



Brass City Charter School

Safe School Climate Plan

Brass City Charter School is committed to providing a physically safe, emotionally supportive, and academically engaging learning environment where every student is treated with dignity and respect. The purpose of this Safe School Climate Plan is to promote a positive school climate by preventing bullying, harassment, intimidation, discrimination, and other behaviors that interfere with student learning and well-being.

This plan establishes procedures for the prevention, reporting, investigation, and response to bullying and other behaviors that negatively affect the school climate. It is designed to comply with the requirements of **Connecticut General Statutes Section 10-222d** and the guidance of the Connecticut State Department of Education regarding Safe School Climate Plans.

Brass City Charter School believes that creating a positive school climate requires the active participation of students, families, staff, administrators, and community partners. Through proactive instruction, social emotional learning, restorative practices, and strong relationships, the school seeks to create an environment where all students feel physically and emotionally safe, experience a sense of belonging, develop healthy relationships, and are empowered to achieve academic and personal success.

The Safe School Climate Plan is integrated with the school's Multi-Tiered System of Supports (MTSS), RULER social-emotional learning framework, restorative practices, and student support services to ensure that prevention, intervention, and continuous improvement remain central to the school's culture.

School Philosophy

Brass City Charter School believes that every student deserves to learn in a safe, inclusive, respectful, and supportive environment that promotes academic achievement, emotional well-being, and positive relationships. The school recognizes that a positive school climate is essential to student success and is created through shared responsibility, mutual respect, and meaningful partnerships among students, families, educators, and the broader school community.

At Brass City Charter School, student support is not a place students go; it is a commitment that students experience throughout every school day.

Student support is most effective when it is immediate, relationship-based, and integrated into the daily life of the school community. Brass City Charter School believes that students thrive when caring adults are consistently available to provide encouragement, guidance, and problem-solving support before challenges become barriers to learning.

The school's approach to school climate emphasizes prevention, relationship building, and skill development rather than punishment alone. Behavioral expectations are explicitly taught, modeled, and reinforced through daily interactions, classroom instruction, and schoolwide practices.

Brass City Charter School implements the **RULER** approach, developed by the Yale Center for Emotional Intelligence, as its universal Tier 1 social-emotional learning framework. Through RULER, students and adults develop the skills to **Recognize, Understand, Label, Express, and Regulate** emotions, strengthening emotional intelligence, empathy, self-regulation, communication, and responsible decision-making. These practices contribute to a positive school culture where students feel connected, valued, and supported.

The school further supports students through a comprehensive **Multi-Tiered System of Supports (MTSS)** that provides increasingly targeted academic, behavioral, attendance, and social-emotional interventions based on student needs. Restorative practices, collaborative problem solving, and positive behavior supports are used to help students learn from mistakes, repair relationships, and develop the skills necessary for lifelong success.

Brass City Charter School believes that strong relationships with families are essential to maintaining a positive school climate. Families are valued partners in promoting student success and are encouraged to actively participate in school activities, communication, problem-solving, and decision-making.

Roles and Responsibilities

Creating and maintaining a safe, positive, and inclusive school climate is the shared responsibility of every member of the Brass City Charter School community. Students, families, educators, administrators, Board members, and community partners each play an important role in fostering a culture of respect, safety, and belonging.

Board of Directors

The Board of Directors adopts and periodically reviews the Safe School Climate Plan and related policies to ensure compliance with Connecticut law and support continuous improvement. The Board receives annual reports regarding school climate and bullying

prevention efforts and supports initiatives that promote a safe and positive learning environment.

Principal and Safe School Climate Specialist

The principal serves as the school's **Safe School Climate Specialist**, as required by Section 10-222d of the Connecticut General Statutes.

