the school are required to sign in at the office and wear a visitor's pass while in the building.

School Cancellation

Brass City Charter School follows the City of Waterbury's school closings/delays/emergency dismissals. Otherwise, we follow our own calendar. To be sure that you do not miss any notifications, sign up for school closing/delay text alerts at **wfsb.com**.

****Late Openings:** When the City has a 120 minute delayed opening, BCCS **doors open at 9:30 a.m.** and classes begin at 9:30.

****Early dismissal:** When school is dismissed early for weather the City has assigned BCCS a **12:30 p.m.** dismissal time.

Attendance

Regular attendance is essential to student success. Brass City Charter School encourages every student to attend school each day, arrive on time, and remain in school for the full instructional day. The school follows the Connecticut State Department of Education's guidance regarding excused and unexcused absences, including the definitions established pursuant to Connecticut General Statutes.

Parents or guardians are expected to notify the school on the day of a student's absence and provide appropriate documentation within the required timeframe. The school recognizes excused absences as defined by state law, including student illness, religious observances, court appearances, bereavement, extraordinary educational opportunities approved in advance, transportation interruptions, military family visitation, and permitted mental health wellness days.

Brass City Charter School monitors attendance throughout the school year to identify patterns of chronic absenteeism and to provide timely interventions and support. When attendance concerns arise, school staff will partner with families to identify barriers to regular attendance, develop strategies to improve attendance, and connect families with available school and community resources. The school's goal is to work collaboratively with families to ensure that every student has consistent access to high-quality instruction and the opportunity to achieve academic success.

Students who meet the definition of truant under Connecticut law may be referred for additional interventions and supports in accordance with state statutes and Board policy.

If your child arrives at school after 7:45, he/she must sign in at the office before going to her/his classroom and is considered TARDY. Parents should email the school at **attendance@brasscitycharter.org** if a child is going to be absent and explain the reason for the absence. A signed copy of the email must accompany the child when s/he returns.

A student is considered "truant" who has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.

Excused absences: For the first nine absences in a school year, an absence will be excused when a parent provides a written note within 10 school days approving the absence. For the tenth and further absence to be considered excused, the absence must be for one of the following reasons:

- a student illness with documentation from a licensed medical professional,

- observance of a religious holiday,
- death in a student's family or other emergency beyond the control of the student's family,
- mandated court appearance (written documentation required),
- lack of transportation by a district that normally provides that transportation,
- pre-approved extraordinary educational opportunity,
- visit with parent/guardian who is an active duty member of the Armed Forces (as required by state law, some restrictions may apply);
- up to two mental health wellness days during the school year, which days may not be during consecutive school days.

Change of Address or Phone

You must notify the office immediately if you move, change your home telephone number, or cell number. **We must be able to reach you in the event of an emergency.**

School Visits

Parents visiting the school at any time are reminded to sign in at the office. Visiting your child's classroom **must** be prearranged with the teacher and limited to one half hour.

Breakfast and Lunch

Breakfast is served daily at 7:30 until 7:45. School lunch is prepared for all students. The menu is posted for the month on the website. Please notify us of any food allergies your child has and provide doctor's verification. **Outside food is NOT permitted.**

PERSONAL ELECTRONIC DEVICES

Brass City Charter School is committed to providing a safe, respectful, and distraction free learning environment. Students are expected to remain engaged in instruction throughout the school day and to use technology responsibly.

Students in **PreKindergarten through Grade 4** are strongly discouraged from bringing personal electronic devices, including **cell phones, smartwatches**, earbuds, headphones, tablets, gaming devices, or other internet enabled or recording devices, to school. If a student brings a **cell phone or smartwatch** to school, it must be turned off or placed in school mode (if applicable) and remain secured in the student's backpack throughout the school day. The school is not responsible for lost, stolen, or damaged personal electronic devices.

Students in **Grades 5 through 8** may bring a **cell phone or smartwatch** to school. Upon arrival, students are required to surrender **cell phones and smartwatches** to designated school staff. Devices will be securely stored by staff for the duration of the school day and returned to students at dismissal. Students may not access or use these devices during the school day unless authorized by the Executive Director or designee in the event of an emergency.

Personal electronic devices include, but are not limited to, **cell phones, smartwatches, earbuds, headphones, tablets, gaming devices, and any device capable of accessing the internet or recording audio, video, or images.**

Students in all grades may not use personal electronic devices to photograph, video record, or audio record students, staff members, or school activities without the permission of school administration. Personal electronic devices may not be used to engage in academic dishonesty or to access or generate

unauthorized content, including through the use of artificial intelligence tools.

Failure to comply with this policy may result in the confiscation of the device and disciplinary action in accordance with the Student Code of Conduct. Families who need to communicate with their child during the school day should contact the school office. Students who need to contact a parent or guardian may do so through the main office with staff assistance.

SCHOOL UNIFORM POLICY

See the school website for the dress code. Gym uniforms are to be worn on gym days. To order uniforms: <https://bccsuniforms.itemorder.com> (code: bccs)

SUMMER LEARNING

In order to address the issue of “summer slide”, we expect all students to participate in a learning program during the summer.

SPECIAL EDUCATION / DISABILITY

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 include 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 ensure 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, evidenced- 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 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. 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.

