

Policy Committee Meeting

Wednesday, September 25, 2024 6:00 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 - August 28, 2024

3. Public Comment

4. P1100 - Community Relations (BPS) **Presenter:** Mr. Jody Goeler, CABA
• P1100 CABA Model Policy

5. P5141.6 - Crisis Response: Crisis Management Plan (BPS) **Presenter:** Mr. Jody Goeler, CABA
• P5141.6 CABA Model Policy

6. P5142 - Student Safety (BPS) **Presenter:** Mr. Jody Goeler, CABA
• P5142 CABA Model Policy

7. P6114 - Emergencies and Disaster Preparedness (BPS) **Presenter:** Mr. Jody Goeler, CABA
• P6114 CABA Model Policy

8. 9132 Bylaws of the Board, Standing Committees, Duties and Responsibilities

9. Policy 2141 - Recruitment and Appointment of Superintendent

• P2141 - CABA Model Policy

• P2140.1 - CABA Model Policy

10. 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: [8/28/24 Policy Meeting Recording](#).



Policy Committee Meeting Minutes August 28, 2024

A Bristol Board of Education Regular Policy Committee meeting was held on August 28, 2024, in the BoE Auditorium and via the Zoom meeting platform.

PRESENT: Committee members: Jill Fitzsimons-Bula, Maria Simmons, and Lorianne Osenkowski.

ALSO PRESENT Commissioners: Russell Anderson, Kristen Giantonio, Jennifer Van Gorder, and Iris White, Dr. Dietter, Dr. Culkin, and Carly Fortin (ZOOM).

1. Call to Order:

The meeting was called to order at 6:00 P.M.

2. Approval of Minutes:

On a motion by Commissioner Simmons and seconded by Commissioner Osenkowski the May 22, 2024 minutes were approved.

3. Public Comment:

There was no public comment this evening.

4. Discussion - CT Climate Policy 5131.91:

Dr. Dietter updated the committee that there were no changes or updates to report on Policy 5131.91. The recommendation is that this policy should be adopted as it is a State of CT policy. The only change for BPS would be title changes to existing staff, not the positions. On a motion by Commissioner Fitz-Simons Bula and seconded by Commissioner Osenkowski Policy 5131.9 will be sent to the full board for review and approval.

5. Discussion - Policy Audit:

Dr. Dietter updated the committee that it would cost \$3,000.00 for CABA to complete a policy audit. CABA would be able to begin mid-October and the process would take approximately three months. Based on the cost and that

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this item was not accounted for in our current budget, it was decided that this would have to be done internally and have staff examine the policies that need to be updated.

6. By Law 9326 - Minutes Taping Broadcasting:

A discussion concerning public comments, specifically ones that are emailed in, should be printed out and added to the minutes. It was suggested to consult with the legal counsel to ensure there aren't any FERPA violations. Iris White is going to confirm if the emailed public comments are being read aloud in the Board Meetings. On a motion by Commissioner Simmons and seconded by Commissioner Fitz-Simons Bula Model Policy 9326 will be sent to the Full Board for review and approval.

7. Policy 2141 - Recruitment and Appointment of Superintendent:

A discussion occurred about what is common practice for a Superintendent succession and allowing 72 hours for Commissioners to have ample time to review proposed contracts. Commissioners need more time to review Policy 2141. This item was tabled and will be added to the September meeting to continue the discussion.

8. Adjournment:

The Policy Committee meeting was adjourned at 6:57 p.m. by Commissioner Fitzsimons-Bula.

Submitted by:

Michelle L. Crowley

Recording Secretary

Bristol Board of Education

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8. Adjournment:

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Submitted by:

Michelle L. Crowley

Recording Secretary

Bristol Board of Education

An optional policy to consider.

Community Relations

Communications with the Public

General

The Board of Education believes it is important to inform the public about school curriculum, programs, and activities so citizens can participate in these programs. Concurrently, the school staff, administration, and Board of Education should be aware of the community's goals and concerns for its children so they may be given consideration in curriculum, program, and activity revisions.

To this end, the Board supports and encourages various means such as publications, press releases, open houses, and other public events to disseminate school district information and to hear from the community.

