

Policy Committee Meeting

Wednesday, August 12, 2026 7:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. Call to Order and Pledge of Allegiance

2. Approval of Minutes

2.1. Regular Policy Meeting Minutes - June 10, 2026

3. Public Comment

4. OLD BUSINESS: Review and Possible Action on the Following Policies :

4.1. Policy 1120 Public Participation at Board of Education Meetings

4.2. Bylaw 9325 Meeting Conduct

4.3. Bylaw 9322 Public and Executive Sessions

5. NEW BUSINESS: Review And Possible Action On The Following Policies:

5.1. Policy 5142 - School Safety: Preparation, Response, and After Action

5.2. Policy 5141.6 - Crisis Management

5.3. Policy 6114 - Emergencies and Disaster Preparedness

5.4. Regulation 5131.914

5.5. Policy 5131.8 - Out of School Misconduct

5.6. Policy 5141.5- Suicide Prevention and Intervention

5.7. Policy 5141.24 - Students/Staff with HIV or AIDS

5.8. Policy 5117 - School Attendance Areas

6. Adjournment

The minutes presented within this document summarize the discussion of the Policy Committee meeting. To view the meeting in its entirety and hear full reports, please click the following link: [06/10/2026-Regular Policy Meeting](#)



**BRISTOL BOARD OF EDUCATION
Bristol, Connecticut
Wednesday, June 10, 2026 – 7:00pm
Regular Policy Committee Meeting Minutes**

A Bristol Board of Education Regular Policy Committee Meeting was held on Wednesday, June 10, 2026 at 7:00 P.M. in the BoE Auditorium and via the Zoom meeting platform.

Present: Commissioners: Jill Fitzsimons-Bula, Jennifer Tagariello, Kara Ledger and Shelby Pons

Absent: Commissioners: Lorianne Osenkowski

Also present: Superintendent Iris White, Deputy Superintendent Mary Hawk, and Joseph Grabowski, Chief of Talent Management

1 . Call to Order/ Pledge of Allegiance

The meeting was called to order at 7:00 P.M.

Prior to the start of the remaining agenda items Commissioner Fitzsimons-Bula called for a motion to renumber items under #4. New Business to 4.1-4.9. The motion was made by Kara Ledger and seconded by Jennifer Tagariello. ***Motion passed unanimously.***

2. Approval of Minutes

2.1 Regular Policy Meeting Minutes -May 13, 2026

Commissioner Fitzsimons-Bula called for a motion to approve the May 13, 2026-Regular Policy Committee Meeting minutes. The motion was made by Kara Ledger and seconded by Jennifer Tagariello

The Policy Committee voted 2-1, motion passed with one abstaining from Commissioner Tagariello to approve the May 13, 2026, regular meeting minutes as written.

3. Public Comment

Commissioner Fitzsimons-Bula read the rules of public comment to those in attendance.

During Public Comment, the following individuals addressed the Board:

- Matthew Biadun - 53 Buff Rd. - Addressing the Board regarding public comment - Policy 1120.

- Jacoby Fry- 1038 Matthew St. Addressing the Board regarding public comment - Policy 1120.
- Scott Fields - 7 Southdown Dr. - Addressing the Board regarding public comment - Policy 1120.
- Barbara Tedesco - Addressing the Board regarding public comment - Policy 1120.

All committee members received a written public comment from Emily Bailey - 21 Tiffany Lane - Addressing the Board regarding public comment - Policy 1120.

4. NEW BUSINESS: Review And Possible Action On The Following Policies :

4.1 Policy 5131 Conduct at School and Activities

Jill Fitzsimons-Bula provided background information regarding the recommended Policy 5131, CABE has Rescinded policy 5131 as they combined it into Policy 5114: Suspension/Expulsion; Student Due Process. Policy 5114 was adopted by the full board on 5/20/26.

Questions and discussion occurred in regards to language used in Policy 5131 and if it was carried over into Policy 5114.

Chair Jill Fitzsimons-Bula recommended moving Policy 5131 Conduct at School and Activities to the full board for approval to be rescinded.

A motion was made by Kara Ledger and seconded by Jennifer Tagariello to forward Policy 5131 Conduct at School and Activities to the full board for approval to be rescinded. Motion passed unanimously.

4.2 Policy 3541 Transportation

Background information on the recommended Policy 3541 Transportation was provided by Jill Fitzsimons-Bula. The current policy, which was last updated on 6/7/17, was part of a CABE audit and was not appropriate as written because it was not a CABE Sample. CABE noted that the policy and regulation areas are the same and should be separated, stating that only the CABE regulation had been utilized as policy. She further explained that the proposed revisions were indicated by blue text in the provided sample, whereas red text denoted language that was recommended for removal.

No questions or discussion.

Chair Jill Fitzsimons-Bula recommended moving Policy 3541 Transportation to the full board for approval with revisions as presented.

A motion was made by Kara Ledger and seconded by Jennifer Tagariello to forward Policy 3541 Transportation to the full board for approval with revisions as proposed. The motion passed unanimously.

4.3 Policy 5145.12 Search and Seizure

To align with the recent audit, Jill Fitzsimons-Bula noted that Policy 5145.12 (Search and Seizure), which was last updated on April 4, 2007, required updates to its regulations. These modifications incorporate language concerning the role of law enforcement and guidelines regarding strip searches, utilizing the current CABE model as a framework. She added that within the provided sample, proposed additions are marked in blue, and recommended deletions are highlighted in red.

Questions and discussion regarding cell phone search was included in the policy.

Chair Jill Fitzsimons-Bula recommended moving Policy 5145.12 Search and Seizure to the full board for approval with revisions as presented.

A motion was made by Jennifer Tagariello and seconded by Kara Ledger to forward Policy 5145.12 Search and Seizure to the full board for approval with revisions as proposed. The motion passed unanimously.

4.4 Policy 3516.4 Sex Offender Notification

Background details on Policy 3516.4 (Sex Offender Notification) were presented by Jill Fitzsimons-Bula, who noted that the current policy relies on an outdated CABE model. Following an audit that highlighted recent legislative shifts and the need for refreshed legal citations, updates are required to both the policy and its accompanying regulations. The proposed changes align with the latest CABE standards, featuring blue text to indicate additions and red text to signify proposed deletions. Ms. Fitzsimons-Bula concluded by stating that the existing policy and regulations have not been updated since their last review on May 5, 1999.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 3516.4 Sex Offender Notification to the full board for approval with revisions as presented.

A motion was made by Jennifer Tagariello and seconded by Kara Ledger to forward Policy 3516.4 Sex Offender Notification to the full board for approval with revisions as proposed. The motion passed unanimously.

4.5 Policy 3516.5 Sexual Offenders on School Property

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 3516.5 Sexual Offenders on School Property, previously based on a CABE model, and per audit we needed to review and add/or update legal references. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on 4/3/13.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 3516.5 Sexual Offenders on School Property to the full board for approval with revisions as presented.

A motion was made by Jennifer Tagariello and seconded by Kara Ledger to forward Policy 3516.5 Sexual Offenders on School Property to the full board for approval with revisions as proposed. The motion passed unanimously.

4.6 Policy 5142 School Safety: Preparation, Response and After Action

Jill Fitzsimons-Bula detailed the background for the current Policy 5142 (School Safety: Preparation, Response and After Action), noting it arose from a CABE audit rather than a CABE Sample, making it unsuitable in its present form. She stated, "Update, much has changed since approval date needed legal references." Updates were provided by CABE in the February Policy Highlight Update, where proposed additions are in blue and text to be deleted is marked in red with a strikethrough. The policy was last updated on September 9, 2009.

Following the approval of Policy 5142, several policies will be rescinded as recommended by CABE: Policy 3516 (not currently held), Policy 5141.6 (Crisis Management), and Policy 6114 (Emergencies and Disaster Preparedness).

No questions or discussion

Chair Jill Fitzsimons-Bula recommended a motion to move the revised Policy 5142 School Safety: Preparation, Response and After Action to the full board for consideration and to rescind policy 5141.6 and 6114.

A motion was made by Jennifer Tagariello and seconded by Kara Ledger to forward Policy 5142 School Safety: Preparation, Response and After Action to the full board for consideration and to rescind policy 5141.6 and 6114 upon the approval of Policy 5142. The motion passed unanimously.

4.7 Policy 1120 Public Participation at Board of Education Meetings

Jill Fitzsimons-Bula provided a detailed background on the current Policy 1120 (Public Participation at Board of Education Meetings), which is based on the CABA model and was last revised on March 1, 2017.

The Committee engaged in a discussion regarding policy uniformity and emphasized the importance of public participation at Board of Education meetings, noting that remarks should not be limited strictly to agenda items. It was clarified that comments concerning personnel or confidential student information should be prohibited. The Committee discussed seeking input on the proposed changes from Attorney Ritter, to ensure proposed changes are in good faith of the public and Board of Education.

Chair Jill Fitzsimons-Bula recommended forwarding the revised Policy 1120 (Public Participation at Board of Education Meetings) to the full board for consideration, with proposed amendments to allow 4 minutes per speaker, permit discussion on non-agenda items, renumbering existing policy language and awaiting Attorney review.

A motion was made by Jennifer Tagariello and seconded by Kara Ledger to forward Policy 1120 Public Participation at Board of Education Meetings to the full board for consideration. The motion passed unanimously.

Committee members discussed tabling items **4.8 Bylaw 9325 Meeting Conduct and 4.9 Bylaw 9322 Public and Executive Sessions** due to the time and importance of reviewing the policies in their entirety.

A motion was made by Jennifer Tagariello and seconded by Kara Ledger to tabling items 4.8 Bylaw 9325 Meeting Conduct and 4.9 Bylaw 9322 Public and Executive Sessions. The motion passed unanimously.

5. Adjournment

With no other business, Commissioner Fitzsimons-Bula motioned to adjourn the Regular Policy Committee Meeting. A motion was made by Jennifer Tagariello and seconded by Kara Ledger. ***The meeting adjourned at 9:02 P.M.***

Respectfully Submitted,



Recording Secretary
Bristol Board of Education

Community Relations

Board of Education Meetings

The regular and special meetings of the Bristol Board of Education are open to the public and representatives of the press except for an executive session as provided by law.

The Board of Education welcomes participation of interested organizations and individuals. Agendas of all regular and special meetings of the Board of Education are posted in accordance with rules of the Town Charter. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials.

Participation by the general public in debate at regular meetings of matters before the Board of Education shall be permitted. Public participation shall be subject to the provision enumerated below. On issues that appear to arouse strong public interest, the Board should, whenever possible, schedule a special meeting limited to that subject. In order to limit or close debate on any subject, a majority vote of those Board members in attendance will be required.

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board, each speaker shall limit his/her remarks to three (3) minutes.
4. A speaker will not be recognized for a second time on the same topic.
5. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
6. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
7. Speakers shall state their positions on the subject being discussed.
8. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow up.

Legal Reference: Connecticut General Statutes

Public Participation at Board Meetings

[1-225](#) Meetings of government agencies to be public.

[1-226](#) Broadcasting or photographing meetings.

[1-230](#) Regular meetings to be held pursuant to regulation, ordinance or resolution.

[1-232](#) Conduct of meetings.

(cf. [1312](#) - Public Complaints)

(cf. [9323](#) - Construction of the Agenda)

(cf. [9325](#) - Meeting Conduct)

Legal Reference: Connecticut General Statutes

[1-225](#) Meetings of government agencies to be public.

[1-226](#) Broadcasting or photographing meetings.

[19a-342](#) Smoking in public meetings in rooms of public building prohibited.

[1-227](#) Mailing of notice of meetings to persons filing written request. Fees.

[1-230](#) Regular meetings to be held pursuant to regulation, ordinance or resolution.

[1-232](#) Conduct of meetings.

[1-206](#) Denial of access to public records or meetings.

[10-238](#) Petition for hearing by board of education.

Policy Adopted: July 7, 1993

Revised: March 1, 2017

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

A recommended policy to consider.

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law. (See 9324 for details)

The Board of Education welcomes the participation of interested organizations and individuals. Advance announcement of all regular and special meetings of the Board of Education is made through posting the agenda on the district website, through notices to newspapers, and directly to citizens and community and professional organizations who specifically request such notification. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials.

Board meetings are meetings held in public and are not open hearings. Once the Board moves into the regular agenda, the public may participate as allowed by the Chairperson and with the following restrictions:

1. Questions and/or comments are to be restricted to the specific agenda item being discussed;
2. Board members shall be recognized first for comments and/or questions;
3. The Board Chairperson may restrict questions and/or comments by the public;
4. The Chairperson may, at his/her discretion, curtail public discussion at any time.