If a child has a disability that interferes with her/his ability to learn in the general education classroom and does not qualify for special education services, the child may be eligible for a 504 plan. If the child is

determined to be eligible, a plan is drawn up at a meeting of the teacher, parent/guardian, and executive director and other knowledgeable individuals and should cover the accommodations, services, and support the child will receive in order to access education at school.

ENGLISH LEARNERS/MULTILINGUAL LEARNERS

Brass City Charter School complies with the Every Student Succeeds Act (ESSA) that requires consistent entrance and exit procedures for English Learners/Multilingual Learners(EL/MLs). We believe that EL/MLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English Language Proficiency level, all EL/MLs 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/ML students.

Step 1: We determine if the student is a potential EL/ML 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 LAS Links indicate the student qualifies as an EL/ML, the student is identified. The student's parents are informed of the service options. They are also informed that they may modify their selection at any time. The student's EL/ML status is also reported in the CSDE's Public School Information System (PSIS).

STEP 4: EL/ML 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, and Language Assessment Systems (LAS) Links English Proficiency Assessment.
- For Grades 3-8, the Smarter Balance and the LAS Links English Proficiency Test.

SOCIAL EMOTIONAL LEARNING AND STUDENT SUPPORT

Brass City Charter School is committed to educating the whole child by fostering a safe, inclusive, and emotionally supportive learning environment where every student is known, valued, and challenged to succeed. Social-emotional learning is integrated throughout the school day and is recognized as an essential component of students' academic achievement, personal well-being, and lifelong success.

To support this commitment, Brass City Charter School implements RULER, the evidence-based approach developed by the Yale Center for Emotional Intelligence. RULER helps students and adults develop the

skills to Recognize, Understand, Label, Express, and Regulate emotions in healthy and productive ways. Through classroom instruction, daily routines, and schoolwide practices, students build self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

RULER tools, including the Charter, Mood Meter, Meta Moment, and Blueprint, are embedded in classrooms and across the school community to strengthen positive relationships, foster empathy, improve communication, and support effective problem-solving. These practices contribute to a positive school climate where students feel a strong sense of belonging and are equipped to navigate challenges both in and outside the classroom.

Brass City Charter School believes that academic excellence and emotional intelligence are interconnected. By intentionally developing students' social-emotional competencies alongside rigorous academic instruction, the school prepares students to become confident learners, compassionate leaders, and responsible members of their communities.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Brass City Charter School utilizes a Multi Tiered System of Supports (MTSS) to provide a coordinated framework for meeting the academic, behavioral, attendance, and social emotional needs of all students. MTSS is a data informed, problem solving approach that provides increasingly intensive levels of support based on individual student needs while ensuring all students have access to high quality core instruction.

At the universal Tier 1 level, the school implements the RULER approach developed by the Yale Center for Emotional Intelligence to promote a positive school climate and strengthen students' social-emotional competencies. Through RULER, students develop the skills to Recognize, Understand, Label, Express, and Regulate emotions, helping them build self-awareness, self-management, relationship skills, empathy, and responsible decision-making. RULER practices are integrated throughout classrooms and the school community to foster positive relationships, increase student engagement, and support academic success.

Students who require additional support may receive targeted Tier 2 interventions or individualized Tier 3 interventions based on multiple sources of data, ongoing progress monitoring, and collaboration among teachers, interventionists, specialists, administrators, and families. Parents and guardians are active partners throughout the MTSS process and are informed of student progress and interventions as appropriate.

Brass City Charter School is committed to providing timely, equitable, and evidence-based support so that every student has the opportunity to achieve academic, social, emotional, and behavioral success.

ASSESSMENT AND STUDENT PROGRESS

Brass City Charter School is committed to using a balanced assessment system to monitor student learning, inform instruction, and ensure every student is making academic progress. Assessments are used throughout the school year to identify student strengths, address learning needs, and guide instructional decisions. Assessment results are shared with families through report cards, parent-teacher conferences, and ongoing communication.

Students participate in a variety of classroom-based formative and summative assessments that help

teachers measure progress toward mastery of the Connecticut Core Standards and the Next Generation Science Standards. Teachers use assessment data to differentiate instruction, provide targeted interventions, and extend learning opportunities for students who are ready for additional challenges.

Students in Kindergarten through Grade 3 participate in mCLASS literacy screening to assess foundational reading skills and identify students who may benefit from additional reading support. Students in Grades Kindergarten through 8 also complete NWEA MAP Growth assessments in reading and mathematics to provide nationally normed measures of student achievement and growth.

Students in Grades 3 through 8 also participate in Interim Assessment Blocks (IABs) throughout the school year. These assessments, aligned to the Smarter Balanced Assessment System, provide timely information about student mastery of grade-level standards and help teachers adjust instruction before the state assessments.

As required by the Connecticut State Department of Education, students participate in statewide assessments during the regular school day. Students in Grades 3 through 8 take the Smarter Balanced Assessments in English language arts and mathematics. Students in Grades 5 and 8 also participate in the Next Generation Science Standards (NGSS) Science Assessment. These assessments measure student achievement, support school accountability, and help identify opportunities for continuous improvement.

Brass City Charter School believes that assessment is an essential part of the learning process. By using multiple measures of student performance, the school ensures that instruction is responsive, equitable, and focused on helping every student achieve academic success.