Administration of the Community Relations Program

The community relations program shall be a concurrent responsibility of the Board of Education and the Superintendent of Schools. The Superintendent of Schools shall work with members of the Board of Education to conduct an active and comprehensive informational program throughout the school district.

Staff members shall be kept informed of community relations efforts, and their support and participation in such efforts shall be sought.

News of Board of Education Meetings and Activities

The Board of Education believes in the widest possible dissemination of news concerning the school and shall cooperate fully with the press, radio, and television to assure that news coverage is complete, balanced, and accurate.

Board minutes shall be available in unapproved form, within 72 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays; a written record of Board votes shall be available for public inspection in the Superintendent's office within 48 hours of a Board meeting excluding Saturdays, Sundays, and legal holidays. (In determining the time herein, any day on which the Board office is closed shall also be excluded.)

It should be made clear to anyone wishing to review the minutes that they are unofficial until approved by the Board of Education.

Community Relations

Communications with the Public

Legal Reference: Connecticut General Statutes

- 1-13 Making of reproductions
- 1-14 “Certified copy” defined. Evidence.
- 1-16 Reproductions
- 1-17 Reproductions to serve purposes of originals
- 1-212 Copies of public records, fees.
- 1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
- 10-220 Duties of boards of education.

Policy adopted:

rev 7/98

rev 9/02

Another version to consider.

Community Relations

Communications with the Public

Within the bounds of its legal and ethical responsibilities, the Board of Education (Board) will endeavor to inform the community about the operations of the school system by establishing two-way communication with the community and involving citizens in the work of the schools.

To facilitate productive communication:

- Individual Board members who receive significant written communications from students, parents and other citizens, staff members, and organizations will give the communication to the Superintendent for dissemination to the entire Board.
- The Superintendent will send copies of any communication to the Board as a whole to each Board member.
- The Board will not recognize anonymous written communications to any individual Board member or to the Board as a whole.
- Individual Board members may acknowledge written or oral communications requesting Board action or stating a point of view. However, no individual Board member can commit the Board to any course of action or position.
- Individual Board members can express a personal opinion to a citizen but must clearly identify the opinion as their own and not necessarily that of the entire Board.

Legal Reference: Connecticut General Statutes
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 1-212 Copies of public records, fees.
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 Schedule and agenda of meetings to be filed. Notice of special meetings.
 Executive sessions.
 10-220 Duties of boards of education.

Policy adopted:

cps 11/12

An administrative regulation to consider pertaining to the use of a blanket telephone call notification system.

Community Relations

Communications with the Public

Guidelines for Use of the School Notification System

Messages are to be recorded by the school Principal, whenever possible

- A goal will be to bring the school parents closer to the administrator of each school.
- If parents call for clarification, calls will be handled at the school level whenever possible.
- Calls for clarification will be reviewed to determine if future messages need a different format, content or tone.

Messages are to be reviewed by the school Superintendent or designee

- Messages are to be reviewed for clarity, inclusion of all necessary information, content (complete but not unduly alarming or inflammatory), and tone of voice (to be consistent with message, and to give the public confidence).

Messages are to be sent between 5 pm and 9 pm, or as close as possible to those normal family activity hours.

When schools are to be closed such as for a snow emergency, messages may be sent the evening before (if known) or as early as 6:00 a.m. to alert parents. Calls shall not be made at odd hours, during early morning sleeping hours, etc.

Telephone messages will be coordinated with email messages to ensure consistency of message. If possible, the same wording will be used in both messages, to avoid the impression of inconsistency or confusion.

Two or three lesser notices may be combined into a single message if that can be done without creating confusion. For example, if a school closing will affect the scheduling of athletic events, the rescheduling of events may be covered in the telephone call announcing the school closing.

Examples of appropriate use of phone messages:

- snow day or emergency that causes cancellation of school or early dismissal
- explanation of an emergency, such as a school closure due to a bomb threat
- timing of academic progress reports and issuance of student report cards
- important one-time school activities, such as school play or graduation ceremony
- notice of important district-wide or state-wide test dates, such as CAPT, CMT or SBAC testing

Examples of inappropriate use:

- Less important notices that many members of the public may regard as inconsequential, such as notice of a bake sale, hiring or retirement of a staff member, or change in parking regulations.
- Less important notices may be grouped together in a newsletter or news email.