The Safe School Climate Specialist is responsible for:

- Overseeing implementation of the Safe School Climate Plan.
- Receiving reports of bullying and other school climate concerns.
- Leading or assigning investigations of reported incidents.
- Ensuring that investigations are completed promptly and documented appropriately.
- Notifying parents or guardians in accordance with state law.
- Coordinating appropriate interventions, supports, and follow up for students involved.
- Chairing the Safe School Climate Committee.
- Coordinating annual staff training related to bullying prevention and school climate.
- Reviewing school climate, attendance, behavioral, and discipline data to identify trends and inform school improvement efforts.
- Recommending annual revisions to the Safe School Climate Plan.

Safe School Climate Committee

The Safe School Climate Committee supports implementation of the Safe School Climate Plan through ongoing review of school climate data and prevention efforts. The committee includes administrators, teachers, student support staff, parents, and student representatives, as appropriate.

The committee meets at least twice each school year to:

- Review school climate survey results.
- Analyze bullying, behavioral, attendance, and discipline data.
- Review implementation of prevention initiatives, including RULER and restorative practices.
- Recommend strategies to strengthen school climate.
- Assist with the annual review of the Safe School Climate Plan.

Faculty and Staff

All faculty and staff members are responsible for promoting a safe and respectful learning environment by:

- Modeling respectful and inclusive behavior.
- Teaching and reinforcing behavioral expectations.

- Building positive relationships with students.
- Supervising students in all school settings.
- Promptly addressing inappropriate behavior.
- Reporting suspected bullying and other school climate concerns.
- Participating in required professional learning.
- Collaborating with families and the Student Support Team to address student needs.

Student Support Team

The Student Support Team serves as a proactive, visible presence throughout the school community. Team members partner with teachers and administrators to build relationships with students, provide in-the-moment coaching and support, reinforce schoolwide expectations, facilitate restorative conversations, strengthen students' social-emotional skills, and help students successfully engage in learning throughout the school day.

The Student Support Team collaborates with families and school staff to identify strengths, celebrate student success, and address concerns early through positive, relationship-based supports. The team also partners with classroom teachers to implement the school's Multi Tiered System of Supports (MTSS) when additional academic, behavioral, attendance, or social-emotional supports are appropriate.

Students

Students are expected to contribute to a positive school climate by treating others with respect, demonstrating responsible behavior, reporting concerns to trusted adults, participating in restorative practices when appropriate, and helping create a safe and welcoming environment for all members of the school community.

Parents and Guardians

Parents and guardians are valued partners in maintaining a positive school climate. Families are encouraged to communicate regularly with school staff, reinforce expectations for respectful behavior, promptly report concerns, participate in conferences and intervention meetings, and work collaboratively with the school to support student growth and well being.

Together, every member of the Brass City Charter School community shares responsibility for creating and sustaining a learning environment where every student feels safe, respected, connected, and empowered to succeed.

Safe School Climate Specialist

In accordance with Connecticut General Statutes Section 10-222d, the **Principal, Laura Main**, serves as the Brass City Charter School Safe School Climate Specialist.

The Safe School Climate Specialist is responsible for coordinating the implementation of the Safe School Climate Plan and ensuring compliance with all state requirements related to bullying prevention and school climate.

Responsibilities include:

- Overseeing implementation of the Safe School Climate Plan.
- Receiving reports of bullying and other school climate concerns.
- Investigating, or assigning the investigation of, reported acts of bullying in accordance with Connecticut law.
- Maintaining documentation of all reported incidents and investigations.
- Ensuring timely parent and guardian notification.
- Coordinating appropriate interventions, restorative responses, and follow-up supports.
- Monitoring patterns of bullying, discipline, attendance, and school climate data.
- Chairing the Safe School Climate Committee.
- Coordinating annual professional learning related to school climate, bullying prevention, and student well-being.
- Recommending revisions to the Safe School Climate Plan based on annual review and school data.

Safe School Climate Committee

Brass City Charter School maintains a Safe School Climate Committee that supports the implementation of this plan and promotes continuous improvement of the school's climate.

The committee is chaired by the Safe School Climate Specialist and includes representatives from administration, classroom teachers, student support personnel, parents or guardians, and students in Grades 6 through 8, when appropriate. Additional staff members may participate as needed.