STUDENT CODE OF CONDUCT

Goals: Teachers and staff at Brass City Charter School work to ensure that:

1. Each child has an opportunity to learn in a safe environment.
2. Each child accepts responsibility for his/her own actions.
3. Courtesy and respect are shown to and expected from all members of the school community.
4. Each child respects and cares for the school building and all school property.

Teachers and staff work to design an environment that fosters academic and social growth and prevents challenging behaviors. Teachers and staff use positive techniques that encourage pro-social behavior and self-control. Consistent, clear rules are developed within each classroom, and challenging behaviors are managed by the use of techniques such as logical consequences, redirection, problem solving and the reinforcement of good behavior. Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems and try alternative solutions.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety. 9.

Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt the school program or incite violence.
14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the school's rules with respect to appropriate internet and device usage.
24. Cheating, plagiarizing, including by electronic means.
25. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
27. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property
28. Damaging in a willful manner school electronic equipment and/or software.

Students are urged to participate in efforts to build a positive school climate as well as alternatives to

exclusionary discipline such as restorative practices.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized Brass City Charter School policy, even if such conduct occurs on school property and during non-school time. In determining whether conduct is "seriously disruptive of the education process" for purposes of suspension and expulsion, the administration in cases of suspension, and the Brass City Charter School Board of Directors or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

DANGEROUS WEAPONS AND INSTRUMENTS

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any student found to possess a weapon on school grounds or during a school-activity will be expelled from school.

An expelled student may apply for early readmission to school. Such readmission is at the discretion of the Board of Directors (unless the Board has delegated authority for readmission decisions to the Executive Director). The Board or Executive Director, as appropriate, may condition such readmission on specified criteria.

BULLYING

Bullying is unacceptable in our school family.

Bullying is prohibited on school grounds, at school-sponsored or school-related activities, functions or programs whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the school, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board, and outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed or (ii) infringes on the rights of the student against whom such bullying was directed at school or (iii) substantially disrupts the education process or the orderly operation of a school.

“Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at 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.

“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications;

“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing

and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship;

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity, or program that is not school-related, or through the use of an electronic device or a mobile electronic device that is not owned, leased, or used by a local or regional board of education;

“Positive school climate” means a school climate in which (A) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school;

“Emotional intelligence” means the ability to (A) perceive, recognize and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others;

“Social and emotional learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

The Principal of each school (or the principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions.

Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address

the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.

In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

If it is determined that bullying has occurred, the school will take prompt corrective action that is reasonably calculated to stop the bullying and prevent any recurrence of such behavior. As part of such remedial action, the offender may be subject to appropriate disciplinary action which may include, but is not limited to one or a combination of the following: counseling, awareness training, warning, reassignment, transfer, suspension, or expulsion.

Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include (1) the results of such investigation and (B) verbally and by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under sections 10-4a and 10-4b published on the Internet web site of the local or regional board of education pursuant to section 10-222r. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the school to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such a support plan will include safety measures to protect against further acts of bullying.

A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

Discrimination against and/or retaliation against an individual who reports or assistant in the investigation of an act of bullying is prohibited.

CHILD ABUSE AND NEGLECT

If there is reasonable cause to suspect that any child under age 18 has had injury or injuries inflicted upon him/her by other than accidental means or has injuries that are at variance with the reasons given for them or is subject to maltreatment such as malnutrition, sexual molestation, deprivation of necessary food, clothing and shelter, cruel punishment, or access to education then according to Sec. 17-38a(b) of the Connecticut Statutes, school employees are mandated to report suspected child abuse and neglect cases to the proper authorities.

Additional information can be located at the following website:

<https://portal.ct.gov/DCF/Mandated-Reporter-Training/Model-Policy-For-Reporting-Child-Abuse-and-Neglect>

USE OF SECLUSION AND/OR RESTRAINTS

In the event that a student demonstrates behaviors causing imminent risk of danger to oneself or others, verbal de-escalation will be used to try and halt the escalation of risk behaviors. However, should the verbal de-escalation techniques not work and the student continues to display unsafe behaviors, school administration and/or clinical staff may authorize the use of seclusion and/or restraint in order to prevent injury to the student or others.

Restraint

“Physical Restraint” means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. No school employee shall use a physical restraint on a student except as an emergency intervention to prevent immediate or imminent injury to the student or to others, to the extent permitted by law, provided the restraint is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

https://portal.ct.gov/-/media/SDE/Special-Education/guidance_related_to_legislation_regarding_restraint_and_seclusion_in_schools.pdf?la=en

Seclusion

“Seclusion” means the involuntary confinement of a person in a room, from which the student is physically prevented from leaving. “Seclusion” does not include an exclusionary time out. No school employee shall place a student in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or to others, to the extent permitted by law, provided the seclusion is not used for discipline or convenience and is not used as a substitute for a less restrictive alternative.

https://portal.ct.gov/-/media/SDE/Special-Education/guidance_related_to_legislation_regarding_restraint_and_seclusion_in_schools.pdf?la=en

Any use of restraint or seclusion is documented and maintained in our records, as required by the Connecticut State Department of Education.

In the event a student's behavior remains escalated to the point that he/she is not responding positively to

our emergency procedures, Emergency Medical Services and/or EMPS may be called to provide needed support. The Parent/Guardian will be informed immediately should such service be required.