Regulation approved:

cps 3/14

Community Relations

The Board of Education believes it is the responsibility of each Board member, as well as each employee of the District, to actively pursue a two-way communications program that highlights the school/home/community partnerships.

The Board recognizes that citizens have a right to know what is occurring in their public school system; that Board members and all school administrators have an obligation to see that all publics are kept systematically and adequately informed; and that the District will benefit from seeing that citizens get all information, good and bad, directly from the system itself.

The Board affirms the following objectives:

1. To maintain an effective two-way communication system between the District and its various publics this ensures;
 - a. Dissemination of accurate, timely information about school policies, programs, **funding** procedures, achievements, decisions, critical issues;
 - b. Interpretation of decisions and action;
 - c. Elimination of rumors and misinformation;
 - d. Maintaining programs and practices designed to provide an open climate which will elicit ideas, suggestions, reactions from the community and employees alike;
 - e. An effective working relationship with the news media.
2. The Superintendent or designee will coordinate the District's communication efforts.
3. To develop and maintain an organizational environment where all District staff members are aware that they share the responsibility for communication of school policies, programs and activities to parents, members of the educational and other communities.
4. To maintain a written plan of communication policies and guidelines which will be available to employees and to the public upon request.
5. Through the Communications and Community Relations Committee, review and evaluate District-wide two-way communication efforts.

The Board of Education shall have the authority to authorize the expenditure of funds for the purpose of preparing and distributing information to the general public to explain the

instructional program, operation and maintenance of the schools of the district: Provided, that nothing contained herein shall be construed to authorize preparation and distribution of information to the general public for the purpose of influencing the outcome of a school district election.

Community Relations

Board members believe it is essential to the development of excellence in the education of students that the maximum possible knowledge about the goals, achievements, activities and operations of the school district be conveyed to the students, staff and citizens.

The Board therefore reaffirms its commitment to openness in relationships with its patrons. The Board further believes that the citizens, as well as the staff and students, should be consulted and involved in the problem-solving and decision-making processes at as early a stage as possible. This involvement should be solicited actively and honestly through a wide variety of means.

Policy Adopted: July 7, 1993

Policy Revised: December 5, 2001

Policy Revised: August 20, 2003

Community Relations

Concept, Goals and Roles in Community Relations

The Bristol Board of Education recognizes that the community, defined broadly as the state and specifically as the area served by the school system, determines the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs and evaluating results.

School-community relations are not merely reporting and interpreting. Rather, they are part of a public enterprise in which community members and school personnel play their respective roles in the best interests of the school district.

The Bristol Board of Education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence and interest in the school system.
3. To promote effective dissemination of information concerning school activities.
4. To solicit community opinions about the school system.
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.

Policy Adopted: July 7, 1993

Regulation

Community Relations

Communication, Community Relations Plan

The purpose of the Communication, Community Relations Plan is to help improve the programs and services of the Bristol Public Schools. This plan relied on a comprehensive two-way communications process involving both internal and external publics, with a goal of stimulating a better understanding of the role, objectives, accomplishments, and needs of the public schools. The plan will assist in interpreting public attitudes, identifying and shaping policies and procedures and carrying on involvement and information activities which earn public understanding and support.

I. Policy

- a. The board of Education shall adopt a clear and concise communication, community relations policy statement.
- b. The policy statement shall express the purposes of the program and provide for the delegation of authority to appropriate administrators.

II. Procedures

- a. On an annual basis the administration shall draft a Communication and Community Relations Plan.
- b. This plan shall be submitted to the Board of Education for approval.
- c. The annual communications plan shall:
 1. Be designed to help the district achieve its identified goals.
 2. Be based upon objective information identified through research.
 3. Contain specific measurable goals for the communications and community relations activities.
 4. Identify resources necessary to achieve the desired goals.
 5. Contain strategies and activities for achieving the desired goals.
 6. Contain methods to be used to evaluate the effectiveness of the program.

Regulation Adopted: August 20, 2003

A recommended policy to consider.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

It is the policy of the _____ Board of Education (Board) to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

The Board of Education recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

Annually the Board shall develop, maintain and implement an emergency disaster preparedness and response plan (“School Security and Safety Plan”) and administrative procedures which detail provisions for responding to emergency situations and disasters and the role that local emergency service providers shall play in crisis preparedness and incident management, and which shall be included in the District's comprehensive school safety plan. Such plans shall be based on the school security and safety plan standards and the accompanying School Security and Safety Plan Template developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3. This shall include the establishment at each school of a school security and safety committee and consultation and cooperation with law enforcement, fire department, and emergency rescue squads.