Any citizen may appear before the Board to express his/her opinion concerning the district's educational program. The Board encourages members of the public to address complaints concerning individual District personnel through the proper chain of command. The Board agenda provides opportunities for comments and questions from persons attending the meeting. Persons wishing to address the Board should give their names and addresses.

Board Relations with Community Organizations

It is the intention of the Board of Education to cooperate fully with appropriate officials, Boards, committees, or other agencies of the town, and with organized groups of interested citizens of the town. Any such individual or group requesting a meeting with the Board of Education should present its request to the Chairperson of the Board, or the Superintendent, in ample time to allow for proper preparation of agenda items, notification of Board members, and establishment of a mutually agreeable meeting time and place.

(cf. 1312 - Public Complaints)

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agents to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.

1-226 Broadcasting or photographing meetings.

Community Relations

Public Participation at Board of Education Meetings

Legal Reference: Connecticut General Statutes (continued)

19a-342 Smoking in public meetings in rooms of public buildings is prohibited.

1-227 Mailing of notice of meetings to persons filing written request. Fees.

1-230 Regular meetings are to be held pursuant to regulations, ordinances, or resolutions.

1-232 Conduct of meetings.

1-206 Denial of access to public records or meetings.

10-238 Petition for hearing by board of education.

Policy adopted:

rev 1/15

rev 5/25

A recommended regulation to consider.

Community Relations

Public Participation at Board of Education Meetings

Participation by the general public in debate at regular meetings of matters before the Board of Education shall be permitted. Public participation shall be subject to the provision enumerated below. On issues that appear to arouse strong public interest, the Board should, whenever possible, schedule a special meeting limited to that subject. In order to limit or close debate on any subject, a majority vote of those Board members in attendance will be required.

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor unless waived by the Chairperson or a majority of the Board; each speaker shall limit his/her remarks to five (5) minutes.
4. Each speaker is limited to a maximum of five minutes. A speaker will not be recognized for a second time unless time remains after all have been heard. Speakers are requested to avoid repetition.
5. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
6. A speaker who violates these rules may be ejected from the room, and an officer will be present at all meetings that threaten to become contentious for this purpose.
7. Following each vote on a motion, the Chairperson will announce the board's decision and its import.
8. It is requested that no one read lengthy statements. Written statements and materials should be made available in advance for distribution to Board members.
9. Speakers shall state their positions on the subject being discussed. Those who have questions shall, whenever possible, submit them in writing in advance of the meeting.
10. Speakers are asked to express themselves civilly, with due respect for the dignity and privacy of others affected by their comments. While it is not the Board's intent to stifle public comment, speakers should be aware that if their statements violate the rights of others under the law of defamation or invasion of privacy, the speaker may be held legally responsible. Speakers unsure of the legal ramifications of what they are about to say are urged to consult first with their legal advisor.

Regulation approved:

rev 10/10

rev 5/25

BYLAW: MEETING CONDUCT/PUBLIC PARTICIPATION

PAGE 1

Boards of education have significant discretion in establishing bylaws and determining meeting procedures. The public has the right to attend board of education meetings, but the board does not have to permit public participation. A board of education meeting must be held in public, but it is not a public meeting.

However, most boards of education, through policy or bylaw, provide the public with the right to make comments to the board, usually in a “public comment” agenda item at the beginning of the meeting. However, there is no legal obligation for boards of education to do so.

If a board of education chooses to hear from the public at its meetings, it must do so in a manner that is constitutional. A board of education meeting is a public forum. Therefore, free speech requirements apply to public statements made at board meetings. A board of education that has decided to create a public forum by allowing public comments may not pick and choose among the speakers based on the viewpoints they express.

However, the board can limit public comments to a specific topic or to agenda items. In doing so, the board creates a limited public forum. Creating a limited public forum in this manner may limit (but not prevent) opportunities for public comments that could include allegations or complaints against a board employee.

It is permissible for boards of education to adopt reasonable restrictions as to the time and manner of speech at their meetings. Boards of education can require speakers to sign up to speak and adopt a rule limiting each speaker to a specific number of minutes, typically 3 to 5. The board, generally acting through its chairperson, can also require that speakers adhere to reasonable standards of decorum. “Robert’s Rules of Order” stipulates that the chairperson may require speakers to be courteous, avoid personal attacks, and refrain from using vulgarity and similar language. Such requirements must be evenly imposed, without regard to the viewpoint, as opposed to the manner of the individual’s speech. No speaker at a board of education meeting has a right, under the First Amendment, to be disruptive or rude.

Policy Implications

Bylaw #9325, “Meeting Conduct,” pertains to this issue. In addition, policy #1120, “Public Participation at Board of Education Meetings,” also pertains to this topic.

An issue has arisen with the following language, which appears in bylaw #9325:

No oral presentation shall include charges or complaints against any employee of the Board of Education, regardless of whether or not the employee is identified in the presentation by name or by another reference that tends to identify an individual. All charges or complaints against employees shall be submitted to the Board of Education under the provisions of Board of Education policy.

Such language is considered inappropriate if the board, through policy or bylaw language, has created a public forum for public comments. In such a case, the board cannot restrict an individual’s comments.

BYLAW: MEETING CONDUCT/PUBLIC PARTICIPATION

PAGE 2

In summary, Boards of Education should consider the following in adopting a meeting bylaw that offers rules on public comments:

1. Content-Based Restrictions

The U.S. Supreme Court and lower courts have consistently ruled that public bodies cannot ban speech simply because of its subject matter (e.g., "personnel" or "students").

- While the intent is to protect the board's role as a neutral "quasi-judicial" body in future hearings, courts generally hold that the public's right to petition the government outweighs the board's preference for silence.
- Specifically, you cannot ban "complaints." If a board allows "praise" of a teacher but bans "complaints" about a teacher, it engages in viewpoint discrimination, which is almost always unconstitutional.

2. Privacy vs. Free Speech

A common misconception is that FERPA (student privacy) or personnel privacy laws allow a board to stop a citizen from speaking.

- These laws prevent *the Board* and *the District* from releasing confidential information.
- They do **not** prevent a parent or citizen from standing up and sharing their own experiences or opinions regarding a staff member or student.

3. How to Make Its Bylaw Rules Defensible

To achieve the board's goal without violating the law, bylaws typically shift the focus from what is said to how and when it is said. A defensible bylaw should:

- Instead of a ban, state that "the Board encourages members of the public to utilize established administrative channels for specific complaints regarding personnel or students before bringing them to the Board."
- The Board can state: "To protect the impartiality of the Board in the event of a future hearing, the Board cautions that its members will not respond to comments regarding pending litigation or matters that may come before the Board for a formal hearing."
- You can limit the *time* (e.g., 3 minutes per person) and the *conduct* (e.g., prohibiting disruptive behavior or vituperative language), but you cannot easily limit the *topic*.

If the board wishes to protect its "impartiality," a more defensible version would be:

"The Board provides a period for public participation to hear the views of the community. However, the Board will not respond to or engage in dialogue regarding specific personnel or student matters during this period. The Board's silence should not be construed as agreement or disagreement. Matters involving specific employees or students should be directed to the Superintendent's office in accordance with Board Policy [X] regarding grievances."

Legal Note: This is a high-stakes area of constitutional law. Before formally adopting bylaw language, the board should have it reviewed by its legal counsel to ensure it aligns with the most recent judicial rulings.

January 2015

Revised

May

2026

CABE's suggested bylaw. This version permits public comment on any subject that lies within the jurisdiction of the board, thereby creating a public forum.

Bylaws of the Board

Meeting Conduct

Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the Board's adopted bylaws and the provisions of the Freedom of Information Act.

All Board meetings shall commence at or as close as practicable to the stated time, provided there is a quorum, and shall be guided by an agenda which has been prepared and delivered in advance to all Board members and other designated persons.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board to (1) consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) receive, consider, and take any needed action with respect to reports of accomplishments of students or of school system operations.

Provisions for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be as follows:

1. *(Five)* minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter, with the prerogative of the Board Chairperson to extend the time as appropriate. The Board may modify these limitations at the beginning of the meeting if the number of persons wishing to speak makes it advisable.
2. No boisterous conduct (*alternate – inappropriate or disruptive conduct*) shall be permitted at any Board of Education meeting. Persistence of such conduct shall be grounds for the Chairperson to summarily terminate that person's privilege of address. If necessary, the Chairperson may clear the room to allow the Board to continue the meeting.
3. The Board provides this opportunity for public participation to hear the views of the community. To protect the Board's impartiality and the privacy rights of individuals, the Board will not respond to or deliberate on specific personnel or student matters raised during this period. The Board's silence should not be construed as agreement or disagreement. Matters involving specific employees or students should be directed to the Superintendent's office in accordance with the district's established grievance policies.
4. Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by their comments. While it is not the Board's intent to stifle public comment, speakers should be aware that if their statements violate the rights of others under the law of defamation or invasion of privacy, the speaker may be held legally responsible. Speakers unsure of the legal ramifications of what they are about to say are urged to consult their legal advisor first.

Bylaws of the Board

Meeting Conduct (continued)

The Board of Education may adjourn any regular or special meeting to a specified time and place. If all members of the Board are absent, the clerk may adjourn the meeting. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four hours of adjournment.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

The Board of Education shall not adopt resolutions except where such adoption is required by law, or where the intent of the Board is to publish a status position of the Board, as in advising the General Assembly of the Board's position on a proposed law, or commending staff members or other agencies for work well done.

All actions taken by the Board shall be identified clearly in minutes of the Board meeting as provided in Bylaw 9326, Minutes.

- (cf. 1120 - Board of Education Meetings re Public Participation)
- (cf. 1312 - Public Complaints)
- (cf. 9321 - Time, Place, Notification of Meetings)
- (cf. 9321.2 – Attendance at Meetings via Electronic Communications)
- (cf. 9322 - Public and Executive Sessions)
- (cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Connecticut General Statutes
 1-200 Definitions.
 1-206 Denial of access of public records or meetings. Notice. Appeal.
 1-210 Access to public records.
 1-225 Meetings of government agencies to be public.
 1-226 Recording, broadcasting or photographing meetings.
 19a-342 Smoking prohibited in certain places. Sign required. Penalty.
 1-231 Executive sessions.
 1-232 Conduct of meetings (re disturbances).
 10-224 Duties of the Secretary.

Bylaw adopted by the Board:

rev 3/25
 rev 5/26

This version of this bylaw limits public comment to items on the posted agenda or to particular topics, thereby creating a limited public forum.

Bylaws of the Board

Meeting Conduct

Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the Board's adopted bylaws and the provisions of the Freedom of Information Act.

All Board meetings shall commence at or as close as practicable to the stated time, provided there is a quorum, and shall be guided by an agenda which has been prepared and delivered in advance to all Board members and other designated persons.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board to (1) consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) receive, consider, and take any needed action with respect to reports of accomplishment of students or of school system operations.

Provision for any individual or group to address the Board concerning any subject on the meeting agenda shall be as follows:

1. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter.
2. No boisterous, inappropriate, or disrespectful conduct shall be permitted at any Board of Education meeting. Persistence in such conduct shall be grounds for the Chairperson to summarily terminate that person's privilege of address. If necessary, the Chairperson may clear the room to allow the Board to continue the meeting.
3. To protect the Board's impartiality in the event of a future hearing, the Board cautions its members not to respond to comments regarding pending litigation or matters that may come before the Board for a formal hearing.
4. Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by their comments. While it is not the Board's intent to stifle public comment, speakers should be aware that if their statements violate the rights of others under the law of defamation or invasion of privacy, the speaker may be held legally responsible. Speakers unsure of the legal ramifications of what they are about to say are urged to consult their legal advisor first.
5. The Board will not respond to any comments made during the public comment, except to clarify issues.
6. The Board of Education will consider comments made by the public at meetings and hearings. Questions, concerns, and requests directed to the Board will usually be deferred pending administrative and Board consideration.

Bylaws of the Board

Meeting Conduct (continued)

The Board of Education may adjourn any regular or special meetings to a specified time and place. If all members of the Board are absent, the clerk may adjourn the meeting. A copy of the notice of adjournment shall be conspicuously displayed near the meeting room door within twenty-four hours of adjournment.

Actions by the Board

No action will be taken unless the subject acted upon was listed in the agenda published for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

The Board of Education shall not adopt resolutions except where such adoption is required by law, or where the intent of the Board is to publish a status position of the Board, as in advising the General Assembly of the Board's position on a proposed law, or commending staff members or other agencies for work well done.

All actions taken by the Board shall be identified clearly in the minutes of the Board meeting as provided in Bylaw 9326, Minutes.