For more information, please visit:
https://portal.ct.gov/-/media/SDE/Special-Education/guidance_related_to_legislation_regarding_restraint_and_seclusion_in_schools.pdf?la=en

TRANSPORTATION

Waterbury Board of Education policy determines which students who reside in Waterbury are eligible for transportation. The sole purpose of bus transportation is to bring students to school and return them home. ELIGIBLE STUDENTS MAY ONLY RIDE THE BUS TO WHICH THEY ARE ASSIGNED, AND THEY MAY NOT LEAVE THE BUS ON THE WAY HOME FOR ANY REASON (to go to work or visit friends or to attend a club activity, etc.)

For the safety of our children, the importance of proper bus conduct while waiting for, boarding, riding, or disembarking from a bus cannot be overemphasized. Any behavior that distracts the bus driver endangers all. All students should understand, and parents are urged to impress upon their children, the necessity for strict compliance with the following rules:

1. Students are to remain well out of the road while waiting for the bus.
2. Students must take their seat when they enter the bus and remain seated until their designated stop.
They should get on and off of the bus only when it is fully stopped.
3. Conversations should take place in a normal tone of voice.
4. Nothing should be thrown in or from the bus.
5. Eating or drinking is not permitted on the bus.
6. Students living on the opposite side of the street shall cross to the other side in front of the bus and only when the bus lights flash red and all traffic has stopped.
7. Students who damage or deface a bus or any equipment on the bus shall be held liable for such damage.

Contact info for bus company: **Durham Bus Company - 203-591-1847**

Penalties for Violation: Any student who violates any of these regulations will be issued a bus warning. Depending on the severity of the violation, a student's bus riding privilege may be suspended.

INTERNET POLICY

As part of your child's education, Brass City Charter School provides filtered and supervised access to the Internet. Students are taught acceptable internet use which prohibits:

- Causing harm to others such as cyber bullying
- Accessing inappropriate websites at school such as chat rooms and social networking sites
- Damaging computer equipment
- Using other's passwords or changing them
- Downloading music and other materials protected by copyright laws
- Using any school computer without permission
- Plagiarism

PARENT AND FAMILY ENGAGEMENT

Brass City Charter School believes that parents and families are essential partners in every child's education. The school is committed to building strong, collaborative relationships with families through open communication, meaningful involvement, and shared responsibility for student success. Every family

is valued, known, and encouraged to actively participate in the life of the school.

The school provides multiple opportunities for families to remain engaged in their child's academic progress. Parent teacher conferences are held **three times each year**, with a goal of **100 percent family participation**. The first conference is scheduled **the day before the school year begins**, providing families and teachers an opportunity to build relationships, discuss student strengths and needs, and establish goals for the year. Additional conferences are held following the first and second report cards to review academic progress, celebrate growth, and develop strategies to support continued success.

Ongoing communication between home and school is supported through **ClassDojo** and **Alma**, which provide families with timely information regarding classroom learning, student progress, school announcements, attendance, grades, and upcoming events. Teachers and school leaders maintain regular communication with families throughout the year and encourage parents and guardians to reach out whenever questions or concerns arise.

Brass City Charter School offers a variety of opportunities for families to participate in school activities and celebrate student learning. Classroom and grade level events are held throughout the year to showcase student work and accomplishments while strengthening the partnership between home and school. Annual events include a **PreKindergarten Meet and Greet** for incoming families and orientation sessions for all new families before the start of the school year to help ensure a successful transition into the school community.

Families are encouraged to share their perspectives and participate in school improvement efforts. Parent representatives serve on the Board of Directors, providing family input into school governance and long term planning. In addition, the school hosts **Coffee with the Executive Director** and other informal opportunities for families to ask questions, provide feedback, and discuss school initiatives.

Family feedback is regularly gathered through surveys and conversations with parents and guardians. Families have expressed a desire for additional opportunities to socialize, build relationships, and celebrate the school community together. In response, Brass City Charter School is committed to expanding family engagement opportunities over time while continuing to ensure that all families have equitable access to school events through multiple communication methods, translation and interpretation services when needed, and flexible scheduling that promotes participation by all members of the school community.

If parents are separated or divorced, both have equal rights to be informed of their child's school progress unless there is an order from the court to the contrary. Noncustodial parents shall receive written reports and conference notifications upon a request to the school principal.

Every new student will receive a home visit before the start of their first school year. The visit will introduce the student and his/her family to the rules and expectations of the school and the importance of regular school attendance and reading.

PARENT-TEACHER CONFERENCES

Teacher conferences are held three times a year. Parents and students are expected to attend each conference. This is an excellent time to review student progress and set goals for the following term.

PLACEMENT TESTING

Brass City Charter School welcomes all students who are admitted through the school's enrollment and lottery process in accordance with Connecticut charter school law. Admission is not based on prior

academic performance, assessment results, disability status, English Learner or Multilingual Learner status, or any other measure of student achievement or need. Based on the results of the assessment, no student will be denied admission or discouraged from enrolling.

Following enrollment, students entering Kindergarten through Grade 8 participate in beginning of year assessments to help teachers better understand each student's current academic strengths and learning needs. These assessments include literacy and mathematics screening tools, curriculum based assessments, and other diagnostic measures used by the school.