The committee meets at least **twice annually**, with additional meetings scheduled as needed.

Committee responsibilities include:

- Reviewing school climate survey results.
- Monitoring bullying reports and behavioral trends.
- Reviewing attendance and chronic absenteeism data.
- Reviewing implementation of RULER and other school climate initiatives.
- Monitoring the effectiveness of restorative practices and MTSS behavioral supports.
- Recommending schoolwide prevention strategies.
- Identifying professional learning needs.
- Reviewing and recommending revisions to the Safe School Climate Plan.
- Reporting recommendations to the Principal and Board of Directors as appropriate.

Prevention and Universal Supports

Brass City Charter School believes that creating a positive school climate begins with prevention. The school intentionally teaches and reinforces behaviors that promote respect, empathy, responsibility, inclusion, and emotional well-being.

A defining feature of Brass City Charter School's positive school climate is the daily presence of the Student Support Team. Rather than waiting for concerns to escalate, team members actively engage with students throughout the school day by providing encouragement, emotional coaching, conflict resolution, transition support, and relationship building. Their work reinforces classroom instruction, strengthens connections between students and adults, and helps ensure that students remain engaged in learning.

Universal prevention strategies include:

- Schoolwide implementation of **RULER**, the Yale Center for Emotional Intelligence's evidence-based social-emotional learning framework.
- Classroom Charters that establish shared expectations for respectful interactions.
- Daily use of RULER tools, including the Mood Meter, Meta Moment, and Blueprint.
- Explicit instruction in social-emotional competencies.
- Morning meetings and community building activities.
- Restorative practices that emphasize relationship building and repairing harm.
- Positive Behavioral Interventions and Supports within the school's Multi-Tiered System of Supports (MTSS).
- Clear behavioral expectations taught consistently across all school settings.
- Student recognition programs that reinforce positive behavior.
- Active adult supervision throughout the school campus.
- Developmentally appropriate digital citizenship instruction.
- Ongoing collaboration with families to reinforce positive behaviors at home and school.

These universal supports are designed to foster a school community where students feel physically safe, emotionally supported, respected, and connected.

Student Support Team

Brass City Charter School believes that every student benefits from knowing there are trusted adults available throughout the school day to provide encouragement, guidance, and support. The Student Support Team is a cornerstone of the school's commitment to creating a positive, relationship-centered school climate where every student feels known, valued, and capable of success.

Rather than serving as a team that responds only after concerns arise, the Student Support Team is a proactive, visible presence throughout the school community. Team members work alongside teachers and administrators each day to build positive relationships

with students, reinforce schoolwide expectations, and provide timely support that helps students remain engaged in learning. Through their daily interactions, the team helps foster a culture of belonging, respect, responsibility, and emotional well-being.

The Student Support Team provides support in the moment by helping students navigate challenges as they occur. Team members may assist students in identifying and managing emotions using the school's RULER practices, resolving peer conflicts, problem-solving difficult situations, preparing for successful transitions between activities, or simply offering encouragement and reassurance during challenging moments. These interactions are intended to help students develop the skills and confidence needed to successfully return to learning while strengthening positive relationships with peers and adults.

The Student Support Team works in close partnership with classroom teachers to reinforce instructional and behavioral expectations, promote consistent routines, celebrate student successes, and support a positive classroom climate. Team members regularly communicate with teachers to identify opportunities for encouragement, recognize student growth, and provide additional support when needed. The team also partners with families through ongoing communication, recognizing that strong relationships between home and school are essential to student success.

The work of the Student Support Team is closely connected to the school's implementation of RULER, restorative practices, and the Multi-Tiered System of Supports (MTSS). By providing timely, relationship-based support throughout the school day, the team helps strengthen the school's universal systems of support and contributes to a learning environment where students feel safe, connected, and ready to learn. When students require additional academic, behavioral, attendance, or social-emotional supports, the Student Support Team collaborates with teachers, administrators, families, and other school personnel to help coordinate those supports within the school's MTSS framework.