(cf. 1120 - Board of Education Meetings re Public Participation)
 (cf. 1312 - Public Complaints)
 (cf. 9321 - Time, Place, Notification of Meetings)
 (cf. 9321.2 – Attendance at Meetings via Electronic Communications)
 (cf. 9322 - Public and Executive Sessions)
 (cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Connecticut General Statutes
 1-200 Definitions.
 1-206 Denial of access of public records or meetings. Notice. Appeal.
 1-210 Access to public records.
 1-225 Meetings of government agencies to be public.
 19a-342 Smoking prohibited in certain places. Sign required. Penalty.
 1-231 Executive sessions.
 1-232 Conduct of meetings (re disturbances).
 10-224 Duties of the Secretary.

Bylaw adopted by the Board:

rev 3/25
 rev 5/26

Bylaws of the Board

Meeting Conduct

Meetings of the Bristol Board of Education shall be conducted by the Chairperson in a manner consistent with the bylaws of the Board.

All Board meetings shall commence at the stated time and shall be guided by an agenda which has been prepared and delivered in advance to all Board members and other designated persons.

The conduct of meetings shall, to the fullest possible extent, enable members of the Board to (1) consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems, and (2) receive, consider and take any needed action with respect to reports of accomplishments both as to students and to school system operations.

All regular and special meetings of the Board shall be open to the public. Because the Board desires to hear the viewpoints of citizens throughout the district, and also needs to conduct its business in an orderly and efficient manner, it may schedule one or more periods in each meeting for public comment. It may set a time limit on the length of this period and/or a time limit for individual speakers.

Comments and questions at a regular meeting may deal with any topic related to the the posted agenda or other items of concern to the public. Comments at special meetings must be related to the call of the meeting.

The Board Chairperson shall be responsible for recognizing any individual or group interested in addressing the Board concerning any subject that lays within its jurisdiction. All speakers addressing the Board are subject to the follow procedures:

1. A sign-in sheet will be available for anyone desiring to address the Board. Speakers will be called in order.
2. Speakers shall properly identify themselves.
3. Shall adhere to any time limits set.
4. Shall maintain proper order. No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chairperson, of that person's privilege of address. If necessary, the Chairperson may clear the room so that the Board members may continue the meeting.
5. Shall not in an oral presentation include charges or complaints against any employee of the Board of Education, regardless of whether or not the employee is identified in the

presentation by name or by another reference which tends to identify an individual. All charges or complaints against employees shall be submitted to the Board of Education under provision of Board of Education policy. (cf. [1312](#) - Public Complaints)

Questions asked by the public during public comment shall be referred to staff members for reply; questions requiring investigation shall be referred to the Superintendent for consideration and later response.

The Board of Education may cancel any regular or special meeting. A copy of the notice of cancellation shall be conspicuously displayed near the meeting room door within twenty-four hours of cancellation.

Actions by the Board

No action will be taken unless the subject acted upon was listed on the agenda published for that meeting, except that an item of business not included on the agenda of a regular meeting may be considered and acted upon after a two-thirds vote of the members present and voting to add such business to the agenda.

The Board of Education shall not adopt resolutions except where such adoption is required by law, or where the intent of the Board is to publish a status position of the Board, as in advising the General Assembly of the Board's position on a proposed law, or commending staff members or other agencies for work well done.

All actions taken by the Board shall be identified clearly in minutes of the Board meetings as provided in Bylaw [9326](#), Minutes.

(cf. [1120](#) – Board of Education Meetings re public participation) (cf. [9321](#) – Time, Place, Notification of Meetings)

(cf. [9322](#) – Public and Executive Sessions)

(cf. [9323](#) – Construction/Posting of Agenda)

Legal Reference: Connecticut General Statutes

[1-200](#) Definitions.

[1-210](#) Access to public records.

[1-225](#) Meetings of government agencies to be public.

[1-226](#) Recording, broadcasting or photographing meetings.

[1-228](#) Adjournment of meetings.

[1-200](#) Executive Sessions.

[1-222](#) Conduct of meetings.

[1](#)-206 Denial of access to public records or meetings.

[10](#)-224 Duties of the secretary.

Bylaw Adopted: September 8, 1993

Bylaw Revised: July 7, 2004

Bylaw Affirmed: July 6, 2016

Bylaws of the Board

Public and Executive Sessions

Public Meetings

All meetings of the Bristol Board of Education shall be open to the public with the exception of executive sessions. (cf. 9320 -Meetings)

Executive Sessions

The public may be excluded from meetings of the Board of Education which are declared to be executive sessions. Executive sessions may be held upon a two-thirds vote of the members present and voting taken at a public meeting only for one or more of the following reasons.

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that the discussion be held at an open meeting.
2. Strategy and negotiations with respect to pending claims and litigation.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate by a political subdivision of the state when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in subsection (b) of section [1](#)-210 of the Connecticut General Statutes Freedom Of Information Act (FOIA). The types of records which may be withheld in accordance with FOIA include personnel and health records, student identification records, matters of security, test questions and other specified in FOIA.

Public Participation

In addition to permitting the public to attend meetings, the Bristol Board of Education encourages public participation.

The following members of the public may speak at meetings of the Board:

Bristol residents, parents and guardians, students and employees of the Board; non-resident consultants to the Board and/or administration invited by the Board.

Speakers must use the following guidelines:

- Public may speak as agenda topics come up for discussion or information.
- Speakers must give name and use the microphone.
- Responses to questions may be deferred if answers not immediately available.
- Comments regarding personnel or confidential student information shall not be discussed under public comment.

Public Work Sessions

When meetings or parts of meetings are designated as work sessions the Board does not normally invite discussion or questions from the general public, but brief public comment may be permitted at the end of a work session if time permits.

Freedom of Information

In accordance with the Freedom of Information Act (FOIA), the following are not public meetings and thus not subject to posting and other requirements:

- Meetings of personnel search committees
- Meetings for the purpose of discussion of collective bargaining strategy
- Negotiating sessions
- Chance or social gatherings not intended to relate to official business
- Caucuses of the members of a single party, provided that no persons other than the members attend the caucus.

Legal Reference: Connecticut General Statutes

[1-200](#) Definitions.

[1-206](#) Denial of access to public records or meetings.

[1-210](#) Access to public records.

[1-225](#) Meetings of government agencies to be public.

[1-226](#) Recording, broadcasting or photographing meetings.

[1-231](#) Executive sessions.

Bylaw Adopted: March 10, 1999

Bylaw Revised: July 7, 2004

Bylaw Revised: April 6, 2016

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

CABE's suggested bylaw.

Bylaws of the Board

Public and Executive Sessions

Public Meetings

All meetings of the Board of Education, regular, special and emergency shall be open to the public with the exception of executive sessions. A chance or social meeting, a caucus, a meeting of a personnel search committee for executive level employment candidates, or a discussion of strategy or negotiations with respect to collective bargaining are not defined as "meetings" under the Freedom of Information Act. A meeting is defined as a hearing or other proceeding of the Board, any convening or assembly of a quorum of the Board and any communication by or to a quorum of the Board, whether in person or by means of electronic equipment to discuss or act upon a matter over which the public agency has supervision, control, jurisdiction, or advocacy power. Communications between and among a quorum of members convening on electronically linked personal computers or by telephone conference call are subject to the Freedom of Information Act.

Executive Sessions

The public may be excluded from meetings of the Board of Education which are declared to be executive sessions. Executive sessions may be held upon a two-thirds vote of the members present and voting taken at a public meeting for only one or more of the following reasons, and may not be held for any other reason:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open meeting.
2. Strategy and negotiations with respect to pending claims and litigation that the Board or a member of the Board, is party.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate by a political subdivision of the state when publicity regarding such site, lease, sale, purchase or construction would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of any matter which would result in the disclosure of public records or the information contained therein described in Subsection (b) of Section 1-210 of the Connecticut General Statutes.

Bylaws of the Board

Public and Executive Sessions

Executive Sessions (continued)

The motion to go into executive session shall identify the persons, in addition to the Board, who shall be invited to be in attendance in the executive session. The persons invited into executive session shall be limited to persons needed to present testimony or opinion pertinent to matters before the Board and such persons' attendance shall be limited to the time period for which their presence is necessary.

Smoking

Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting. A request that there be no smoking during the meeting will be made by the Chairperson during the opening ceremonies.

Non-Meetings

Not every meeting of the Board of Education constitutes a "meeting" under the Freedom of Information Act (FOIA). A meeting does not include:

- Any meeting of a personnel search committee to executive level employment candidates;
- Any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters related to official business;
- Any meeting discussing strategy or negotiations with respect to collective bargaining;
- A caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency;
- A quorum of the members of the Board who are present at any event which has been noticed and conducted as a meeting of another public agency, in that case, the event shall not be deemed to be a meeting of the Board as a result of their presence at such event. (For example, if the Board of Education is invited to attend a meeting of the Board of Finance, such a meeting does not have to be noticed and posted by the Board of Education.)

There is no specific executive session privilege for the discussion of collective bargaining issues. However, discussion of "records, reports of strategy or negotiations with respect to collective bargaining" is permitted in executive session, provided that such documents exist.

Absent such documents, such strategy discussions and/or negotiations themselves must be held as a "non-meeting." Collective bargaining is excluded from the definition of a meeting under the Freedom of Information Act (FOIA). Collective bargaining sessions shall be held outside the scope of the FOIA as a "non-meeting." Such sessions may be held at any time without posting, and related strategy sessions or updates to the Board of Education may be held either before or after the end of a regular or special meeting, without the need to post such meetings.

Bylaws of the Board

Public and Executive Sessions (continued)

(cf. 1331 - Smoking in School Facilities)

Legal Reference: Connecticut General Statutes

1-200 Definitions. (as amended by PA 02-130)

1-206 Denial of access to public records or meetings.

1-210 Access to public records.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-231 Executive sessions.

19a-342 Smoking prohibited in certain places.

Bylaw adopted by the Board:

cps 4/99
rev 6/02
rev 3/06
rev 4/09
rev 10/10

Students

School Safety: Preparation, Response, and After Action

It is the policy of the Bristol Board of Education to maintain a safe, orderly, civil, and positive learning environment and to be prepared, as far as possible, to prevent and respond quickly and appropriately to unexpected crises, such as emergencies, disasters, and threats.

The Board of Education shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members, families and community leaders and officials. Supporting these efforts, along with ensuring all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use, and maintenance, the Board recognizes that sound emergency preparedness planning and response are essential for the health, welfare, and safety of all students, staff and visitors. All school community members are responsible for doing everything in their power to promote everyone's safety at all times. District staff and students shall be prepared to respond immediately and responsibly to any combination of events that threaten the school community.

The Board directs the Superintendent to develop, maintain, and implement an *Emergency Disaster Preparedness and Response Plan (District Security and Safety Plan)* and, for each school, a **School Security and Safety Plan** and administrative procedures that detail provisions for responding to emergencies and disasters. This Plan will articulate the roles of local emergency service providers in crisis preparedness and incident management, which shall be included in the District's Security and Safety Plan.

The School Security and Safety Plan

The Superintendent shall use state-approved School Security and Safety Plan Standards and a School Security and Safety Plan Template to comply with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating District- and site-level emergency and disaster preparedness plans. Each school in the district, each school year, will develop and implement a **School Security and Safety Plan**. Such plan shall be based upon the standards issued by *the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS)* and the *School Security and Safety Plan Template*. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

In developing the District and School Security and Safety Plans, which include plans for various crisis scenarios, such as fire, bus accidents, criminal acts, civil disturbances, presence of intruders, hazardous material spill, weather-related emergencies, and bomb threats, the Superintendent shall collaborate with local and state emergency responders and local health officials in compliance with [state law](#). ~~the provisions of PA 13-3.~~

Students

School Safety: Preparation, Response, and After Action

The School Security and Safety Plan (continued)

The Board, through the Superintendent, shall annually, by November 1 of each year, submit the School Security and Safety Plans for each school to the Department of Emergency Services and Public Protection via submission to the District's DEMHS Regional Coordinator in the manner prescribed by said agency.

In accordance with state law, all portions of the District's and each school's Security and Safety Plan that are not explicitly exempt from disclosure under the Freedom of Information Act shall be made accessible to members of the school community upon request. The administration shall maintain a redacted, public-facing copy of the plan for this purpose.

The Superintendent or designee shall use the School Security and Safety Plan standards and plan templates developed by the Department of Emergency Services, state-approved Standardized Emergency Management System guidelines, be compliant with the National Incident Management System (NIMS) and incorporate the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The School Security and Safety Plan shall be developed within the context of the four recognized phases of crisis management: Mitigation/Prevention, Preparedness, Response, and Recovery.