Assessment results are used solely to:

- Identify students' academic strengths and areas for growth.
- Inform instructional planning
- Determine the need for academic intervention, enrichment, or additional support.
- Establish baseline data to monitor student growth throughout the school year.
- Determine appropriate grade level placement

These assessments are not used to determine admission or continued enrollment. Students are enrolled in accordance with Connecticut law and placed in the grade level appropriate for their age and educational history, unless otherwise determined through applicable legal requirements.

Brass City Charter School is committed to ensuring that every newly enrolled student receives the support necessary for a successful transition. Assessment information, teacher observations, family input, and prior educational records are considered together to develop an instructional plan that meets each student's individual needs and promotes academic success from the first day of school.

STUDENT SUPPORT TEAM

Brass City Charter School believes that early intervention and strong partnerships with families are essential to supporting student success. The school's Student Support Team works collaboratively with teachers, administrators, families, and other support staff to identify and address students' academic, behavioral, attendance, and social-emotional needs before concerns become more significant.

When a student demonstrates a pattern of behavioral, social-emotional, or attendance concerns, the Student Support Team may meet to review available information, identify potential barriers to success, and develop appropriate interventions and supports. Parents and guardians are valued partners in this process and will be contacted to participate in developing strategies that promote positive student outcomes. The school believes that families provide important insight into their child's strengths and needs, and meaningful collaboration between home and school is essential to student growth.

The Student Support Team may recommend classroom supports, check-in and check-out systems, social-emotional skill building, counseling services, restorative conferences, behavior intervention strategies, attendance supports, mentoring, referrals to community resources, or other appropriate interventions based on each student's individual needs. The team regularly monitors student progress and adjusts supports as necessary to promote continued success.

Whenever possible, Brass City Charter School seeks to address concerns proactively through intervention, relationship building, and skill development before disciplinary consequences become necessary. This collaborative approach reflects the school's commitment to educating the whole child and ensuring that every student receives the support needed to thrive academically, socially, emotionally, and behaviorally.

TIPS TO ENSURE SCHOOL SUCCESS

- Be sure that your child gets enough sleep each night.
- Limit TV and electronic games.
- Encourage your child to READ - READ - READ. And read to your child regularly!
- Help your child maintain good attendance.
- Keep lines of communication open between you and your child's teacher.
- Support the school philosophy and rules

ARTIFICIAL INTELLIGENCE (AI)

Brass City Charter School recognizes that artificial intelligence (AI) tools are becoming increasingly common in education and everyday life. When used appropriately, AI can enhance learning, creativity, and problem-solving. The school is committed to helping students develop the knowledge and skills needed to use these technologies responsibly, ethically, and safely.

Students may use AI tools only when authorized by a teacher and for educational purposes consistent with classroom expectations. AI-generated content should support learning, not replace students' own thinking, writing, or problem-solving.

Students are expected to:

- Use AI tools only with teacher permission and for approved instructional activities.
- Complete assignments using their own original thinking and effort unless otherwise directed.
- Properly acknowledge or cite the use of AI when required by the teacher.
- Protect their personal information and the privacy of others when using AI or other online technologies.
- Follow all school expectations regarding academic honesty, digital citizenship, and acceptable technology use.

Students may not:

- Submit AI generated work as their own without teacher permission.
- Use AI tools to cheat, plagiarize, complete assignments dishonestly, or circumvent the learning process.
- Use AI to create, access, or distribute inappropriate, harmful, threatening, discriminatory, or offensive content.
- Upload confidential school information or personally identifiable information about themselves, other students, staff members, or families into public AI platforms.

Teachers may incorporate AI tools into classroom instruction to enhance learning experiences while ensuring that students continue to develop critical thinking, communication, creativity, and problem solving skills. The school will evaluate AI technologies before their instructional use to help ensure they support educational goals and comply with applicable privacy and data security requirements.

The use of artificial intelligence is subject to the school's Acceptable Use Policy, Student Code of Conduct, and all applicable federal and state laws regarding student privacy and data security. Misuse of AI or other digital technologies may result in disciplinary action consistent with school policy.

Brass City Charter School believes that artificial intelligence should be used as a tool to support learning,

curiosity, and innovation while preserving academic integrity, protecting student privacy, and fostering responsible digital citizenship.

INTERNET AND TECHNOLOGY ACCEPTABLE USE

Brass City Charter School provides students with access to computers, networks, educational software, online resources, and other technology to support teaching and learning. The use of school technology is a privilege that carries responsibilities. Students are expected to use all technology safely, responsibly, ethically, and in a manner that supports the school's educational mission.

Students are expected to:

- Use school technology for educational purposes.
- Follow the directions of teachers and staff when using technology.
- Protect usernames, passwords, and other login credentials.
- Respect the privacy, work, and digital property of others.
- Practice good digital citizenship by communicating respectfully and responsibly online.
- Report any inappropriate content, security concerns, cyberbullying, or misuse of technology to a teacher or administrator immediately.
- Care for school issued devices and report any damage or technical concerns promptly.
- Use technology responsibly at home as their actions may impact them or other students in the school environment including bullying, harassment, etc...