Examples of school crises include, but are not limited to, fire, bus accidents, nuclear disaster, criminal acts, civil disturbances, disease epidemic, physical injury, death, presence of intruders on school premises, hazardous material spills, weather-related emergencies, natural disasters, bomb threats, or terrorist activities.

or

In developing the District and school security and safety plans, the Superintendent or designee shall collaborate with local and state emergency responders, including local public health administrators, in compliance with the provisions of PA 13-3.

The Superintendent or designee shall also develop and maintain emergency plans for each school site, with the cooperation of the school’s security and safety committee.

Note: The U.S. Department of Education has published Practical Information on Crisis Planning, which is available on its web site, to provide guidance for schools in developing crisis plans. This document recommends that districts work with city and county emergency planners to help integrate resources and that school staff participate in local emergency planning so that the district perspective is addressed by the local government. In addition, as part of the Pandemic Influenza Planning Checklist, the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention recommend that local public health administrators be involved in the district's planning process.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan) (continued)

The Board shall annually, by November 1 of each year, submit the school security and safety plan 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.

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 crisis management plan (School Security and Safety Plan) shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** addresses what schools and the district can do to reduce or eliminate the risk to life and property.
- **Preparedness** focuses on the process of planning for the worst case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** pertains to how to restore the learning and teaching environment after a crisis.

Security and safety plans shall also provide guidance on the recovery from an emergency incident, in addition to including provisions regarding preparedness and response.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities. Therefore, the Board will conduct a security and vulnerability assessment every two years for each District school and develop and/or revise a school security and safety plan for each school based on the aforementioned standards for such plans.

Schools shall collaborate closely with law enforcement, fire and emergency services personnel and community partners, including public health and mental health professionals who can assist with the development of a plan that addresses a wide range of crises.

The District crisis response team is responsible for:

- Initiating, building and maintaining relationships with community partners;
- Conducting safety and security needs assessments;
- Establishing and updating the emergency management plan;
- Assisting individual school-based crisis response teams, (the school security and safety committee) to include community partners and school-based personnel as specified in section 87 of PA 13-3; and
- Developing training activities and conducting emergency exercises to support and improve the plan.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan) (continued)

At a minimum, school and school district emergency management plans shall outline procedures for faculty, staff and students for the following three primary responses:

- **Evacuation** when it is safer outside the school than it is inside the school.
- **Lockdown** when there is an immediate threat of violence in, on or in the vicinity of the school.
- **Shelter-in-place** when students and staff must remain in a school building for extended periods of time during an event such as a chemical spill or terrorist attack.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Note: The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center is a hub of information and services available to assist in emergency management planning and preparedness. The website is <http://rems.ed.gov>.

(cf. 3516 – Safe and Secure School Facilities, Equipment and Grounds)

(cf. 4148.1/4248.1 – School Security and Safety Committee)

(cf. 5131.7 – Weapons and Dangerous Instruments)

(cf. 5141.22 – Communicable/Infectious Diseases)

(cf. 5142 – Student Safety)

(cf. 6114 – Emergencies and Disaster Preparedness)

(cf. 6114.6 – Emergency Closings)

(cf. 6114.8 – Pandemic/Epidemic Emergencies)

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.

10-221 Boards of education to prescribe rules.

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

10-222n School security and safety plan standards

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Legal Reference: Connecticut General Statutes (continued)

- 10-221 Boards of education to prescribe rules.
- 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.
- PA 13-3 An Act Concerning Gun Violence and Children's Safety
- The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy adopted:

cps 1/07
rev 2/13
rev 7/13
rev 3/16

An administrative regulation to accompany this policy. This administrative regulation is not a crisis management plan but contains the issues local districts should address in developing a plan or in the recommended review of an existing plan.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan

Note: The following administrative regulation must be modified to reflect District practice and the unique needs of each school and District.