All crisis response and security drills conducted within the District shall adhere strictly to the following statutory requirements:

1. Written notice shall be provided to parents, guardians, students, and school staff at least seven (7) calendar days prior to conducting any crisis response drill.
2. Immediately at the start of any crisis response drill, an explicit announcement shall be broadcast over the school's public address system informing all occupants that a drill is taking place.
3. Drills conducted when students are present shall not include active assailant simulations, high-sensory elements (such as fake gunfire or loud, realistic audio), or unannounced surprise scenarios.
4. Staff shall provide age-appropriate and developmentally appropriate preparation for students prior to the drill and offer opportunities for reflection or debrief following the exercise.

District Security and Safety Committee

The District Security and Safety Committee includes the Superintendent, Police Chief, Fire Chief, representative of school leadership, teachers and staff, mental health and special education staff representatives, and others deemed necessary. This Committee shall meet each month and fulfill the following tasks:

Students

School Safety: Preparation, Response, and After Action

District Security and Safety Committee (continued)

- Oversee and facilitate the process for the development and submission of School Security and Safety Plans;
- Ensure that District and school site security and safety plans address an all-hazards approach to emergencies;
- Assist individual school-based crisis response teams (the School Security and Safety Committee) to include community partners and school-based personnel as specified;
- Develop training activities and conduct emergency exercises, such as tabletop exercises, to support and improve the plan;
- Initiate, build, and maintain relationships with community partners;
- Conduct regular safety, security and hazard assessments;
- Establish and update the district emergency management plan;
- Interview vendors that provide products related to school safety and security;
- Meet with the Board of Education committee that oversees district security and safety quarterly to report on the following:
 - Input related to policy changes and updates;
 - Resources supporting security and safety initiatives;
 - Security and safety concerns facing the District;
 - Updates on communication procedures and protocols;
 - (*Discussions relating to emergency plans may require an Executive Session.*)

School Security and Safety Committees and Immigration Protocols

Each school shall establish a **School Security and Safety Committee** to assist in developing and implementing the school's **Security and Safety Plan**. Such plans shall be based upon the Department of Emergency Services and Public Protection standards.

The members of the Committee shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a parent or legal guardian* of a student at the school, a *special education teacher, the administrator(s) designated to interact with immigration authorities*, and any other person deemed necessary, such as a *school nurse, custodian, local health director, transportation coordinator*, etc. Schools shall collaborate closely with law enforcement, fire and emergency services personnel, and community partners, including public health professionals, to develop a plan that addresses a wide range of crises. A security vulnerability assessment of each school shall be conducted every two years; the results of which shall be incorporated into the school's Security and Safety Plan and reported to the DEMHS Regional Coordinator.

Students

School Safety: Preparation, Response, and After Action

School Security and Safety Committees and Immigration Protocols (continued)

School Security and Safety Plans are to be updated and submitted annually and conform to standards and templates developed by the Department of Emergency Services and the Division of Emergency Management and Homeland Security (DEMHS) pursuant to Section 86 of Public Act 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that comply with the National Incident Management System (NIMS) used by all first responders at all levels of prevention/mitigation, preparedness, response and recovery.

Each School Security and Safety Plan shall include protocols for interacting with a federal immigration authority who appears in person or contacts a school. Such protocols shall be based on applicable law and CSDE guidance, and shall include at a minimum:

1. Designation of at least one administrator at each school responsible for interacting with federal immigration authorities;
2. Provisions authorizing such administrator to request identification, ask for judicial warrants, review materials provided, and consult with legal counsel; and
3. Permission for other school personnel to direct federal immigration authorities to the designated administrator.

~~For each school year, each School Security and Safety Plan shall be updated to include protocols for interacting with a federal immigration authority who appears in person at a school in the District or otherwise contacts a school to request information. For purposes of this policy, a "federal immigration authority" means "any officer, employee or other person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement or any successor agency thereto or any division thereof or any officer, employee or other person otherwise paid by or acting as an agent of the United States Department of Homeland Security or any successor agency thereto who is charged with enforcement of the civil provisions of the Immigration and Nationality Act."~~

~~Such protocols shall be based on applicable law and the CSDE's "Guidance to K-12 Public Schools Pertaining to Immigration Activities," or any subsequent applicable CSDE guidance, and shall include, at a minimum:~~

- ~~A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;~~
- ~~B. provisions that such administrator, or any other school employee, may:~~
 - ~~1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;~~

- ~~2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;~~
 - ~~3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and~~
 - ~~4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and~~
- ~~C. permission for other school personnel to direct such federal immigration authorities who request access to any records, information, the interior of the school building, or other school personnel to communicate with the administrator.~~

(cf. 5114 - Suspension/Expulsion; Student Due Process)
(cf. 6114.1 – Fire Emergency Drills/Crisis Response Drills)
(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-220f Safety committee

10-221 Boards of education to prescribe rules

10-222m School security and safety plans. School security and safety committees

10-231 Fire drills

19a-221 Quarantine of certain persons.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

P.A. 19-5 An Act Concerning the Safe Storage of Firearms in the Home and Firearm Safety Programs in Public Schools

Public Act No. 25-1, An Act Concerning Interactions Between School Personnel and Immigration Authorities, the Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements

State Standards:

Connecticut State Department of Education, *Guidance to K-12 Public Schools Pertaining to Immigration Activities* (January 28, 2025)

[P.A. 26-1 An Act Concerning Various Provisions Relating to Education, Public Safety, and General Government \(Sec. 44-47\)](#)

Policy Adopted: September 8, 2004

Policy Revised: July 8, 2026

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

School Safety: Preparation, Response, and After Action

The Superintendent or designee, on behalf of the Board of Education, shall ensure that District and School Security and Safety Plans address an all-hazards approach to emergencies and shall include, but not be limited to:

1. Fire on or off school grounds that endangers students and staff;
2. Natural disasters;
3. Environmental hazards;
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group;
5. Bomb threat or actual detonation;
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities;
7. Medical emergencies and quarantines, such as pandemic influenza outbreaks.

Public Community Access to Security Plans (P.A. 26-1):

Upon request from any member of the school community (parents, guardians, staff, students, or community residents), the District shall provide access to the non-exempt portions of the School Security and Safety Plan. The Superintendent or designee shall ensure that sensitive security details exempt under C.G.S. § 1-210 (b)(19) – including specific tactical response steps, physical vulnerability evaluations, building floor plans, and security system operational details – are redacted prior to public inspection.

Protocols for Interacting with Federal Immigration Authorities

~~Through this policy, the Board of Education commits to ensuring that the Bristol Public Schools follow all guidelines and protocols established by the Connecticut State Department of Education regarding interactions between immigration authorities and the District. These plans cover each school.~~

Through this policy, the Board of Education commits to ensuring that the District adheres to all CSDE-established guidelines and protocols governing interactions between immigration authorities and the District. No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated School Security and Safety Plan regarding staff interactions with an immigration authority (P.A. 25-1).

These plans specifically require each district to do the following:

1. Designate at least one administrator at each school to serve as the individual responsible for interacting with federal immigration authorities;
2. Specify that this administrator, or any other school employee, may request specific information from the immigration authorities to take specific other actions (see below); and

3. Permit other school personnel to direct immigration authorities to the designated administrator if they request access to records, information, the interior of the school building, or to communicate with other school personnel.

Actions that the designated administrator or any other school employee may take:

1. Request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number, and business card;
2. Ask the immigration authority if he or she has a judicial warrant to support the authority's request and, if so, show the warrant;
3. Review warrants or other materials that the authority provides to determine who issued the warrant and what it or the other material authorizes the authority to do; and
4. Consult with the school district's legal counsel (or legal counsel's guidance) on how to interact with the immigration authority regarding the request's nature, whether a warrant is produced, the warrant's details (including whether it is a judicial warrant or an administrative warrant), whether the immigration authority is claiming exigent circumstances, and any other consideration the legal counsel has identified.

Students

School Safety: Preparation, Response, and After Action (continued)

~~No staff member shall be disciplined, suspended, terminated, or otherwise punished for implementing the updated school security and safety plan regarding staff interactions with an immigration authority. This protection specifically applies to staff who take any of the permitted actions listed above and direct the immigration authority to communicate with the designated administrator. (PA 25-1 An Act Concerning Interactions Between School Personnel and Immigration Authorities, The Purchase and Operation of Certain Drones, Grants to Certain Nonprofit Organizations, and Student Athlete Compensation Through Endorsement Contracts and Revenue Sharing Agreements)~~

Mandatory Crisis Response Drill Procedures

In accordance with P.A. 26-1, all crisis response drills (including lockdown, shelter-in-place, and evacuation exercises) must comply with the following operational standards:

1. Written notification must be transmitted to staff, students, and parents/guardians at least seven (7) calendar days in advance of any crisis drill via direct email, text alert, or student portal.
2. Immediately as the drill begins, the principal or designee shall broadcast a building-wide announcement stating clearly: "Attention staff and students, we are beginning a security drill. This is only a drill."
3. Drills conducted while students are present must be free of active assailant simulations, fake gunfire, pyrotechnics, or unannounced surprise scenarios.
4. Teachers shall review drill steps with students in an age and developmentally appropriate manner prior to the exercise and allow time post-drill for student debriefing and questions.

Each school and district building shall establish a **School Security and Safety Committee**. The Committee is responsible for developing the school's Security and Safety Plan and shall include a *local police officer, local first responder, teacher and administrator* from the school, a *mental health professional, a special education department representative, a parent or guardian of a student at the school, the administrator(s) designated to interact with immigration authorities*, and may include any other person deemed necessary, such as a *nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The School Security and Safety Committee shall also invite subject-matter experts to participate as needed, including, for example, the local public works director, the high school student council president, and/or the food service director.

The Superintendent shall annually review, update as necessary, and submit a School Security and Safety Plan for each school under its jurisdiction to the DESPP/DEMHS Regional Coordinator based on the standards and required template as updated. These annual submissions shall also include the results of security and vulnerability assessments conducted every two years for each school.

The Superintendent shall identify a lead administrator, such as the school principal, who shall conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Personal safety and security (Number 4 under Security and Safety Plans) and Steps to be taken after the disaster or emergency (Number 8 under the same section). By November 1st of each school year, the board of education, through the superintendent, shall submit to its DEMHS Regional Coordinator an electronic copy of the plan for that year.

School Security and Safety Plans shall be based on the school security and safety plan standards and template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3.

Students

School Safety: Preparation, Response, and After Action (continued)

In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions that are compliant with the National Incident Management System (NIMS) used by all first responders at all levels for prevention/mitigation, preparedness, response and recovery, including, but not limited to, the following:

1. **Regular inspection** of school facilities and equipment and identification of risks;
2. **Instruction and practice** for students and employees regarding emergency plans, including:
 - a. Staff training in first aid, stop the bleed and cardiopulmonary resuscitation;
 - b. Regular practice of emergency procedures by students and staff.
3. Specific determination **of roles and responsibilities** of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the District and, if communication between District and site is not possible, at each site. (Use of the National Incident Command System);
 - b. Individuals responsible for specific duties;
 - c. Designation of the Principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans;
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation;
 - e. Assignment of responsibility for identifying injured persons and administering first aid.
4. **Personal safety and security**, including:
 - a. Identification of areas of responsibility for supervision of students;
 - b. Procedures for evacuation of students and staff, including a procedure to release students, including posting of evacuation routes;
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible;
 - d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety;
 - e. Provision of a first aid kit to each classroom;
 - f. Arrangements for students and staff with special needs;
 - g. Upon notification that a health crisis, such as a pandemic, exists, attendance policies for students and sick leave policies for staff with known or suspected infectious diseases should be adjusted.

Students

School Safety: Preparation, Response, and After Action (continued)

5. **Closure of schools**, including an analysis of:
 - a. The duration of the event's impact and possible scenarios;
 - b. The impact on student learning and methods to ensure continuity of instruction;
 - c. How to provide for continuity of operations for essential central office operations;
 - d. Communicating school closures and other operational decisions to the staff, students, Board of Education, local officials, and community members.
6. **Communication** among staff, parents/guardians, the Board of Education, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s);
 - b. Development and testing of communication platforms, such as hotlines, telephone/messaging trees, websites and social media;
 - i. Communicate to students, staff, parents, community, officials, and Board on how/when they can expect information to be shared;
 - ii. Share what crisis-related communications can and can't include;
 - iii. Share how they will be updated during a crisis;
 - iv. Share how they will be provided with after-action summaries of an event, including but not limited to what occurred, how the District responded, and actions the District will take to prepare for similar future occurrences.
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand;
 - d. Distribution of information about District and school site emergency procedures to staff, students, and parents/guardians.
7. **Cooperation with other state and local agencies**, including:
 - a. Development of guidelines for law enforcement, fire department, and medical emergency responder involvement, intervention, and after-action analysis and feedback;
 - b. Collaboration with the local health department, including developing a tracking system to alert the local health department to a substantial increase in student or staff absenteeism as indicative of a potential outbreak of an infectious disease.
8. **Steps to be taken after the disaster or emergency**, including:
 - a. Inspection of school facilities;
 - b. Provision of mental health services for students and staff, as needed;
 - c. After-action review after each event: (This review should involve school and district administration, staff, and emergency services personnel involved in the incident. Each review should result in a written summary to prepare for future events).