The Student Support Team also plays an important role in promoting a positive school climate by recognizing student strengths, encouraging positive decision-making, supporting classroom communities, facilitating restorative conversations when appropriate, and helping students develop the social and emotional competencies needed for lifelong success.

Through its daily presence and commitment to relationship building, the Student Support Team exemplifies Brass City Charter School's belief that the strongest school climates are built through prevention, connection, and consistent support. By meeting students where they are each day and responding with empathy, encouragement, and high expectations, the team helps ensure that every student has the opportunity to thrive academically, socially, emotionally, and behaviorally.

Reporting and Responding to Bullying

Any student, parent, guardian, staff member, or community member may report suspected bullying.

Reports may be made verbally or in writing to any school employee. Anonymous reports may also be submitted; however, disciplinary action may not be based solely on an anonymous report.

All school employees who witness or receive a report of bullying shall promptly notify the Safe School Climate Specialist.

Upon receiving a report, the Safe School Climate Specialist will initiate a timely review of the allegations and determine appropriate next steps in accordance with Connecticut law.

Retaliation against any individual who reports bullying, participates in an investigation, or provides information regarding an incident is strictly prohibited and will result in disciplinary action.

The school encourages students to seek assistance from a trusted adult whenever they experience or witness behavior that negatively affects the school climate.

Investigation Procedures

All reports of bullying shall be investigated promptly and thoroughly.

The Safe School Climate Specialist, or designee, will:

- Interview students, staff, and witnesses.
- Review available documentation and evidence.
- Maintain written records of the investigation.
- Determine whether the reported conduct meets the statutory definition of bullying.
- Notify parents or guardians of students involved in accordance with Connecticut law.
- Develop appropriate intervention plans when necessary.

Investigations will be conducted in a manner that protects student confidentiality while ensuring a fair and thorough review of the reported incident.

Following the investigation, the Safe School Climate Specialist will determine appropriate corrective actions, interventions, supports, or disciplinary responses consistent with school policy and Connecticut law.

Intervention and Supports

Brass City Charter School is committed to addressing student needs through proactive, relationship-based supports that promote student success and maintain a positive school climate. The school recognizes that behavioral, social-emotional, and academic challenges are best addressed through early intervention, collaboration, and skill development.

A key component of this work is the **Student Support Team**, which serves as a visible, daily presence throughout the school. Team members work alongside teachers and administrators to provide students with timely guidance, encouragement, and support in the moment. Whether helping a student regulate emotions, navigate peer conflict, problem-solve a challenging situation, or successfully transition back to learning, the Student Support Team is available to respond proactively before concerns escalate.

The Student Support Team collaborates continuously with classroom teachers to reinforce schoolwide expectations, implement RULER strategies, support restorative conversations, celebrate student successes, and strengthen positive relationships throughout the school community. Team members also communicate regularly with families, recognizing that strong partnerships between home and school are essential to student success.

When additional academic, behavioral, attendance, or social-emotional supports are needed, school staff work collaboratively through the school's **Multi Tiered System of Supports (MTSS)** to identify appropriate interventions, monitor student progress, and adjust supports as necessary. Interventions are individualized based on student need and may include academic supports, counseling services, social-emotional skill development, mentoring, behavior support plans, attendance interventions, restorative conferences, family meetings, or referrals to community-based resources when appropriate.

Whenever possible, Brass City Charter School emphasizes restorative and instructional responses that help students learn from challenges, repair relationships, and build the skills necessary for future success. Exclusionary disciplinary practices are used only when necessary to maintain a safe learning environment and in accordance with Connecticut law and Board policy.

Through this comprehensive system of support, Brass City Charter School seeks to ensure that every student is known, valued, supported, and equipped to thrive academically, socially, emotionally, and behaviorally.

Professional Learning

All Brass City Charter School employees receive annual professional learning related to maintaining a safe, positive, and inclusive school climate.