The Superintendent or designee, on behalf of the Board of Education, shall ensure that District and school site school security and safety plans address an all-hazards approach to emergencies and shall include, but not limited to:

1. Fire on or off school grounds which 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 a pandemic influenza outbreak.

Annually each school in the District shall develop and implement a school security and safety plan. Such plans shall be based on the school security and safety plan standards and templates developed by the Department of Emergency Services and Public Protection, pursuant to section 86 of PA 13-3. In addition, the Superintendent or designee shall ensure that the District's procedures include strategies and actions, which 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. Training of staff in first aid 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 the District and site is not possible, at each site. (Use of the National Incident Command System)

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

- 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 which 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 identification of injured persons and administration of 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 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 which 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 pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease.
 5. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction.
 - b. How to provide for continuity of operations for essential central office functions.
 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 trees, and web sites.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

- 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 and intervention.
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of 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.

The school security and safety plans shall be reviewed annually and updated if necessary.

Examples of Items to Consider for Crisis Management Plan In Relation to 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 and 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 bullying policy and school climate plan.
 - iii. Work with community partners to conduct an assessment of school buildings, grounds, and surrounding community.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

- 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 (e.g. buzz-in systems, photo ID cards, security cameras, and alarm systems with multiple activation locations).
 - iv. Conducting school vulnerability assessments (e.g. campus entry points, buffer zones).
 - v. Establishing wellness programs.
 - vi. Correlate with policies pertaining to health, safety and security.

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 an 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

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

- 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.”
- d. Response Action: Lockdown
 - i. Use when there is an immediate threat of violence in, or immediately around, the school.
 - ii. Lock all exterior doors.
 - iii. Ensure public safety officials can enter the building.
 - iv. Determine policy about closing 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.

Students

Crisis Response

Crisis Management Plan (Emergencies and Disaster Preparedness Plan)

Components of the Plan (continued)

- 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/emotion support and development of short and long-term interventions as needed

Regulation approved:

cps 1/07
rev 2/13
rev 7/13
rev 3/16

This appendix is saved separately as a PDF file.

5141.6

Policy

Students

Crisis Response

The Board of Education is committed to averting and resolving crises that may occur and may involve students, faculty, staff, or the total school community. Through its educational programs, student assistance teams, student support personnel, and other strategies and mechanism, the public school system will strive to prevent crisis situations and to prepare its community members to address crises as they occur, and circumstances that may pose the threat of crisis.

School personnel, through training and with the aid of specialists, shall strive to identify possible crises and to intervene early and appropriately in the lives of children and families where the danger exists.

Legal Reference: Connecticut General Statutes

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

Policy Adopted: May 5, 1999

A recommended policy to consider.

Students

Student Safety

The Board of Education (Board) shall strive to build safe, supportive, and academically challenging school learning environments in partnership with students, staff members and families. The Board shall develop and adopt a mission statement that promotes a safe and secure environment for learning. Such mission statement shall emphasize respect, caring, and high academic achievement.

The Board shall ensure that all facilities, grounds, equipment, and vehicles meet acceptable injury and violence prevention standards for design, installation, use and maintenance.

Student safety shall be a priority of all school district personnel through close supervision of students in all school buildings and grounds and through special attention to:

1. Maintenance of safe school environments through conducting regular safety, vulnerability, and hazard assessments of all school facilities, school grounds, sports-related equipment and vehicles used to transport students. Security and vulnerability assessments shall be conducted every two years, resulting in a school safety plan for each school, based upon the assessment results.
2. Safe practices by school personnel and students – particularly in instructional areas or in extracurricular activities presenting special hazards.
3. Development of school programs and activities consistent with appropriate abilities and limitations of students at each age level.
4. Offering safety education to students germane to particular subjects, such as laboratory courses in science, industrial arts, and health and physical education.
5. Appropriate first aid care for students in case of accident or sudden illness.
6. Adequacy of emergency response procedures at each school in the District (first aid, cardiopulmonary resuscitation, infection control security).
7. Development, adoption and implementation of a code of conduct and other appropriate rules that are designed to promote health and safety and prevent unintended injury, harassment, bullying and other forms of violence. Such code shall prohibit the use and possession of alcohol, tobacco and other drugs and weapons and dangerous instruments at school.
8. Training exercises for all school staff designed to help them maintain a positive climate for learning and to effectively enforce safety and discipline rules.
9. Requiring the District and its individual schools to have safety and security plans which serve as a guide to address the various safety needs in the school, such as lockdown procedures, evacuations, drills and safety protocols, and personnel assignments. The school security and safety plan for each of the District's schools shall annually be submitted to the Department of Emergency Services and Public Protection.

