

## **Policy Committee Meeting**

Wednesday, March 27, 2024 6:00 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT  
06010

1. **Call to Order and Pledge of Allegiance**
2. **Approval of Minutes - February 28, 2024 -  
Regular Meeting**
3. **Public Comment**
4. **CT School Climate Policy 5131.91**
5. **Policy 4117.6 Exit Interviews**
  - **CABE Model 4117.6**
  - **BPS Exit Survey Form**
6. **Policy 6162.21 Instruction Fees, Fines and  
Charges**
7. **Information - CABE Publication Key Questions on  
Policy, CABE Publication Regulation**
8. **Discussion - Bylaws**
9. **Adjournment**

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [Feb. 28, 2024 Policy Meeting Recording](#).



## Policy Committee Meeting Minutes February 28, 2024

A meeting of the Bristol Board of Education Regular Policy Committee was held on February 28, 2024, in Room 36 at the BoE and via the Zoom meeting platform.

**PRESENT:** Committee members: Shelby Pons, Jill Fitzsimons-Bula, Maria Simmons

**ALSO PRESENT** Commissioners: Russell Anderson, Jennifer Van Gorder, Kristen Giantonio, Dr. Michael Dietter, and Dr. Catherine Carbone.

**1. Call to Order:**

The meeting was called to order at 6:01 P.M.

**2. Approval of Minutes:**

On a motion by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, the minutes were approved from January 24, 2024.

**3. Public Comment:**

3.1. Marty Goldwasser - 171 Diane Lane, Bristol, CT 06010

**4. Discussion Items -**

Policy 1230 - Community Relations

Policy 3515 - Conduct on School Property

Policy 1316 - Community Use of School Facilities

Policy 4118.231 - Drug and Alcohol-Free Workplace

Policy 5131.6 - Alcohol Use, Drugs and Tobacco

Dr. Dietter recommended moving to Item #5 and reading Shipman and Goodwin's draft language.

*The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [Feb. 28, 2024 Policy Meeting Recording](#).*

**5. Draft language from Shipman and Goodwin regarding Rockwell Theater and serving alcohol.**

The draft language from the Attorney was read and then it was opened for discussion. At this point, we did have Public Comment. It was a late submission but Commissioner Pons allowed it.

After discussion on a motion by Commissioner Fitzsimons-Bula and seconded by Commissioner Pons, Policy 1326 was accepted minus the optional language and will be moved to the Full Board for approval.

**6. Discipline and Recess current 5144.4:**

After discussion on a motion by Commissioner Simmons and seconded by Commissioner Fitzsimons-Bula, Policy 5144.4 was accepted with language of “shall be adopted” crossed out, and added regulations will be shared with the BOE and be included with this policy. Policy 5144.4 will be moved to the Full Board for approval.

**7. CT School Climate Policy 5131.91:**

On a motion by Commissioner Pons and seconded by Commissioner Fitzsimons-Bula this item was tabled until the next Policy Meeting.

**8. Policy 411.76 Exit Interviews**

8.1. CAFE Model 4117.6

8.2. BPS Exit Survey Form

On a motion by Commissioner Pons and seconded by Commissioner Fitzsimons-Bula this item was tabled until the next Policy Meeting.

**9. Policy 6162.21 Instruction Fees, Fines and Charges**

On a motion by Commissioner Pons and seconded by Commissioner Fitzsimons-Bula this item was tabled until the next Policy Meeting.

**10. Information - CAFE Publication Key Questions on Policy, CAFE Publication Regulation.**

On a motion by Commissioner Pons and seconded by Commissioner Fitzsimons-Bula this item was tabled until the next Policy Meeting.

**11. Discussion - Bylaws**

On a motion by Commissioner Pons and seconded by Commissioner Fitzsimons-Bula this item was tabled until the next Policy Meeting.

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [Feb. 28, 2024 Policy Meeting Recording](#).