Professional learning includes:

- Connecticut Safe School Climate law
- Bullying prevention and intervention
- Mandatory reporting requirements
- RULER implementation
- Restorative practices
- Trauma-informed educational practices

- Multi-Tiered System of Supports
- Classroom management
- Cultural responsiveness
- Deescalation techniques
- Digital citizenship and responsible technology use
- Student mental health awareness

New employees receive training during orientation, and ongoing learning opportunities are provided throughout the school year.

Family Engagement

Families are viewed as essential partners in supporting student success. The Student Support Team and classroom teachers maintain ongoing communication with families to celebrate student growth, share successes, provide guidance, and collaborate around strategies that promote student engagement and well-being. Communication occurs proactively and regularly, not only when concerns arise.

Families are encouraged to participate through:

- Parent-teacher conferences
- ClassDojo and Alma communication
- Classroom celebrations and family events
- Parent workshops
- Coffee with the Principal
- Student Support Team meetings
- School climate surveys
- Board representation
- Volunteer opportunities

Parents and guardians are informed whenever their child is involved in a verified bullying investigation and are encouraged to collaborate with school staff in developing supportive interventions.

The school values family feedback and regularly seeks input regarding school climate, safety, and student well-being.

Data Collection and Continuous Improvement

Brass City Charter School uses multiple sources of data to evaluate the effectiveness of its Safe School Climate Plan. The school monitors the effectiveness of proactive supports by reviewing trends in attendance, office referrals, restorative conversations, student engagement, family feedback, and other school climate indicators to identify opportunities for strengthening universal supports before more intensive interventions become necessary.

Data reviewed include:

- Bullying reports
- Office discipline referrals
- Suspensions
- Attendance
- Chronic absenteeism
- School climate survey results
- Student surveys
- Family surveys
- Staff surveys
- MTSS behavioral referrals
- Student Support Team data
- RULER implementation measures

The Safe School Climate Committee reviews these data to identify trends, evaluate interventions, and recommend improvements that strengthen the school's climate and student supports.

Annual Review

The Safe School Climate Plan is reviewed annually by the Safe School Climate Committee and the Principal to ensure continued compliance with Connecticut law and alignment with the school's mission and practices. The committee also evaluates the effectiveness of the Student Support Team, implementation of RULER, restorative practices, and other proactive supports that contribute to a positive school climate.

The annual review includes:

- Evaluation of school climate data.
- Review of bullying investigations and trends.
- Assessment of prevention and intervention efforts.
- Evaluation of professional learning.
- Review of family and student feedback.
- Recommendations for revisions to policies, procedures, and practices.

Recommended revisions are presented to the Board of Directors for approval prior to the beginning of the following school year. The approved Safe School Climate Plan is communicated to staff, students, and families and is made publicly available on the school's website.

Appendix A

Brass City Charter School

School Climate Framework

Brass City Charter School believes that every student deserves to learn in an environment where they feel **safe, respected, valued, connected, and supported**. A positive school climate is intentionally created through strong relationships, high expectations, proactive supports, and meaningful partnerships with families.

Our Safe School Climate Framework integrates social-emotional learning, academic and behavioral supports, restorative practices, and family engagement into one comprehensive system designed to promote student success and well-being.

Framework Component	Purpose	Examples of Practice
Schoolwide Culture	Establish a safe, welcoming, and inclusive learning environment for all students.	Shared values, respectful relationships, high expectations, student recognition, community building activities, family partnerships.
RULER Social Emotional Learning	Teach emotional intelligence and relationship skills to all students and staff.	Classroom Charters, Mood Meter, Meta Moment, Blueprint, emotional vocabulary, daily SEL instruction, conflict resolution, empathy development.
Multi Tiered System of Supports (MTSS)	Provide academic, behavioral, attendance, and social-emotional supports based on student need.	Universal supports, targeted interventions, individualized supports, progress monitoring, data-based decision making.
Student Support Team	Provide proactive, responsive, and relationship-based support that promotes student success,	Student check-ins, family outreach, attendance support, restorative conversations, conflict resolution, coaching, mentoring, problem solving,