Students

School Safety: Preparation, Response, and After Action (continued)

The Superintendent shall establish a **District Security and Safety Committee**. The Committee is responsible for overseeing the schools' development, submission and implementation of Security and Safety Plans and shall keep track of all drill logs and other documents required for submission. The District Security and Safety Committee shall include the *Chief of Police, Chief of Fire/Emergency, a teacher and administrator representative* from a primary and secondary school, *a mental health professional, a special education department representative, a parent/guardian of a student* enrolled in a district school, and may include any other person deemed necessary, such as *a nurse, custodian or property manager, local emergency management director, local public health director, information technology manager, and transportation coordinator*. The District Security and Safety Committee shall also invite emergency management experts and vendors to share information and products for consideration to improve security and safety procedures, fortification measures, and communication systems.

The District Security and Safety Committee shall organize annual District training, including tabletop exercises, drills, and other activities to promote district security. Such activities include, but are not limited to, parent information sessions, Board of Education presentations and updates, and the review and update of published security and safety documents and communications.

The School Security and Safety Plans shall be reviewed annually and updated if necessary and shall use as its framework the **Four Phases of Emergency Management for Schools**:

1. Prevention-Mitigation Phase

- a. Prevention is the action schools and districts can take to decrease the likelihood that an event or crisis will occur.
- b. Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.
 - i. Assess and address the safety integrity of facilities, security, culture, and climate of the schools, and is considered an ongoing process, directly linked to the other three phases;
 - ii. Correlate with school climate policy and subsequent plans;
 - iii. Work with community partners to conduct an assessment of school buildings, grounds, and the surrounding community.
- c. Examples of items to build into the crisis management plan:
 - i. Fencing hazardous areas;
 - ii. Anchoring outdoor equipment;
 - iii. Installing building access control measures, such as buzz-in systems, photo IDs, security cameras, alarm systems, and fortification measures;
 - iv. Conducting school vulnerability assessments, such as campus entry points and buffer zones;
 - v. Establishing wellness programs;
 - vi. Establishing tools and protocols for identifying and immediately sharing concerns, such as See Something, Say Something;
 - vii. Correlate with health, wellness, and school climate policies.

Students

School Safety: Preparation, Response, and After Action (continued)

2. Preparedness Phase

- a. Preparedness is designed to strengthen the school community by coordinating with community partners through:
 - i. Developing an emergency plan and protocols;
 - ii. Adopting the Incident Command System;
 - iii. Addressing the needs of persons with disabilities;
 - iv. Conducting staff training and drills.
- b. Elements to be addressed:
 - i. All-hazards emergency procedures;
 - ii. Emergency supplies;
 - iii. Incident Command System to facilitate effective response;
 - iv. Student accountability procedures in the case of emergency;
 - v. Family reunification plans (contact information, notification procedures, appropriate identification);
 - vi. Training and exercises (tabletop exercises and full-scale exercises);
 - vii. Recovery planning;
 - viii. Communication with the media and parents/guardians;
 - ix. Annual review and revision.

3. Response Phase

- a. Involves what must be done during response to an emergency:
 - i. Activating the Crisis management plan and the Incident Command System;
 - ii. Coordinating with first responders;
 - iii. Adapting to an evolving situation;
 - iv. Deciding on response strategies;
 - v. Accounting to students-reunifying with parents/guardians;
 - vi. Communicating with parents/guardians and the media.
- b. Consideration of which primary response to use based upon the specifics and the severity of the situation:
 - i. Evacuation;
 - ii. Lockdown;
 - iii. Shelter in place.
- c. Response Action: Evacuation:
 - i. Use when locations outside the building are safer than inside the school;
 - ii. Identify multiple evacuation routes in coordination with community partners;
 - iii. Determine how teachers will account for students;
 - iv. Ensure teachers, administrators, and staff members have appropriate “Go-kits.”

Students

School Safety: Preparation, Response, and After Action (continued)

- d. Response Action: Lockdown:
 - i. Use when there is an immediate threat of violence in, or immediately around the school;
 - ii. Ensure all exterior doors are locked;
 - iii. Ensure all public safety officials can enter the building;
 - iv. Determine policy regarding blinds, turning off lights, use of status cards;
 - v. Staff and students to move to an area not visible from windows or doors.
- e. Response Action: Shelter-in-Place:
 - i. Use when students and staff must remain indoors during an extended period of time;
 - ii. Close all windows and turn off all heating and air conditioning systems;
 - iii. Provide accommodations for eating, sleeping and personal hygiene. Have staff activate family emergency plans;
 - iv. Provide communications to students and staff (plain language vs. codes).
 - v. Discourage external cellular communications by students and staff during emergencies;
 - vi. Provide for review/debriefing of the incident.

4. Recovery Phase

- a. Designed to assist students, staff, and their families in the healing process and to restore educational operations in the schools.
- b. Four primary components to be addressed:
 - i. Physical/structural recovery;
 - ii. Business/fiscal recovery;
 - iii. Restoration of the learning environment;
 - iv. Psychological/emotional recovery.
- c. Issues to be addressed:
 - i. Assessment and repair of facilities;
 - ii. Possible need for alternate school sites;
 - iii. Payroll and financial systems;
 - iv. Record management;
 - v. Returning normalcy to the school environment;
 - vi. Identification of those needing psychological/emotional support and development of short and long-term interventions as needed.

5. Communication

- a. **Setting the table:** Preparing the community on what it can expect regarding crisis communications, such as how information will be shared, what it will (and will not) include, and how often it will be sent;
- b. **Real-Time Communication:** Providing internal communication to staff and the board of education and external communication to parents, the community, and the media;

Students

School Safety: Preparation, Response, and After Action (continued)

- c. **After-action communication:** Reviewing and sharing the factual account of what had occurred and the outcomes that can be shared.

All Hazards School Security and Safety Plan Standards

https://portal.ct.gov/-/media/demhs/_docs/plans-and-publications/school-security-and-safety-plan-standards.pdf?rev=457023ebffa54e1e938fb17de0d74c55&hash=8B651FB5D35B6D64CE80AC7F0DA3F897

Recognizing the need for an “all-hazards” emergency preparedness and response capability for schools, the Connecticut state government has expanded its role as a partner in ensuring the safety, security, and emergency preparedness of the state’s local educational facilities. In keeping with Public Act 13-3, Section 86, the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS), in consultation with the Department of Education, re-convened a multi-jurisdictional, multidisciplinary working group to review and revise, as needed, the School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template, which were released to help schools and the surrounding communities meet all-hazards threats. The requirements for a plan and plan standards are now codified in Connecticut General Statutes Sections 10-222m and 10-222n.

Those individuals charged with developing local all-hazards school security and safety plans should also review the Guide for Developing High-Quality School Emergency Operations Plans, released in June 2013 by a consortium of federal agencies, including the U.S. Department of Education and FEMA. In addition, we have reviewed and revised the template for an all-hazards approach to emergencies at public schools to address these Standards, including those identified in Public Act 13-3, Section 86:

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes establishing a standard nomenclature, and municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at <http://training.fema.gov>;

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee, provided that the following requirements are met: a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction. The Committee is responsible for assisting in developing the school's security and safety plan and for administering it.
4. The Committee members shall include a *local police officer*, a *local first responder*, a *teacher* and *administrator* from the school, a *mental health professional*, a *special education department representative*, and a *parent or guardian* of a student at the school. They may include *any other person deemed necessary*, such as a *school nurse*, *custodian* or *property manager*, *local emergency management director*, *local public health director*, *information technology manager*, and *transportation coordinator*. The school security and safety committee should also invite subject-matter experts to participate as needed, including, for example, the *local public works director*, the *high school student council president*, and/or the *food service director*.
5. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template and any updated template, as well as the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
6. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
7. Procedures for managing various types of emergencies, including crisis management procedures;
8. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each named official should evaluate and provide feedback on at least one fire drill and crisis response drill each year. While it may be impossible for every official to attend every drill at every school, it is best practice for the town public safety team (fire, police, emergency management, etc.) to attend at least one drill per year as a team. That way, team members can share observations and ideas.

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

The feedback is critical to maintaining and enhancing your school's preparedness. The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year regarding the types, frequency, and feedback on the fire and crisis response drills. This report provides an opportunity to develop best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If you have any questions about completing this report, please contact us at SchoolSecurityPlanStandards@ct.gov.

9. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;
10. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district's safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);
11. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;
12. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders; and
13. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to ensure that each school plan achieves the objectives outlined in the Plan Templates. In addition to preparedness and response, the plan should provide guidance on recovery from any emergency incident. See, for example, the "Accounting for All Persons and Family Re-Unification" Annex (Functional Annex G), and "Recovery and Continuity of Operations" (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the "Mental Health" Annex (Functional Annex J) in the plan templates.

Students

School Safety: Preparation, Response, and After Action

All Hazards School Security and Safety Plan Standards (continued)

14. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).
15. Per Public Act 21-92, each school security and safety plan shall contain emergency action plans for Interscholastic and Intramural Athletic Events. In July 2022, a new annex, Annex N, was added to the template to address this requirement.

Instruction**Emergencies and Disaster Preparedness/Drills**

The Board of Education recognizes its obligation to students, staff and the community to be prepared to deal with various emergencies as they arise, ensuring to the greatest extent possible the safety of District students, staff and visitors.

The Superintendent shall develop and maintain an emergency preparedness plan which shall make provisions for handling a variety of foreseeable emergencies, all-hazard threats, including terroristic activity. The emergency plan shall be kept current. The Superintendent shall use state-approved guidelines when updating District and site-level emergency and disaster preparedness plans and be compliant with the standards issued by the Department of Emergency Services and Public Protection.

The plan shall specify procedures to be taken in the District in the event of an emergency.

The Board will conduct a security and vulnerability assessment for each of its schools every two years and develop a school security and safety plan for each such school in compliance with Section 87 of P.A. 13-3.

The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings. Special drill activities related to fire safety and other emergencies will be planned and implemented by each Principal, in association with the Superintendent, director of security, the police, the fire marshal or other civil authorities, to ensure orderly movement and placement of students to the safest available space(s) should an emergency occur.

Emergency preparedness should be discussed with teachers and students as deemed necessary by the building administration. Each classroom shall have posted a copy of rules, lock down, evacuation and shelter-in place signals, evacuation routes, and procedures to be followed for emergencies and emergency evacuations. All District personnel shall make themselves familiar with these procedures.

Emergency Responses

Emergency responses will depend on the circumstances and may include evacuation, shelter-in-place or lockdown. For evacuation purposes, each school has at least one off-campus site where students and staff assemble. If the threat is chemical or biological in nature, to avoid contamination, we ask that no one enter or leave the building until it is safe to do so.

In the event your child's school is evacuated, the school will attempt to notify you as soon as possible at the home and/or emergency numbers provided previously to the school. The news media will also be notified.

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

(cf. [5141.6](#) – Crisis Prevention/Response)

(cf. [5142](#) – Student Safety)

(cf. 6114.1 – Fire Emergency/Crisis Response Drills)

(cf. [6114.3](#) – Bomb Threats)

(cf. 6114.6 – Emergency Closings)

(cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes

[10-221](#) Boards of education to prescribe rules

[10-231](#) Fire drills

[52-557b](#) Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

[10-222m](#) – School security and safety plans. School security and safety committees

[10-222n](#) – School security and safety plan standards

Policy Adopted: April 5, 1995

Policy Revised: October 6, 2010

Policy Revised: September 12, 2018

BRISTOL BOARD OF EDUCATION

Bristol, Connecticut

Regulation

Instruction

Emergencies and Disaster Preparedness/Drills

Fire Emergency and Drills

In the event that fire is discovered in any of the school buildings, the signal to evacuate the building should be activated first and simultaneously or then call the Fire Department. Once safely outside of the school, the Superintendent's office should be notified. Once the Fire Department is on the scene, directions should be taken from their on-site commander.