12. **Adjournment:**

The Policy Committee meeting was adjourned at 7:00 p.m. by Commissioner Pons.

Submitted by:

***Michelle L. Crowley***

Recording Secretary

Bristol Board of Education

DRAFT

*A mandated policy.*

## Students

### Connecticut School Climate Policy

#### Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The \_\_\_\_\_ District Board of Education adopts this policy.

#### Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
  - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
  - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
  - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
  - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
  - e. A school community that contributes to the operations of the school and the care of the physical environment.

## Students

### Connecticut School Climate Policy

#### Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

## Students

### Connecticut School Climate Policy

#### Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

## Students

### Connecticut School Climate Policy

#### Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
  - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
  - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
  - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
  - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
  - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
  - F. Strengthening policies and procedures related to:
    - a. climate and restorative informed teaching and learning environments;
    - b. infrastructure to facilitate data collection, analysis, and effective planning;
    - c. implementation of school climate improvement plans with the goal of becoming restorative;
    - d. evaluation of the school climate improvement process; and
    - e. sustainability of school climate and restorative improvement efforts.

## **Students**

### **Connecticut School Climate Policy (continued)**

#### **School Climate Coordinator Roles and Responsibilities**

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

#### **School Climate Specialist**

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

## **Students**

### **Connecticut School Climate Policy**

#### **School Climate Specialist** (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

#### **School Climate Committee**

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

## **Students**

### **Connecticut School Climate Policy**

#### **School Climate Committee** (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

#### **School Climate Survey**

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

#### **School Climate Improvement Plan**

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

#### **Training**

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

## Students

### Connecticut School Climate Policy

#### Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

#### Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

#### Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

### Connecticut School Climate Standards

1. The school district community<sup>3</sup> has a shared vision and plan for promoting and sustaining a positive school climate<sup>4</sup> that focuses on prevention, identification, and response to all challenging behavior<sup>5</sup>.
2. The school district community adopts policies that promote:
  - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
  - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

---

<sup>3</sup> School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

<sup>4</sup> School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

<sup>5</sup> Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

## Students

### Connecticut School Climate Policy

#### Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
  - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
  - b. enhance engagement in teaching, learning, and school-wide activities;
  - c. address barriers to teaching and learning; and
  - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment<sup>6</sup> where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

#### Policy adopted:

cps 11/23

---

<sup>6</sup> School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

*A sample policy to consider.*

## **Personnel - Certified**

### **Exit Survey/Interviews**

The Board of Education shall develop an exit survey to be completed by a certified professional educator who is employed by the Board and voluntarily resigns. The exit survey will include questions relating to the reason why the certified educator is ceasing employment, whether or not the certified educator is leaving the profession, the demographics of the certified educator, and the areas in which the certified educator taught or served.

Exit interviews are viewed by the Board of Education as a good way to gain insights into problems, difficulties, and dissatisfactions that otherwise might not come to the school system's attention. Such interviews can also provide confirmation of suspected problems as well as information needed to begin to correct the problems.

Therefore, an employee who is separated from employment in the District will receive an exit interview.

Legal Reference:        Connecticut General Statutes  
                                 P.A. 23-159 An Act Concerning Teachers and Paraeducators.

Policy adopted:  
cps 10/23

# Exit Interview Form

Thank you for your service to Bristol Public Schools (BPS). Please consider completing this brief exit survey form before leaving your employment with the BPS. If you would like to schedule an in person meeting with the Chief of Talent Management before or after your separation from BPS, please contact our office at 860-584-7022 to make an appointment. We value your input. Please be aware that your participation and responses are subject to the Freedom of Information Act.

Best wishes to you in your future endeavors!