Students may not:

- Access, create, transmit, or share material that is inappropriate, threatening, harassing, discriminatory, obscene, or disruptive to the school environment.
- Use technology to bully, intimidate, impersonate, or harass others, including through social media, text messages, email, or other electronic communications.
- Attempt to bypass internet filters, access restricted websites, install unauthorized software, or interfere with the operation or security of school technology systems.
- Share passwords or access another person's account without permission.
- Download, copy, or distribute copyrighted material without authorization.
- Photograph, video record, or audio record students or staff without school authorization.
- Use school technology for commercial purposes or personal financial gain.

Artificial Intelligence

Artificial intelligence (AI) tools may be used only when authorized by a teacher and for approved educational purposes. Students are expected to complete assignments using their own thinking and effort unless a teacher specifically permits the use of AI as part of the learning activity.

Students may not use AI tools to:

- Complete assignments dishonestly or misrepresent AI generated work as their own.
- Create inappropriate, harmful, misleading, or offensive content.
- Upload confidential or personally identifiable information about themselves, other students, staff members, or families into public AI platforms.
- Circumvent school expectations regarding academic integrity or responsible technology use.

Cybersecurity and Data Privacy

Students share responsibility for protecting school technology systems and personal information. Students should never disclose passwords, personal information, or confidential school information to unauthorized individuals or websites. School technology resources are monitored and filtered in accordance with applicable federal and state laws to promote student safety and support educational use.

Personal Electronic Devices

The use of personal electronic devices, including cell phones, smartwatches, and other internet enabled devices, is governed by the school's Personal Electronic Devices Policy. Students are expected to comply with all expectations regarding the possession and use of personal devices during the school day.

Student Privacy

Students should have no expectation of privacy when using school owned technology, school networks, school email accounts, or other school provided digital resources. Brass City Charter School reserves the right to monitor, review, and access information stored on or transmitted through school technology systems when necessary to ensure compliance with school policies, maintain system security, or protect the safety and well being of students and staff.

Consequences

Failure to comply with this policy may result in the temporary or permanent loss of technology privileges, disciplinary action consistent with the Student Code of Conduct, financial responsibility for damaged equipment when appropriate, and, when required, referral to law enforcement.

Brass City Charter School is committed to preparing students to become responsible digital citizens who use technology ethically, respectfully, safely, and effectively in support of lifelong learning.

SMOKING / DRINKING / DRUGS ON SCHOOL PREMISES

Due to the health hazards associated with smoking, and in accordance with federal and state law, smoking and all other tobacco use is prohibited in all school buildings, on school grounds, and in any vehicle used to transport children or personnel and/or at any school-related or school-sponsored activity on or off school property. "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 School recognizes the importance of maintaining a drug- and alcohol-free environment for its students. In compliance with federal and state requirements, employees, families and students are prohibited from the unlawful manufacture, distribution, dispensing, possession or use in all school buildings, on school grounds, and in any vehicle used to transport children or personnel and/or at any school-related or school-sponsored activity on or off school property, any alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance.

STUDENT HEALTH AND WELLNESS

Brass City Charter School is committed to maintaining a healthy and safe learning environment for all students and staff. Families play an important role in helping prevent the spread of illness by monitoring

their child's health each day and keeping students home when they are ill.

Parents and guardians should not send a student to school if the student has:

- A fever of **100.4°F or higher**.
- Vomiting or diarrhea within the previous 24 hours.
- Symptoms of a contagious illness that prevent the student from participating in school activities.
- Any condition for which exclusion from school is recommended by a healthcare provider or the Connecticut Department of Public Health.

Students who become ill during the school day will be evaluated by the school nurse or designated staff member. If a student is unable to remain in school, a parent or guardian will be contacted and expected to arrange prompt pickup.

In general, students may return to school when they have been **fever free for at least 24 hours without the use of fever reducing medication**, have not experienced vomiting or diarrhea for at least 24 hours, and are well enough to participate fully in school activities. The school may require medical documentation when appropriate or when required by state law.

The school follows current guidance from the **Connecticut Department of Public Health**, the **Connecticut State Department of Education**, and local health officials regarding communicable diseases and infection prevention. Families will be notified of any public health recommendations that affect school operations.

Medications

Prescription and nonprescription medications may be administered during the school day only in accordance with Connecticut law and school policy. Medications must be provided in the original labeled container and accompanied by the required written authorization from the student's parent or guardian and, when required by law, the student's licensed healthcare provider. All medications must be delivered directly to the school nurse or designated school personnel by a parent or guardian unless otherwise permitted by law.

Immunizations and Health Records

All students must meet Connecticut's immunization and health assessment requirements for school attendance. Families are responsible for providing required health documentation prior to enrollment and for updating health information as needed throughout the school year.

Promoting Student Wellness

Brass City Charter School recognizes that student wellness supports academic success. The school works collaboratively with families to address students' physical, social, emotional, and mental health needs. Through health services, social emotional learning, and partnerships with families and community providers, the school strives to create a safe, supportive environment where every student is healthy, engaged, and ready to learn.

Health Services

Students who are evaluated by the school nurse and found to have symptoms/illness that will/and or may interfere with a student's ability to participate in classroom and/or school activities, may be excluded from school by the school nurse.

School nurses will notify parents of their assessment for exclusion and students must be picked up from school in a timely manner.