Students

Student Safety (continued)

10. Conducting regular audits (at least annually) to evaluate and analyze the effectiveness of each school's safety and security plans. First responders, local law enforcement and the entire school community shall be involved in this process. Law enforcement and local public safety officials shall evaluate all fire and crisis response drills.
11. Communicating with parents/guardians and community members about school-level emergency preparedness protocols to the greatest extent possible.
12. Providing regular training for all school employees on the Districts' school emergency management systems and protocols, as well as violence prevention training.
13. Creating a partnership between schools, local law enforcement and appropriate community agencies, including mental health, to prevent and reduce school violence.
14. Establishing a school security and safety committee at each school. Such committee shall be responsible for assisting in the development of the school's security and safety plan and administering such plan.
15. Assistance of the safe school climate committee at each school, originally established to address issues related to bullying in the school, to also collect, evaluate, and report information relating to instances of disturbing or threatening behavior that may not meet the statutory definition of bullying.

Optional language:

The Board shall establish an advisory committee to review specific policies, regulation, plans and procedures in order to ensure a comprehensive and effective program to increase student and staff awareness of safety and health issues and to review emergency response procedures at each school in the district. Members of the safety committee shall include a Board member, the Superintendent of Schools or his/her designee, appropriate school personnel, a high school student, parents, law enforcement personnel, first responders and other community representatives. All members shall be appointed by the Board.

Firearm Safety Program

The Board may/shall offer a firearm safety program to students in grades kindergarten through grade 12. The program will utilize curriculum guides developed by the State Board of Education in consultation with the Connecticut Police Chiefs Association. A written notification by the student's parent/guardian shall be sufficient to exempt the student from such program in its entirety or from any portion thereof so specified by the parent/guardian.

Students

Student Safety (continued)

- (cf. 0100 - Mission Statement)
- (cf. 5131/5144/5114 - Conduct/Discipline/Suspension/Expulsion)
- (cf. 5131.21 - Terroristic Threats/Acts of Violent Behavior)
- (cf. 5131.6 - Drugs/Alcohol and Tobacco)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5131.911 - Bullying/Safe School Climate Plan)
- (cf. 5141.21 - Administering Medications)
- (cf. 5141.22 - Communicable and Infectious Diseases)
- (cf. 5141.3 - Student Health Assessments and Immunizations)
- (cf. 5141.4 - Child Abuse and Neglect)
- (cf. 5141.5 - Suicide Prevention)
- (cf. 5141.6 - Crisis Management Plan)
- (cf. 6142.1 - Family Life and Sex Education)
- (cf. 6114 - Emergencies and Disaster Preparedness)
- (cf. 6114.7 - Safe Schools)
- (cf. 6114.8 - Pandemic/Epidemic Emergencies)

Legal Reference: Connecticut General Statutes

10-220f Safety committee

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Sections 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

Policy adopted:

rev 2/13

rev 7/13

rev 7/19

A sample regulation which is a crisis management plan to consider, which must be modified to fit the local situation.

Students

Student Safety

Procedures for Handling Crises, Emergencies

The following guidelines are designed to ensure the health and safety of all _____ students during an emergency and/or crisis. The health and safety of students during a crisis require:

1. The immediate and effective response to the actual emergency if such an emergency has occurred on, in, or near school property during school hours (i.e., violent intruder, disruptive demonstration).
2. The immediate and effective response to the psychological trauma resulting from such an emergency.

The communication of accurate information is central to the effective response to the crisis or the trauma resulting from a crisis. The groups of people that require accurate information include the Superintendent/central administration, Principal/building administration, law enforcement and other first responders, staff, students, and parents/guardians. If the Superintendent/central administration first becomes aware of the emergency, they will then advise building administration. If the Principal/building administration first becomes aware they are to advise central administration. Depending on the emergency, it may be necessary to first contact law enforcement, fire personnel and other first responders. If staff first becomes aware, they will inform the Principal who will, in turn, advise the Superintendent/central administration (or first responders, depending upon the emergency). Staff, students and parents will require accurate and timely information.