\* Indicates required question

---

1. First Name

---

2. Last Name

---

3. Position at time of separation: \*

---

4. If you were a teacher for BPS, please identify the subject area(s) taught prior to separating employment:

---

5. Building and/or Department: \*

---

6. Start Date or date of hire with Bristol Public Schools:

---

*Example: January 7, 2019*

7. Last Date of Employment:

---

*Example: January 7, 2019*

8. Please indicate why you seek to leave your position with the Bristol Public Schools: \*

*Mark only one oval.*

- Salary
- Returning to further education or schooling
- Military
- Benefits
- Retirement
- Personal
- Relocation
- Job Advancement
- Job Eliminated/Termination
- Other

9. If you are a teacher, are you leaving the profession of teaching? \*

*Mark only one oval.*

- Yes
- No
- Not applicable/Not a teacher

10. What are your demographics? Note: In accordance with Section 6 of Public Act 23-159, the Bristol Board of Education was required to develop an exit survey to be completed by teachers who voluntarily cease employment with BPS. Among other things, the survey must include a question regarding the demographics of such teachers. In order to comply with this law, BPS invites departing teachers to voluntarily self-identify their race or ethnicity. **Submission of this information is voluntary.**

*Mark only one oval.*

- Hispanic or Latino of any race
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Two or More Races

11. Are you interested in substitute employment opportunities with BPS after your separation from employment?

*Mark only one oval.*

- Yes
- No
- Maybe

12. Please add your name and non-Bristol contact information if you would like someone to reach out to you as a follow up to this survey.

---

---

---

---

---

This content is neither created nor endorsed by Google.

# Google Forms



## **Instruction**

### **Fees, Fines and Charges**

The Bristol Board of Education recognizes its responsibility to purchase books and supplies to meet the needs of instruction in the schools of Bristol. The Board of Education also recognizes that it is the responsibility of each student to exercise care in the use of instructional materials. A student may be assessed costs of replacing any materials or property which are lost or damaged through his or her negligence.

### **Textbooks**

1. The Board of Education feels it is the responsibility of the student, who has the loan of textbooks, workbooks, etc., to maintain and care for each textbook or workbook until it is returned to the proper authority at the end of the school year or upon the completion of its use.
2. If proper use or normal care is not practiced by the student, the student will be expected to pay a fee to cover the cost of replacement or repair.

#### **A. Damaged books**

The charges for damaged books will be determined by the principal and the book custodian.

#### **B. Lost books**

The student will reimburse the school system for the replacement cost of the book.

### **Fees for Materials of Non-Required Projects**

Students involved in special interest work over and above the basic instructional program may be charged for materials necessary in their chosen project.

### **Athletic Uniforms and Equipment**

Students will be responsible for the care and safe return of athletic uniforms and equipment loaned to them. Students will be required to pay the full costs for uniforms or equipment damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms or equipment.

The Supervisor of Physical Education and Athletics shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

### **Uniforms**

Students will be responsible for care and safe return of uniforms loaned to them. Students will be required to pay the full costs of repairs for uniform damage due to misuse or negligence. Students will be responsible for full replacement cost for lost uniforms.

The supervisor of the activity shall develop and implement appropriate uniform control procedures which shall be subject to the approval of the Superintendent of Schools.

### **Fines For Inappropriate Use of Library Materials**

In order to encourage borrowers to return books promptly so that others may use them, the library imposes a fine on patrons who keep library materials beyond the due date. Where applicable, a fine of five (5) cents per item per day up to a maximum no greater than replacement cost. If a book or other item is lost the borrower will only be charged for the replacement and reprocessing costs. In the case of damaged books or items, actual repair costs or replacement costs may be imposed.

Materials from the reserve collection kept beyond the specific stated period will incur a fine of ten (10) cents per item per day up to a maximum no greater than replacement cost.

### **Field Trips**

In general, transportation costs for field trips must be borne by the student. In view of this fact, discretion should be used in planning field trips to avoid unreasonable costs. A minimal insurance cost for each student will also be required.

### **Lab Fees**

No system of lab **fees** will be permitted. However, students in courses offered in grades seven through twelve may be charged for loss or breakage of equipment due to misuse or negligence after the facts have been determined.