I. General Rules

a. Teachers and School Personnel

- (1) Directions for student and staff egress must be posted in each room.
- (2) During a fire drill all school personnel are to leave the building. Classroom teachers should follow their students out of the room to assure the room is empty. Windows and doors should be closed and lights turned off.
- (3) Teachers are responsible for the safe conduct of their students from their rooms to places of safety outside of the building.
- (4) Teachers should take attendance to be sure that all of their students have exited the building. Slips with names of missing students and students who are with your class who are members of another class should be walked to the designated adult.
- (5) Teachers should instruct students to walk quietly to the exits. Classes then shall proceed to a designated area, a safe distance from the building.
- (6) Re-entry into the building will occur once an all-clear signal is given.
- (7) All pertinent information must be available for substitute teachers.

b. Students

- (1) When the fire alarm sounds, all students should stop what they are doing; Stand, form a line and walk out the proper exit in an orderly fashion. Books and other materials are to be left in the classroom or other area from which the student exited.
- (2) Any student not in the classroom should immediately join the nearest line of students and pass with that line. The student then becomes the responsibility of the teacher who is in charge of that line.
- (3) Students and teachers should stay as low to the ground as possible to avoid possible inhalation of smoke in the event of a fire.

(4) No student or staff is to return to the building until the all-clear signal indicates that it is safe to return to the building.

(5) Students are to walk back into the building in an orderly manner.

(6) Silence must be maintained so that students may hear the teacher's directions.

II. Emergency Plans

Plans must include details for:

1. students leaving the building in an orderly and rapid manner;
2. which adult will collect 'missing student' slips. This adult will also attempt to locate missing students
3. teachers and other staff ascertaining that no student remains in the building;
4. designation of staff/fire department to check for students or staff in the "Area(s) of Refuge";
5. a map indicating where each class will be located after exiting the building;
6. alternate exits, as real emergencies often call for alternate exits to be used; and
7. establishing an 'all clear' signal with which all students and staff are familiar.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford students such confidence as clarity of direction and supervision can contribute.

Legal Reference: Connecticut General Statutes

[10-231](#) Fire drills (as amended by PA 00-220 and PA 09-131)

Regulation Approved: April 5, 1995

Regulation Revised: October 6, 2010

Regulation Affirmed: January 3, 2018

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

I. Safe School Climate Coordinator Roles and Responsibilities:

A. The Superintendent shall assume the role of, or appoint from among existing school district administrators, a district Coordinator.

B. The duties of the Coordinator shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). at a minimum, and shall also include the following:

- i. Overseeing the implementation of the district's Safe School Climate Goal(s);
- ii. Preventing, identifying and responding to any kind of mean-spirited behavior including, but not limited to reports of alleged bullying and harassment in the schools of the district, in collaboration with the Specialists, as well as the Board and the Superintendent as appropriate;
- iii. Providing data and information regarding school climate improvement to the Connecticut State Department of Education, in collaboration with the Superintendent as may be required by law;
- iv. Meeting with the Specialists at least twice during the school year to: (i) identify strategies to improve school climate that promotes high quality relationships among all school community members, and, as a result, is designed to eliminate intentional and unintentional mean-spirited behaviors including, but not limited to bullying and harassment, (ii) make recommendations concerning amendments to the district's Safe School Climate Goals, and (iii) oversee completion of each individual school's "School Climate Survey;" and
- v. Providing leadership for the following activities:
 1. Advancement of evidence-based policy and best practices to improve school climate, foster high quality relationships, and promote physical, emotional, and intellectual school safety; and
 2. Development and dissemination of resources and training materials for Specialists, Committees, school staff and community members about issues of school climate and school climate improvement efforts and activities.

II. Safe School Climate Specialist Roles and Responsibilities:

A. At the beginning of each school year, the Principal of each school, or the Principal's designee as approved by the Coordinator, shall serve as the Specialist for the individual school to which he or she is assigned.

B. The Specialist's duties shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). In addition to these duties, the Specialist shall:

- a. Investigate, or supervise the investigation of, reported acts of mean-spirited behaviors including, but not limited to reports of alleged bullying and harassment in the school in accordance with this Policy;
- b. Collect and maintain records of such reports in the school;
- c. Act as the primary school official responsible for preventing, identifying and responding to such reports in the school and leading efforts to improve school climate;
- d. Chair or co-chair the Committee and establish the meeting calendar for the Committee meetings; and
- e. Serve as the primary supervisor of the school's School Climate Improvement Goals for the implementation and the monitoring of the School Climate Improvement Goals.

III. Safe School Climate Committee Roles and Responsibilities:

A. In collaboration with the Coordinator, the Specialist at each school building shall form a representative Committee consisting of a demographically representative group of students enrolled in the school (if developmentally appropriate); parents of students enrolled in the school; school personnel, including, but not limited to teachers, administrators, student support personnel; other medical and mental health experts where available; and community members.

B. Such Committee shall be formed no later than 30 days from the effective date of this Policy.

C. Committee composition/membership shall be reviewed annually by the Coordinator and the Specialist.

D. The duties of the Committee shall include those enumerated under C.G.S. Section [10-222\(d\)](#) and the Bristol District Board of Education's Regulation Section [5131.911](#). In addition to these duties, the Committee shall, at a minimum, perform the following duties:

- i. Supervising the scheduling and administration of "School Climate Surveys" to students, staff, parents, and community members;

- ii. Setting goals and tracking survey completion;
- iii. Reaching out to staff and parents before administering the Survey;
- iv. Providing Survey data to the Coordinator;
- v. Reviewing and analyzing the school-based school climate assessment data;
- vi. Using the data and other appropriate data and information to identify strengths and challenges with respect to improving school climate;
- vii. Using the data to create and/or update the school-based School Climate Improvement Plan;
- viii. Overseeing the implementation of the school-based School Climate Improvement Plan;
- ix. Implementing the School Climate Improvement Plan and monitoring the progress of school climate improvement, in collaboration with the Coordinator;
- x. Overseeing the implementation of annual school climate assessments at the school;
- xi. Reviewing and making recommendations to the Coordinator regarding the safe school climate plan based on issues and experiences specific to the school;
- xii. Overseeing the education of students, school employees and parents/guardians of students on issues relating to improving school climate;
- xiii. Holding meetings at least four times each year, at which minutes shall be kept.
- xiv. Performing any other duties as determined by the Specialist and/or the Coordinator that are related to improving school climate in the school, or required by law.

IV. School Climate Surveys:

- A.* Each school, supported with oversight by the Coordinator and under the guidance of the Committee, shall administer, on an annual basis, at the same time of year each year, the School Climate Survey in order to assess a school's strengths and challenges.
- B.* Preparation for Survey Administration: All survey participants should be made aware of the purpose and value of the survey as determined by the Committee prior to administration, so that the school will receive authentic data to help drive decisions that will benefit the entire school community.[10]

V. School Climate Improvement Plans:

A. In collaboration with the Coordinator, each Specialist shall develop and/or update an Improvement Plan based on the findings of the School Climate Survey.[11]

1. The Specialist and the Committee shall develop and/or update the Improvement Plan, taking into consideration the needs of all key stakeholders, with sensitivity to equity and diversity.
2. The Climate Improvement goals and strategies shall support the actualization of the following five Standards.

Standard 1: Develop a **shared vision** and plan for promoting, enhancing and sustaining a positive school climate.

Standard 2: Develop **policies** that promote social, emotional, ethical, civic and intellectual learning as well as systems that address barriers to learning.

Standard 3: Implement **practices** that promote the learning and positive social, emotional, ethical and civic development of students and student engagement as well as addressing barriers to learning.

Standard 4: Create an environment where all members are **welcomed, supported, and feel safe** in school: socially, emotionally, intellectually and physically.

Standard 5: Develop meaningful and engaging practices, activities and norms that **promote social and civic responsibilities and a commitment to social justice.**

3. Each School Climate Goal from within the School Improvement Plan shall be submitted to the District Climate Committee for approval with recommendations provided to the School Climate Specialist. The approved goal will be filed with the School Climate Coordinator.

4. The Safe School Climate Plan shall be made available on:

- I. The Bristol Board of Education's website;
- II. At each individual school in the school district and on each school's web site;
- III. Ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools; and
- IV. In all student handbooks.

VII. Codes of Conduct:

Codes of conduct for both students and adults shall be amended to reinforce positive school climates by detailing, and consistently recognizing and supporting positive behavior, applying appropriate graduated and corrective responses for inappropriate conduct, in order to address the root causes of the individual's specific conduct, while promoting physically, emotionally, and

intellectually safe and supportive teaching and learning environments for all students and adults in the school community. Practices that focus on building community, celebrating accomplishments, transforming conflict, rebuilding and strengthening relationships are consistent with positive school climates. Such responses shall be chosen in response to the context of each situation to support relationship-building and improvement, and with particular attention to issues of equity. These responses may include, but are not limited to one or more of the following:

- a. Reflective activities;
- b. School counseling support;
- c. Anger management;
- d. Health counseling or intervention;
- e. Mental health counseling;
- f. Skill building such as social and emotional, cognitive, and intellectual skills;
- g. Resolution circles and conferencing;
- h. Community service;
- i. Conflict resolution or mediation; and
- j. Other actions detailed in accordance with Board policies and procedures such as those regarding:
 - i. Participation in extracurricular activities;
 - ii. Student discipline (including detention, in or out of school suspension, and expulsion); and
 - iii. Adult/employee professional responsibility, conduct, separation/disciplinary actions.

Appendix

[1] Appendix A. National School Climate Standards

<https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/policy/school-climate-standards.pdf>

[2] School Climate Improvement is more encompassing than any individual program that might be implemented as a strategy for improving one or more dimensions of school climate.

[3] Appendix B. www.bristol.k12.ct.us

[4] National School Climate Council (2007). The School Climate Challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy. On: <http://www.schoolclimate.org/publications/policy-briefs.php>.

[5] Faster, D. & Lopez, D. (2013). School climate and assessment. In Dary, T. & Pickeral, T. (ed) (2013). School Climate Practices for Implementation and Sustainability. A School Climate Practice Brief, Number 1, New York, NY: National School Climate Center.

[6] This definition is a compilation of dozens of definitions of Social Justice provided by philosophers, religious leaders, social, civic and community organizers, lawyers, ethicists, journalists, authors and educators.

[7] <http://www.schoolclimate.org/climate/process.php>.

[8] In the National dialogue, this Safe School Climate Committee is often referred to as a Safe School Climate Team, see http://schoolclimate.org/climate/stages_tasks_challenges.php.

[9] As of July 1, 2012, pursuant to C.G.S. Section [10-222\(d\)](#), every school should have identified a "Safe School Climate Committee." Satisfaction of this Policy's requirement of establishing a Safe School Climate Committee may have been satisfied previously by complying with these C.G.S. Section [10-222\(d\)](#) requirements.

[10] When using school climate data as a "flashlight" and not a "hammer," stakeholders will be more fully engaged, and the findings will be more useful for long-term improvement. To promote such a spirit of trust, school leaders should also consider key preparation and planning issues before administration, such as: how representative their Committee is, and to what extent stakeholders work and learn in a culture of blame or distrust as opposed to a more collaborative problem solving culture. For instance, are parents/guardians, students and personnel present to lend their unique perspectives? Differing viewpoints can create powerful discussions and build a transparent culture where members feel valued, trusted, included and actively engaged in the school community.

[11] Pursuant to C.G.S. Section [10-222\(d\)](#), all districts are required to have submitted and posted on their District website a Safe School Climate Plan, which contains provisions pertaining to bullying, filing complaints and conducting investigations.

[12] The District Safe School Climate Plan is placed within the School Climate Improvement Plan.

[13] See Appendix A for exact wording of the Standards.

[14] Alameda County School Health Services (California) The seven principles of restorative practice are: (1) voluntary participation, (2) respect for everyone involved, (3) inclusion of all the people impacted, (4) a focus on the harms, needs, and causes that have arisen, (5) consensus-based decision-making focused on how to repair the harm and prevent future harm, (6) opportunity for dialogue that aligns with the above principles, and (7) expanding the capacity of the community to create a just and fair response.

[15] Because the school improvement process is considered a continuing systemic process of learning and evaluating goals and objectives as they impact a diverse group of learners, the School Climate Survey shall be administered, at minimum, annually, at the same time of year each year.

Regulation Adopted: July 18, 2018

Bristol Public Schools

Bristol, Connecticut

Students

Out of School Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and is a violation of a publicized Board policy, even if such misconduct occurs off-school property and during non-school time.

In compliance with judicial decisions, the Board considers conduct which is "severely disruptive of the educational process" to mean conduct that "markedly interrupts or severely impedes the day-to-day operations of a school" in addition to such conduct also being violative of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat, off school grounds, to kill or hurt a teacher or student.