	well-being, and school connectedness.	transition support, and collaboration with teachers and families.
Restorative Practices	Build relationships, teach accountability, and repair harm when conflict occurs.	Restorative conversations, circles, mediation, reflection activities, reentry meetings, problem-solving conferences.
Family Partnerships	Strengthen collaboration between home and school to support student success.	Parent-teacher conferences, ClassDojo, Alma, Coffee with the Executive Director, family events, surveys, Student Support Team meetings.
Continuous Improvement	Monitor school climate and continuously improve practices through data and stakeholder feedback.	School climate surveys, discipline data, attendance data, bullying reports, committee review, annual plan revisions.

How the System Works

Tier 1: Universal Supports for Every Student

Every student benefits from proactive supports that create a positive school climate.

These include:

- RULER social-emotional learning
- High-quality classroom instruction
- Clearly taught behavioral expectations
- Classroom Charters
- Restorative practices
- Positive behavior recognition
- Safe and inclusive learning environments
- Family communication
- Student leadership opportunities
- Schoolwide community building activities

The goal of Tier 1 is to prevent problems before they occur while helping every student feel connected, respected, and successful.

Tier 2: Targeted Supports

Some students may need additional support to address emerging academic, behavioral, attendance, or social-emotional concerns.

Examples include:

- Student Support Team referrals
- Check In Check Out
- Small group counseling
- Social skills instruction
- Behavior intervention plans
- Attendance interventions
- Academic intervention groups
- Parent conferences
- Mentoring

These interventions are designed to address concerns early and help students successfully reengage in learning.

Tier 3: Intensive Individualized Supports

Students with significant needs receive individualized supports developed collaboratively with families.

Supports may include:

- Individual counseling
- Functional Behavioral Assessments
- Behavior Intervention Plans
- Crisis planning
- Wraparound services
- Community mental health partnerships
- Special education or Section 504 supports, when appropriate
- Frequent progress monitoring
- Ongoing Student Support Team review

Shared Responsibility

Maintaining a positive school climate is the responsibility of the entire Brass City Charter School community.

Students

Students demonstrate respect, responsibility, kindness, integrity, perseverance, and empathy in all school settings. Students contribute to a positive school climate by making responsible choices, reporting concerns to trusted adults, participating in restorative practices, and supporting one another.

Staff

Faculty and staff establish positive relationships, teach behavioral expectations, model respectful interactions, implement RULER and restorative practices, and collaborate to meet students' academic, behavioral, attendance, and social-emotional needs.

Families

Families are valued partners in student success. Parents and guardians are encouraged to communicate regularly with school staff, participate in conferences and school events, reinforce school expectations at home, and collaborate with educators to support student growth.

Administration

School leaders foster a culture of safety, belonging, continuous improvement, and shared accountability by supporting staff, engaging families, monitoring school climate data, and ensuring the consistent implementation of this Safe School Climate Plan.

Our Commitment

Brass City Charter School is committed to creating a school where:

- Every student feels physically and emotionally safe.
- Every student experiences a sense of belonging.
- Every student is treated with dignity and respect.
- Families are welcomed as valued partners.
- Students learn the academic, social, and emotional skills needed for lifelong success.
- Conflicts become opportunities for learning, growth, and relationship building.
- Decisions are guided by data, collaboration, and continuous improvement.

Through this integrated framework, Brass City Charter School seeks to ensure that every student is known, supported, challenged, and empowered to thrive as a learner, leader, and member of the school community.

Brass City School Climate Framework

OUR MISSION			
Safe	Known	Challenged	Supported
RELATIONSHIPS FIRST			
RULER	Student Support Team	Restorative Practices	Family Partnerships
HIGH QUALITY TEACHING			
Multi-Tiered System of Supports			
Continuous Data Review and Improvement			