### **Other Fees**

In accordance with Board policy, the cost of the following items is to be borne by the student:

Cap and gown for graduation;

Class ring;

Yearbook;

Charity drives;

Class dues;

Materials used in club activities;

Musical instruments for participating in a school band or orchestra except those provided by the school;

Club dues; and

Dances.

Legal Reference: Connecticut General Statutes

[10-221\(c\)](#) Boards of Education to prescribe rules.

**Policy Adopted: April 5, 1995**

**Policy Revised: June 6, 2018**

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut



---

## What is an Administrative Regulation?

An administrative regulation:

- Provides the details for carrying out policy and enforcing it
- Sets forth specific requirements
- May list do's and don'ts
- May include step by step procedures
- May assign specific responsibility

## Administrative Regulation Definition

Administrative regulations are detailed directions developed by the college president or superintendent to put policy into practice. They tell how, by whom, where and when things are to be done.

## Why is an Administrative Regulation Important?

An administrative regulation:

- Assigns detail needed to implement policy to staff, allowing the Board to focus on broad issues
- Provides college president or superintendent the flexibility to make timely changes to effectively implement policy
- Provides detailed requirements, procedures and prohibitions under which the district will be operated
- May satisfy a state or federal requirement or serve as a compliance indicator
- Informs staff, students and public



---

## KEY QUESTIONS ON POLICY

### Why do we need policy?

- “Good boardsmanship holds true to the principle that the board must be in charge and must always get what it wants.” Written policy increases the likelihood of the board getting what it wants.

### What is policy?

- A written policy statement is an expression of the board’s view of what it wants to happen.
- A policy statement is the means through which the board directs the resources of the school district to meet its predetermined goals.
- A policy tells what is wanted and may also include why it is wanted and how much is wanted.
- Policy gives direction and clears the way for the administrators to take action. “Those who make policy are in control.”

### Where do policies come from?

- Policies come from the community as represented by the board of education.
- Most often school board members are elected because they represent the majority’s view of the values, beliefs, and style of the community.

### Who can suggest policies?

- Policy suggestions may emerge from a number of avenues. The suggestion of a school board member, an administrator, a teacher, a parent, or a student may point out a policy issue.

### What are the four purposes of written policy?

- The first is to conserve school board time and effort by freeing it from routine action.
- The second purpose of written policy is to provide for consistency.
- The third function of written policy is to give the board’s representative, the superintendent, guidance and direction during its absence.
- The fourth is to serve as a legal record.

## **How can we make better policy?**

- If we define better policy to mean that it lasts longer, that it better uses the district's resources to meet the needs of the future, and that it's more representative of a broader based of the community's values, then better policy is the result of the decision-making process.
- The raw material of the decision-making process is information.
- The more people included in information gathering the more likely the policy will be more meaningful to a larger group, which means it will probably last longer and be easier to implement.

## **What is the legal authority for policy?**

- The responsibility for the quality operation of the school district rests largely on the school board.
- The powers and functions of a school board may vary from state to state or vary within a state, depending on the size of the school district. However, to the school board alone is delegated the responsibility either through implied powers or state law to provide for public education.
- Board members serve as both state officials and representative of their local communities.
- School boards alone are given the responsibility for making the will of the people felt as it is expressed in state laws and local priorities.

## **How is policy related to rules and regulation?**

- Generally speaking, a "rule of thumb" suggests that the school board establishes policy and the superintendent develops the rules and regulations that put the policy into effect. The procedure varies from community to community, depending upon the importance of the policy and its supportive rules and regulations. In the case of economic, social, or political issues which are sensitive, the school board may want to review and approve the rules and regulations. Under the same circumstances the superintendent may want the school board to approve the rules and regulations. It should be noted that if the board approves the rules and regulations it narrows the operational authority of the superintendent. Sometimes this is desirable and at other times it is undesirable.