In addition, in making the determination as to whether conduct is "seriously disruptive of the educational process," the administration may consider, but such consideration shall not be limited to (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section [29-38](#) and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is "seriously disruptive of the educational process," may consider, but consideration is not limited to the same items listed previously.

Such discipline may result whether: 1) the incident was initiated in the school or on school grounds, or 2) even if the incident occurred or was initiated off-school grounds and non-school time; if after the occurrence there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to day operation of a school, by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in such discipline include but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. [53a-3](#), [53-206](#), and [29-35](#))

Students

Out of School Misconduct (continued)

2. Use, possession, sale, or distribution of illegal drugs; or
3. Violent conduct,
4. Making of a bomb threat,
5. Threatening to harm or kill another student or member of the staff, where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion. The rationale to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.

A student *who possessed and used a firearm*, deadly weapon, dangerous instrument or martial arts weapon in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on an individual case basis.

Regulation of Off-Campus Speech

It is recognized that some off-campus speech can be harmful and subject to regulation by District officials. The regulatory interests of the District and its schools remain significant in some off-campus circumstances. Such circumstances involving off-campus speech in which the District has an interest include, but are not limited to, the following:

- serious or severe bullying or harassment targeting particular individuals;
- threats aimed at teachers or students;
- the failure to follow rules concerning lessons, the writing of papers, the use of computers or participation in other online school activities; and
- breaches of school security devices, including material maintained within school computers.

In order for the District to take disciplinary action regarding student off-campus speech, school officials are limited to those situations where it can be reasonably forecast that the student speech in question will materially disrupt classwork or involve substantial disorder in the school setting. Off-campus student speech may be regulated only in compelling circumstances.

Students

Out of School Misconduct (continued)

Legal Reference: Connecticut General Statutes

[4](#)- 176e through [4](#)- 185 Uniform Administrative Procedure Act.

[10](#)-233a through [10](#)-233f re in-school suspension, suspension, expulsion.

[29](#)-35 Carrying of pistol or revolver without permit prohibited.

[29](#)-38 Weapons in vehicles.

[53a](#)-3 Firearms and deadly weapons.

[53](#)-206 Carrying and sale of dangerous weapons.

[53a](#)-217b Possession of firearms and deadly weapons on school grounds.

18 U.S.C. 921 Definitions.

PL 103-382 Elementary and Secondary Education Act. (Sec. 14601 - Gun Free Requirements: Gun Free School Act of 1994)

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education. (*SC 15862*)

[Wisniewski v. Bd. Of Educ.](#), 494 F.3d34 (2nd Cir. 2007)

[Doninger v. Niehoff](#), 257F.3d (2nd Cir. 2008)

[Mahanoy Area School District v. B.L.](#) (S.C. 20-255) June 23, 2021

Policy Adopted: March 1, 1995

Policy Revised: May 5, 1999

Policy Revised: February 7, 2007

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

Suicide Prevention and Intervention

The Board of Education recognizes that suicide is a complex issue and that, while the school may recognize a potentially suicidal youth, it cannot make a clinical assessment of risk and provide in depth counseling. Instead, the Board directs school staff to refer students who may be at risk of attempting suicide to an appropriate service for assessment, **and** counseling **and treatment services outside of the school.**

The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in these programs.

Risk factors for youth suicide will be based on the statewide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board, which includes, but is not limited to youth who are:

1. bereaved by suicide,
2. disabled or have chronic health conditions, such as mental health or substance use disorders,
3. involved in the juvenile justice system,
4. experiencing homelessness or placed in an out-of-home setting, such as foster care, or
5. lesbian, gay, bisexual, transgender or questioning.

To that end, the Board directs the Superintendent to implement an assessment recommended by the Connecticut State Department of Education for determining suicide risk. The assessment shall be used to determine the suicide risk of students who:

1. exhibit mental health distress,
2. have been identified as at risk of suicide, or
3. are considered to be at an increased risk of suicide based on particular risk factors.

Any school employee who may have knowledge of a suicide threat must take the proper steps to **immediately** report this information to the building principal or his/her designee who will, in turn, notify the appropriate school officials, the Crisis Intervention Team, the student's family and appropriate resource services outside and within the school system.

In addition, information regarding the 988 crisis line should be made widely available in schools and district offices. Text should note to call 988 if you are in emotional distress and/or you are having suicidal ideations. It should also include that by calling 988, you will be provided with support and connected to resources if needed.

Information concerning a student's suicide attempt, threat, or risk will be shared with others to the degree necessary to protect that student and others.

Students

Suicide Prevention and Intervention

Legal Reference: Connecticut General Statutes

[10](#) 221 Boards of education to prescribe rules, policies, ~~and procedures. (e) re~~
~~"policy and procedures for dealing with youth suicide prevention and youth~~
~~suicide attempts."~~

Policy Adopted: March 7, 2007

Policy Revised: January 5, 2021

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

Suicide Prevention and Intervention

Guidelines

All school district professionals should share with Principals any observations of student behavior which may be related to the possibility of suicide.

The Principal, in turn, has a responsibility to follow guidelines in Board of Education policy and this regulation on suicide prevention. *If circumstances of a particular situation indicate that actions other than those described would serve the best interests of a given student and the school system, ~~If circumstances indicate actions other than those described,~~* Principals may consult with the designated Student Assistance and Support Team (SAST) or equivalent, Planning and Placement Team (PPT), Early Intervention Program (EIP) and/or other appropriate personnel and shall document the circumstances and resulting decisions.

In addition, information regarding the 988 crisis line should be made widely available in schools and district offices. Text should note to call 988 if you are in emotional distress and/or you are having suicidal ideations. It should also include that by calling 988, you will be provided with support and connected to resources if needed.

Special Issues in Using Procedures

- 1. Principal.** Principal shall mean Principal or Principal's designee.
- 2. Communication.** The building Principal shall maintain communication with the Superintendent of Schools concerning all suicide attempts and shall call on the Central Office for advice on how to proceed as such assistance is needed. In turn the Superintendent will keep the Board informed about suicide related issues as appropriate. All communications must be kept confidential.
- 3. Documentation.** All actions taken by school personnel will be carefully documented with factual information, observable behaviors, and actions and placed in the student's supplementary health file. Following an attempted suicide, a daily log of student behavior should be maintained until no longer needed.
- 4. Contagion.** Sometimes a suicide attempt or suicide will trigger other suicide attempts. The best preventive measure against the contagion effect involves careful identification and monitoring of students who may be in a risk category, efforts to reduce glamorization of the suicide, and carefully planned follow up activities.
- 5. Anniversary Dates.** The week, month of year anniversary of the death may trigger a delayed grief reaction or suicide attempts modeled after the first. School personnel should be sensitive to this and intensify student monitoring at these times.

Students

Suicide Prevention and Intervention

Special Issues in Using Procedures (continued)

6. Support. Student Assistance and Support Team members should be sensitive to each other's needs for support, and it can also be helpful to have an outside professional available during and following crisis periods to "debrief" the team and offer support to individual members as needed.

7. Suicide at School. Most experts agree it is better to keep students at school where adult support systems are available than to send them home where no adult supervisors might be available to them. Students should only be released to their parents or other responsible adults should they ask to leave school early.

Students at Risk for Suicide

1. General Procedures During School Hours

School staff who have identified a potentially suicidal student or who have other reason to believe the student is at risk of suicide must immediately bring the student's name to the attention of the Principal or his/her designee even if the student has confided in the staff person and asked the staff person to keep their discussion confidential. In such cases, the staff person would explain that he/she cannot maintain confidentiality under the circumstances.

Appropriate staff members gather background information prior to contacting a student identified with suicidal tendencies - unless there appears to be imminent risk of self harm. This background check should be done on the same day as the referral and may include:

- A. Further discussion with the person who made the referral.
- B. Contact with other staff members for data on recent student performance. [At the earliest possible moment following the collection of information, contact with the student will be made to determine the seriousness of the situation.](#)

~~3. Completion of a Risk Assessment~~

C. Critical Situation

The student has the intent to kill himself/herself, a specific plan for how he/she will do it, and immediate access to the method; in addition, he/she exhibits feelings of loneliness, hopelessness, helplessness, and the inability to tolerate more pain.

- 1. A staff member will stay with the student to offer support. In addition, he/she will explain to the student that someone will be contacting parent(s) because of deep concern.

Students

Suicide Prevention and Intervention

Students at Risk for Suicide (continued)

2. A staff member will notify parents and request that they come to the school immediately. The following points should be covered in the meeting with the parents:

- (a) The seriousness of the situation.
- (b) The need for immediate outside professional help.
- (c) The need for continued monitoring.
- (d) A request for parent(s) to sign a release of information form for communication between the school and the facility to which the student will be taken, the student's therapist, and other individuals as appropriate.

3. When parents cannot be contacted, or if they refuse to come to the school and a medical emergency exists, normal procedures will be followed for such emergencies (such as calling an ambulance or Crisis Unit). If parents refuse to come to school, the Principal will explain that the school may be required to file a medical neglect report with the Department of Children and Families. In addition, the Principal may inform parents that the student will not be accepted back into school until a formal mental health evaluation has taken place.

This exclusion will be done in compliance with state regulations and only if it is deemed to be in the best interest of the student.

4. As a follow up, a staff member will contact the family to discuss plans for professional assistance and support to the student, and permission for communications between school and therapist will be requested. A plan of action for in school support and monitoring of the student will be discussed at the next Student Assistance Team/Early Intervention Program meeting.

D. Potential Suicide Situation

The student has some intent to kill himself/herself and has thought about how he/she would do it. He/she has access to the method but does not have everything in place. Although the student may exhibit feelings of hopelessness, helplessness, and unbearable pain, he/she shows some willingness to accept help. The following action will be taken, the order to be determined by the specific situation:

1. A staff member will explain to the student that his or her parents will be contacted to arrange for professional help and to develop an appropriate support system. The staff member will offer to speak on the student's behalf.

Students

Suicide Prevention and Intervention

Students at Risk for Suicide (continued)

2. Following the meeting with the student the Principal or designee will:
 - (a) Convene the Student Assistance Team to plan a course of action, if appropriate.
 - (b) Contact the student's parents to inform them of the seriousness of the situation and request an immediate meeting the same day.
 - (c) Obtain further information from parents concerning the student's mental health history, including therapy and previous suicidal attempts or threats. If the student is currently being seen by a mental health professional, the Principal will ask for parental permission to speak with that professional.
 - (d) Communicate the need for suicidal risk evaluation.
 - (e) If the parent refuses to come to school, the Principal will explain that the school should file a medical neglect report with DCF.
 - (f) As follow up, a team member will contact the family to discuss plans for professional help to the student. The team will meet to develop a plan for in school support and schedule a re-entry meeting.

General Procedures After School Hours

If a staff member has become aware of a potentially suicidal student during after school hours, he/she should consider and decide the following actions:

1. Contact parents.
2. Contact police.
3. Contact student's therapist.
4. Contact 24 hour crisis center.
5. Contact Principal.
6. Schedule a re-entry meeting.

Students Who Have Attempted Suicide

1. In school Attempt:

- (a) The staff person who becomes aware of the attempt will remain with the student and immediately send for the nurse and Principal.
- (b) The nurse and Principal will follow school medical emergency procedures to get immediate medical help for the student.

Students

Suicide Prevention and Intervention

Students Who Have Attempted Suicide (continued)

- (c) Parents will be contacted.
- (d) Principal will refer to the Crisis Intervention Plan.
- (e) The Superintendent will be informed of the event.

2. Out of school Attempt:

- (a) The staff person who receives information concerning an attempted suicide will immediately contact the school Principal who will verify the information and actions taken by the parents.
- (b) The Principal will determine if the situation warrants informing the faculty.
- (c) If the attempted suicide is causing visible distress among students, a school meeting may be held to identify others at risk with students and discuss concerns.
- (d) The Principal, in conjunction with the Student Assistance Team, will develop a plan to monitor and support high risk students. Individual support plans will be developed/reviewed at the student re-entry meeting.
- (e) A team member will be assigned to follow up and monitor the student upon his/her return to school.
- (f) As appropriate, information will be shared with Principals of sibling's schools and the **Special Pupil** Services Department and Superintendent's Office.