Hygiene: To contain the spread of illness, it is expected that all staff, children, parents, and volunteers wash their hands frequently. Handwashing is the single most effective method in reducing illness and the spread of germs. Children in lower grades are instructed and assisted to wash their hands regularly.

PESTICIDE MANAGEMENT

Please contact the Building Principal for any specific information about concerns with Pesticide Management.

LIFE THREATENING ALLERGIES AND GLYCOGEN STORAGE DISEASE

Individualized Health Care Plans and Emergency Care Plans:

- If the school is provided with medical documentation that a student has a life-threatening food allergy, GSD or diabetes, the school shall develop an individualized health care plan (IHCP) for the student. Each IHCP should contain information relevant to the student's participation normal school activities as well as school-sponsored extracurricular activities. The IHCP should be developed by a group of individuals, which shall include the parents/guardians and appropriate school personnel.
- The IHCP should be distributed to all school staff who have responsibility for the student with life-threatening food allergies or GSD.
- IHCPs are developed for students with special health care needs or whose health care needs require daily intervention. Information contained in the IHCP includes (1) functional health issues (nursing diagnoses), (2) student objectives (expected outcomes) for promoting self-care and age-appropriate independent; and (3) responsibilities of parents, school nurses, students, administration or other school staff as appropriate.
- Considerations within the plan may include:
 - Classroom environment (such as including allergy-free areas in the classroom for students with allergies or allowing students with GSD to have food or dietary supplements when needed in the classroom);
 - Cafeteria safety, including allergy free tables or zones;
 - Participation in school nutrition programs;
 - Snacks, birthday and other celebrations;
 - Alternatives to food rewards and incentives;
 - Hand-washing;
 - Locations of emergency medication;
 - Risk management during lunch and recess times;
 - Classroom projects (such as science activities that may involve food or allergen products);
 - Classroom jobs (such as, feeding fish, washing tables, etc.);
 - Special events (such as cultural programs, science programs);
 - Field trips, fire drills and lockdowns;
 - Staff education and training;
 - Who will provide emergency and routine care in school;
 - Substitute staff notification and training (including nurses, teachers, specials, student teachers, cafeteria staff, school bus drivers and others as appropriate);
 - School transportation;
 - Transition to after-school programs;
 - Athletics and extracurricular activities;
 - Individualized adaptations of district parental notification letter (if necessary);
 - Parent/Teacher Organization or Parent/Teacher Association sponsored events for students; and
 - Transition between grade levels and school buildings.

- Additional considerations may include:
 - Transportation on sports team buses;
 - Biology labs;
 - Open campus and extended study periods;
 - Vending machine options; and
 - Culinary arts programs.
- IHCPs may also include a summary of nursing assessments.
- A review of the IHCP should occur at a minimum:
 - Annually with the school team, parents/guardians and when appropriate students;
 - More frequently if there are changes in the students' ECPs, self-monitoring, competency levels, self-care abilities, school environment or whenever an adjustment to the plan is necessary;
 - After each emergency event involving the administration of emergency medication (such as EpiPens or Glucagon).
- In addition to the IHCP, the school shall also develop an Emergency Care Plan (ECP) for each child identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. The ECP should include the following information:
 - Name of student and other identifying information (such as date of birth, grade, photo);
 - Disease or disorder specific information (such as the specific allergen);
 - Signs and symptoms of an adverse reaction (such as accidental exposure to an allergen or hypoglycemic reaction);
 - Location and storage of emergency medication;
 - Who will administer the medication (including self-administration options);
 - Follow-up plans (such as calling 911, contacting the school nurse and/or calling parents/guardians or physician); and
 - Emergency contacts for parents/guardians and medical providers.

SEARCH AND SEIZURE

To protect the safety of students and school personnel, school authorities may search students and their belongings and may seize contraband materials discovered in the search in accordance with Connecticut law and the authority and guidelines established by the United States Supreme Court, and other Federal and State laws.

HARASSMENT AND COMPLAINTS OF DISCRIMINATION

Prohibition of Unlawful Harassment

Harassment is a form of discrimination. It is the policy of the administration to maintain a working and learning environment that is free from all forms of unlawful harassment based upon a student's race, color, national origin, ancestry, sex, disability, religion, sexual orientation, gender identity or expression, genetic information or any other basis prohibited by law.

Students are also prohibited from harassing teachers, administrators or other school personnel on the basis of race, color, national origin, ancestry, sex, age, disability, religion, sexual orientation, gender identity or expression, genetic information, veteran status, marital status, ancestry, genetic information or any other basis prohibited by law.

Definition of Unlawful Harassment

Unlawful harassment means unwelcome and offensive conduct that has the purpose or effect of unreasonably interfering with a student's performance and/or learning opportunities or that is sufficiently severe, pervasive or persistent so as to create an intimidating, hostile or offensive educational

environment. All forms of harassment are prohibited whether verbal, written, visual or physical and regardless of the medium through which it occurs.

Definition of Sexual Harassment

Unwelcome conduct of a sexual nature including physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, sexual advances, requests for sexual favors and other inappropriate verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education;
- Submission to or rejection of such conduct by a student is used as a basis for educational decisions affecting that student's education;
- Such conduct has the purpose or effect of unreasonably interfering with a student's educational performance, and/or is sufficiently severe, pervasive or persistent that it creates an intimidating, hostile or offensive educational environment.