## **Who implements policy?**

- The board employs a superintendent to put its policy into effect. Generally speaking, the school board sets policy and the superintendent develops the rules and regulations that will put the policy into effect.

## **Who evaluates the effectiveness of our policy?**

- The school board should develop a policy that calls for regular and systematic review of all the board's policies. The superintendent should provide the procedures that require a yearly review and evaluation of all the board's policies.

### **What power do policies have?**

- Policies in effect have the power of law. Policies are the ultimate authority of the school district. Everything that takes place in a school district should be derived from the authority of a policy. Of course, all the policies of a school district should be congruent with state law.

### **When is a policy needed?**

- A policy is needed whenever the school board wants to give direction to the superintendent. Policies are also needed in order to provide directions for routine action, such as guest speakers and the use of building, etc. Establishing policies to deal with routine action will allow the board to spend more of their precious time in other more important areas, such as curriculum.

### **Who approves policy?**

- Only the school board acting as a legislative body can approve policy.

### **Who should write policy?**

- Often the school board will assign the task of writing policy to the superintendent or one of his or her administrative team. However, an increasing number of school boards are writing their own policy. No matter who writes the policy, the school board is responsible for it.

### **Where should the policies be located?**

- All of the school district's policies should be located in one central file – often a notebook. The policies should be filed according to a central filing scheme. The most popular filing scheme appears to be one developed by the National School Boards Association.

*Reprinted from "Keys to Boardsmanship" developed by the National School Boards Association. For further information, contact the Connecticut Association of Boards of Education.*

## BYLAWS OF THE BOARD - SERIES 9000

1. Role of Board and Members (Powers, Purposes, Duties) [9000](#)
  - A. Limits of Authority [9010](#)
  - B. Public Statements [9020](#)
  - C. Commitment to Democratic Principles in Relationship to Community, Staff, Students [9030](#)
2. Organization [9100](#)
  - A. Number of Members; Terms of Office [9110](#)
  - B. Election and Terms of Officers [9120](#)
    - (1) Chairperson [9121](#)
    - (2) Vice-Chairperson [9122](#)
    - (3) Secretary [9123](#)
    - (4) Attorney [9125](#)
  - C. Committees
    - (1) Committee of the Whole [9131](#)
    - (2) Standing Committees [9132](#)
    - (3) Special/Advisory Committees [9133](#)
  - D. Board Representatives [9140](#)
  - E. Board Consultants [9150](#)
3. Members
  - A. Election
    - (1) Filling Vacancies [9221](#)
    - (2) Resignation/Removal from Office [9222](#)
  - B. Orientation [9230](#)
  - C. School Board Conferences, Conventions, and Workshops [9240](#)
  - D. Remuneration and Reimbursement [9250](#)
  - E. Indemnification of Board of Education Members [9260](#)

F. Conflict of Interest [9270](#)

(1) Code of Ethics [9271](#)

(2) Code of Conduct on Data Use [9272](#)

(3) Civility Code [9273](#)

4. Methods of Operation

A. Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws [9310](#)

(1) Approval of Revised or New Board Policies [9311](#)

(2) Formulation, Adoption, Amendment of Administrative Regulations [9313](#)

(3) Suspension of Policies, Bylaws and Regulations [9314](#)

B. Meetings

(1) Time, Place and Notification of Meetings [9321](#) B

(2) Public and Executive Session [9322](#) B

(3) Construction of the Agenda [9323](#) B

(4) Meeting Conduct [9325](#) B

(a) Quorum [9325.1](#) B

(b) Parliamentary Procedures [9325.3](#) B

(c) Voting Method [9325.4](#) B

(5) Minutes/Taping/Broadcasting [9326](#) B

(6) Electronic Communications Among Board Members [9327](#) P

C. Board/School District Records [9330](#) B

D. Memberships in School Board Associations [9340](#) B

E. Hearings [9350](#) B

5. Monitoring Products and Processes [9400](#) B