Local/Community Based Resources

<u>Bristol Hospital Emergency Room</u> Brewster Road Bristol, CT 06010	860-585-3000
<u>New Britain General Hospital</u> 100 Grand Street New Britain, CT 06050	860-224-5011
<u>UConn Health Center (24 Hours)</u> Psychiatric Services 263 Farmington Avenue Farmington, CT 06030	860-679-2000

Students

Suicide Prevention and Intervention

Local/Community Based Resources (continued)

<u>Department of Children & Families</u> One Grove Street, 4th floor New Britain, CT 06053	860-832-5200
<u>Bristol Police Department</u>	860-584-3000
<u>Wheeler Clinic</u> 91 Northwest Drive Plainville, CT 06062	860-793-3500
<u>CT infoline</u>	211
<u>National Suicide Prevention (24/7/265)</u> 988 Suicide & Crisis Lifeline	988 (call/text)

Legal Reference: Connecticut General Statutes

[10](#) 221(e) Boards of education to prescribe rules.

Regulation Approved: March 1, 1995
Regulation Revised: March 7, 2007
Regulation Revised: January 6, 2021
Regulation Revised:

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Students

Students/Staff with HIV, ~~ARC (AIDS Related Complex)~~ or AIDS

Scientific studies show that the Human Immunodeficiency Virus (HIV), the virus which causes the acquired immune deficiency syndrome (AIDS) ~~or ARC (AIDS Related Complex)~~, is transmitted through sexual intercourse with an infected individual or through exposure to contaminated blood or needles. There is no evidence to support the notion that the HIV virus can be transmitted through ordinary school or household activities, e.g. coughing, sneezing, hugging, sharing of utensils or food, or shaking hands.

The anonymity of individuals with HIV infection or AIDS is protected by law. Moreover, individuals with HIV infection or AIDS are protected from discrimination by both federal and state laws. Neither attendance at school nor employment may be denied to an individual with HIV infection or AIDS. It is the policy of the District that no student or staff member with HIV infection or AIDS may be prohibited from attending school/employment unless there is an immediate risk of injury or harm to the individual or to others.

Because the diagnosis of HIV infection or AIDS is a confidential matter between the individual student or staff member and his or her physician, the District may be unaware of the diagnosis. Consequently, the Board of Education has adopted a policy of "universal precautions" which protects all students and staff from contact with blood and body fluids of others. These precautions are enumerated in the Communicable Diseases regulation.

(cf. - 4147.1/4247.1 Bloodborne Pathogens) (~~cf. — 5141.22 Communicable Diseases~~)

Legal Reference: Connecticut General Statutes

10-19b Acquired Immune Deficiency Syndrome (AIDS) education

[10-76\(d\)\(15\)](#) Duties and powers of boards of education to provide special education programs and services

[10-154a](#) Professional communications between teacher or nurse and student

[10-207](#) Duties of medical advisors

[10-209](#) Records not to be public

[10-210](#) Notice of disease to be given parent or guardian

[19a-221](#) Quarantine of certain persons

[19a-581-585](#) AIDS testing and medical information

~~20 U.S.C. 7906, No Child Left Behind Act of 2001~~

Policy Adopted: April 4, 2007

Policy Revised:

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

Students

School Attendance Areas

The Board of Education shall establish attendance zones to facilitate educational programs and to use existing facilities with optimum effectiveness. The Superintendent of Schools shall recommend school attendance areas in accordance with the following criteria:

1. Safety of students;
2. Student educational needs;
3. Educational programs to be housed;
4. Optimum use of existing facilities;
5. Student residential patterns;
6. Ages of students served; and
7. Racial/ethnic/economic balance.

Although students in an attendance area may have first choice of schools in that area, the Board of Education also accepts out-of-area requests within the following guidelines:

1. Where space exists, students from other attendance areas may apply for out-of-area status.
2. Parents of students choosing out of area attendance shall provide transportation to and from school.
3. Out-of-area students must maintain good attendance, citizenship and academics to remain in a school outside of their attendance area.
4. Students entering their area school with capped enrollment may attend another district school with transportation provided.

Legal Reference: Connecticut General Statutes

[10-55](#) Students to attend regional school.

[10-226a](#) Students of racial minorities.

[10-226b](#) Existence of racial imbalance.

[10-226c](#) Plan to correct imbalance.

[10-226d](#) Approval of plan by state board.

Policy Adopted: March 1, 1995

Policy Revised: June 6, 2001

Policy Revised: January 3, 2007

Regulation

Students

School Attendance Areas

Among factors not generally considered as valid reasons for transfer are:

1. School of attendance of brothers, sisters, or friends.
2. Place or time of employment of parent(s) or guardian(s) or student.
3. Personal convenience of family or student.
4. A request that would undermine Board of Education redistricting policy.
5. Athletic team preference.
6. Specific school preference for personal reasons.

Additionally:

1. Any student who begins any grade in area, space permitting, shall be allowed upon written application on the “Out-of-Area” form to finish that school year in the school where he/she started that year if the family moved.
2. All out of area assignments will be granted on an annual basis only.
3. If a student is attending grade five out of area in a K-5 school, he/she will be expected to enter grade six in the school in the area of residence unless he/she requests and received approval to attend grade six out of area.
4. A student who is out of area in grade eight must attend grade nine at the in-area high school.
5. All such requests will be processed by the school administration and then submitted to the office of the Director of Human Resources for a decision.

6. A review committee composed of school administrators will meet as necessary to review all requests and grant final approval.

7. An appeal of the review committee's decision may be made to the Board of Education.

Regulation Approved: March 1, 1995

Regulation Revised: June 6, 2001

Policy Revised: January 3, 2007

Sample policy language to consider.

Students

School Attendance Areas

The Board of Education shall establish attendance zones to facilitate educational programs and to use existing facilities with optimum effectiveness. The Superintendent of Schools shall recommend school attendance areas in accordance with the following criteria:

1. Safety of students;
2. Student educational needs;
3. Educational programs to be housed;
4. Optimum use of existing facilities;
5. Student residential patterns;
6. Ages of students served;
7. Racial/ethnic balance.

Assignment to attendance zones shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a “school of origin” that differs from the assigned attendance area.

Optional Provision

Although students in an attendance area have first choice of schools in that area, the Board of Education also accepts "controlled free zoning" within the following guidelines:

1. Where space exists, students from other attendance areas may apply for membership within rated capacities of school buildings.
2. Parents of students choosing out of area attendance shall provide student transportation.
3. Students out of normal attendance areas will remain in chosen schools at least one year.

(cf. 5118.1 – Homeless Students)

(cf. 5118.3 – Children in Foster Care)

Legal Reference: Connecticut General Statutes
10-55 Pupils to attend regional school.
10-226a Pupils of racial minorities.
10-226b Existence of racial imbalance.
10-226c Plan to correct imbalance.
10-226d Approval of plan by state board.

Policy adopted:
rev 12/16

An optional policy to consider.

Students

School Assignment and Racial Balance

The Board of Education shall operate the District Schools in accordance with State law, including Connecticut General Statute 10-226a through 10-266e, et seq. In complying with that law, the Board shall implement a Redistricting Program where it is determined to be necessary.

The Board of Education will provide every student with a quality education. The Board firmly believes that a racially balanced student body is an important component of quality education. The Board realizes that the imbalanced concentration of racial groupings in schools, from whatever cause, is one of the factors which inhibits the educational development of the children involved and that the existence of racial imbalance is inconsistent with the democratic principle of equality of educational opportunity.

The Board also recognizes that the solution to racial imbalance is a matter of total community concern and one in which the parents, students, and staff of all schools must accept their share of responsibility. The Board will adhere to the concept that the inconvenience or burden to achieve racial balance in the district shall not be borne disproportionately by any one minority group, as defined by the State.

Assignment to attendance zones shall be subject to modification when federal law applicable to students placed in foster care or students who are homeless requires that such students be educated in a “school of origin” that differs from the assigned attendance area.

(cf. 5118 – Nonresident Students)

(cf. 5118.1 – Homeless Students)

(cf. 5118.3 – Children in Foster Care)

(cf. 5122 – Assignment of Students to Schools)

Legal Reference: Connecticut General Statutes
 10-226a Pupils of racial minorities.
 10-226b Existence of racial imbalance.
 10-226c Plan to correct imbalance.
 10-226d Approval of plan by state board.

Policy adopted:

cps 2/06
rev 12/16

Section: Students

Subject: School Attendance Areas

P-5117

**Board Policy
Milford Public Schools
Milford, CT**

The Milford Board of Education shall establish school attendance areas to facilitate educational programming, to ensure equity and balance, and to use existing facilities with optimum effectiveness. Students shall attend the school they are assigned to as designated by the boundary of the school attendance area in which they reside.

I. Exceptions

- A. Exception to this policy may be granted within the sole discretion of the Superintendent or his/her designee and will only be considered in the following cases:
 - 1. Special Education Planning and Placement Team (PPT) decision;
 - 2. Where significant extenuating circumstances exist and can be demonstrated.
- B. The following factors are not regarded as valid reasons for exception to this policy, and shall not be considered:
 - 1. Previous attendance at the desired school by the student except as stated herein;
 - 2. School attendance of brothers, sisters or friends;
 - 3. Place or time of employment of parent(s), guardian(s) or student;
 - 4. School start/end time preference;
 - 5. Convenience of family or student;
 - 6. Athletic team preference;
 - 7. Preferred school, program, or staff;
 - 8. Availability of space in the preferred school as the sole reason.
- C. No request will be granted if it causes an overcrowded classroom, program, or the need for an additional teacher or extra staff.

II. Request and Approval Procedure

- A. Parents requesting exception to this policy must fill out a Request for Out-of-Attendance Area form and submit it to the Superintendent's office by May 1st. Parent(s)/guardian(s) will be notified of the decision no sooner than July 1st each year.
- B. Exceptions, if granted, are done so for one year only. The parent(s)/guardian(s) of an out-of-attendance area student must re-apply to the Superintendent by May 1st each year, requesting extension of permission to remain at the out-of-attendance area school for the next school year. The Superintendent or his/her designee shall apply the same criteria as stated above in deciding on the request for extension. Parent(s)/guardian(s) will be notified of the decision no sooner than July 1st each year.

III. Requirements/Criteria To Remain In Good Standing At The Out Of Attendance School

- A. An out-of-attendance area student must remain in good standing or this privilege may be revoked by the Superintendent or his/her designee upon the recommendation of the school principal.

Good standing shall be defined as:

1. Maintains acceptable behavior
2. Remains in good academic standing
3. Does not have excessive absenteeism
4. Is not habitually tardy.

IV. Transitions between School Levels

- A. When a student attending an out-of attendance area elementary school completes 5th grade, he/she will be required to attend the middle school to which he/she is assigned based upon his/her residence.
- B. When a student attending an out-of attendance area middle school completes 8th grade, he/she will be required to attend the high school to which he/she is assigned based upon his/her residence.

V. Change in Residence During a School Year

- A. A student whose family moves their residence after the start of a school year to another attendance area within the district may, with the approval of the Superintendent or his/her designee, continue attending the school in which he/she is enrolled until he/she has completed that grade level, i.e., elementary, middle, or high school. Upon completion of that school level, the student will be required to attend his/her assigned school for the next school year based upon his/her new residence.
- B. In all cases a younger sibling shall be permitted to attend a school out of his/her attendance area if his/her older sibling is simultaneously in attendance at that level for at least one year. The younger sibling shall be permitted to remain at that school until he/she has completed that grade level.

VI. Transportation

In all cases, transportation for an out-of-attendance area student shall be the sole responsibility of the parent(s)/guardian(s). District transportation will not be provided under any circumstances except where required by a Special Education PPT.

VII. Grandfathering of Students Currently Placed in Out-of-Attendance Area Schools

- A. Any student who was granted permission to attend an out-of-attendance area school for the 2015-2016 school year and those granted permission for the 2016-2017 school year will be “grandfathered” and allowed to remain at that out-of-attendance area school until he/she has completed that grade level, i.e., elementary, middle or high school.
- B. When a grandfathered student completes that grade level, i.e., elementary, middle or high school, he/she will be required to attend his/her assigned school within the attendance area where he/she resides for the next grade level and going forward.
- C. This “grandfather” provision shall apply to younger siblings coming up through the system only if the upcoming sibling will be at the same level, at the same time, as his/her older sibling in which case he/she will be permitted to attend the same school as the older sibling and remain there until he/she has completed that grade level, i.e., elementary, middle or high school. This “upcoming sibling” grandfather provision shall apply through the 2019-2020 school year.

VIII. This Policy and all provisions will take effect on the first day of the 2016-2017 school year.

Legal Reference: Connecticut General Statutes
 10-55 Pupils to attend regional school
 10-226a Pupils of racial minorities
 10-226b Existence of racial imbalance
 10-226c Plan to correct imbalance
 10-226d Approval of plan by State board

Policy Adopted: February 14, 1995
1st Revision Adopted: April 11, 2016