A harasser may be a student, school employee, or any other person involved in or present for school-sponsored events or programs. All members of the school community are responsible for helping to assure that sexual, racial and other unlawful harassment is avoided. Any student who feels that he/she has been harassed should immediately report it to any of the following: Counselor, Building Principal, and/or the Executive Director. Any person who has observed or otherwise become aware of conduct prohibited by this policy should bring the matter to the immediate attention of the building principal.

Complaints of Discrimination and/or Unlawful Harassment

For complaints of discrimination or harassment with regard to disability, please contact Counselor, Building Principal/Coordinator, and/or Director of Regional and Transition Initiatives or Executive Director. bruggiero@brasscitycharter.org For all other complaints of discrimination or harassment (including sexual harassment), please contact: bruggiero@brasscitycharter.org

She will further inform (and assist) you with respect to the procedures for investigating and addressing discrimination and harassment complaints.

All complaints will be promptly investigated in as confidential a manner as practical and appropriate corrective action will be taken when warranted. Any employee, student, volunteer or other individual under the control of Brass City Charter School who is determined, after an investigation, to have engaged in harassment in violation of this policy will be subject to discipline, including possible dismissal or expulsion.

PLEASE NOTE: These handbook provisions are a summary of Brass City Charter School Policies and Administrative Procedures covering discrimination and harassment. As with all other policies covered by this handbook, you may contact the Executive Director for a copy of the full policies and procedures.

ANNUAL NOTICES

Equal Educational Opportunity

Brass City Charter School provides equal access to all educational programs, activities, and employment opportunities without discrimination based on race, color, national origin, ethnicity, sex, sexual orientation, gender identity or expression, religion, disability, age, marital status, genetic information, or any other protected classification under applicable federal or Connecticut law. Questions or concerns regarding discrimination, Title IX, Section 504, or the Americans with Disabilities Act should be directed to the

appropriate school coordinator.

Student Privacy

The school protects the privacy of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable Connecticut law. Information regarding student records, directory information, and parent and eligible student rights is available from the school office.

Protection of Student Information

Brass City Charter School is committed to protecting student data and the responsible use of technology. The school complies with applicable federal and state student data privacy laws and takes reasonable measures to safeguard confidential student information.

Homeless Children and Youth

Students experiencing homelessness have the right to immediate enrollment, school stability, transportation assistance when applicable, and access to educational services under the McKinney Vento Homeless Assistance Act. Families experiencing housing instability are encouraged to contact the school's McKinney Vento Liaison for assistance.

Foster Care

Students in foster care have the right to educational stability and access to services that support school success. The school will collaborate with child welfare agencies and school districts as required by state and federal law to minimize educational disruption.

Military Connected Families

Brass City Charter School supports students whose parents or guardians serve in the United States Armed Forces. The school complies with applicable state and federal laws regarding enrollment, records transfer, attendance, and educational continuity for military connected students.

English Learners and Multilingual Learners

Students identified as English Learners or Multilingual Learners receive appropriate language instruction and support services in accordance with state and federal requirements. Families have the right to receive information regarding language services in a language they can understand whenever practicable.

Students with Disabilities

Brass City Charter School provides a free appropriate public education to eligible students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut law.

Attendance and Reading Support

The school follows Connecticut law and Connecticut State Department of Education guidance regarding student attendance, chronic absenteeism, and literacy support. Families will be notified when students are identified as needing additional reading support through universal literacy screening or other assessments, and the school will work collaboratively with families to provide appropriate interventions.

Safe School Climate

Brass City Charter School is committed to maintaining a safe, inclusive, and respectful learning environment. The school prohibits bullying, cyberbullying, harassment, discrimination, hazing, and retaliation. Information regarding reporting procedures, investigations, and supports for students is available in the school's Safe School Climate Plan.

Firearms Safety

In accordance with Connecticut law, the school encourages families to safely and securely store firearms in their homes to help prevent unauthorized access and reduce the risk of accidental injury. Information regarding safe firearm storage is available through the Connecticut Department of Emergency Services and Public Protection.

Parent Right to Know

Parents and guardians have the right to request information regarding the professional qualifications of their child's classroom teachers and paraprofessionals, consistent with the Elementary and Secondary Education Act (ESEA), as amended.

Questions or Concerns

Families with questions regarding any annual notice or Board policy are encouraged to contact the school office. Current Board policies and additional information regarding student rights and responsibilities are available upon request and on the school's website.

The notices contained in this handbook summarize important rights and responsibilities. Complete Board policies are available on the Brass City Charter School website or upon request from the school office.

CODE OF CONDUCT AGREEMENT

I have read the *Student Code of Conduct* and reviewed what constitutes misconduct, principles of good conduct, and procedures and policies of intervention and/or discipline for disruptive behavior, and I hereby agree to abide by the Student Code of Conduct.

Student Name (please print): _____ Date _____

Student Signature _____

As parent/legal guardian of the student signing above, I have read the *Student Code of Conduct* and reviewed what constitutes misconduct, principles of good conduct, and procedures and policies of intervention and/or discipline for disruptive behavior; I have helped my child/children understand what constitutes acceptable and unacceptable behavior, and I hereby agree to support the school in holding my child responsible for complying with the Student Code of Conduct.

Parent Name (please print): _____ Date _____

Student Signature _____