The Principal shall determine whether the emergency requires the utilization of an evacuation, lockdown or shelter-in-place response.

The School Security and Safety Committee (SSSC) shall assist in the development and administration of the school's safety and security plan. The Committee is composed of: a local police officer, a local first responder, a teacher employed at the school, an administrator employed at the school, a mental health professional (guidance counselor, social worker, school psychologist, school nurse, or child mental health specialist) a parent/guardian of an enrolled student and any other person the Board of Education finds necessary. Parents/guardians serving on this committee must not have access to information about disturbing or threatening student behavior reported to the Committee as this may compromise student confidentiality.

Students

Student Safety

Procedure for Handling Crises and Emergencies

The Role of School Personnel

The Principal of each school is responsible for developing a plan of action to be used in the event of an emergency and for providing the Superintendent with a copy. The plan should specify which members of the school staff will be responsible for notifying the appropriate administrative officers and the policy, if required, and which members will be assigned supervision of key areas of the school plant.

As part of the overall plan, the Principal must become acquainted with police department personnel who may serve the school for the purpose of developing effective communications and working relationships.

If an emergency and/or crisis should occur on, in, or near the school site, the Principal or his or her designee must take the following action immediately:

- ✓ Report the incident to the police if the situation in the Principal's judgment is serious enough to warrant police assistance.
- ✓ Request emergency medical assistance if required.
- ✓ Determine whether a lockdown, evacuation or shelter-in-place response is required and provide such information quickly to school staff and students.
- ✓ In the event first responders (law enforcement, police) are called to the building, the National Incident Command System shall be utilized.
- ✓ The Principal should be prepared to answer factual questions regarding the incident (e.g., who, when, where, how, etc.) to the news media. The Principal should not make statements to the news media unless he or she has had adequate time to assess the situation and checked with Superintendent or designee.

If an emergency and/or crisis is in progress, faculty and staff should make every effort to retain students under their immediate control (lock down, shelter-in-place, evacuation). Movement of classes should cease until the situation permits the orderly movement of students from class to class. Selected teachers and other key staff personnel should be assigned to supervise areas of major concern.

Students

Student Safety

Procedure for Handling Crises and Emergencies

The Role of School Personnel (continued)

Additionally, the Principal should take the following steps:

- Discourage students from using the school telephone, cellular telephones, and other electronic devices and instruct office personnel to make calls to homes to report any emergencies that students may have.
- Designate one person to answer all incoming calls and relate to callers the facts of the incident as the Principal instructs.
- Prepare a written report of the incident as soon as possible. The report should be forwarded to the Superintendent.

Take the necessary follow-up action to carry out the administrative directives.

The Role of Police

In the event a police officer is called to any public school to investigate an incident which involves a student enrolled in the school, he or she will determine the following:

- the nature of the incident under investigation;
- the extent of injuries, if any, and if the injuries sustained were a result of the incident under investigation;
- the extent of disciplinary action taken by the particular school regarding the incident.

In those cases where it is determined that the disturbance or incident is of a minor nature, the investigating officer will request that any form of disciplinary action be handled by the Principal.

If, however, it is determined that a felony has been committed or that a severe injury has occurred, the officer will initiate an immediate investigation and make arrests whenever possible.

If a police officer is called to investigate an emergency/crisis which involves an expelled student, a student on suspension, or a person who is not a student, the officer will determine:

- the nature of the incident being investigated;
- the extent of injuries, if any, and if the injuries sustained were a result of the incident being investigated;
- the action taken by the particular school regarding the incident.

Students

Student Safety

Procedure for Handling Crises and Emergencies

The Role of Police (continued)

If the officer determines that either a state or local law has been violated by a suspended or expelled student, the officer will immediately prepare a report of the incident and, in addition, take the necessary action to alleviate the situation.

In situations where the nature of a complaint by school personnel to police is trespassing (not to be confused with disturbing the peace, property damage, etc.), it is the prior responsibility of the school Principal to advise the trespasser that he or she is in violation and that he or she must immediately leave school property or the administrator will request police assistance. Police assistance should be summoned if the Principal's warning fails to cause the trespasser to leave or if the Principal is in doubt that the person so warned intends to leave the premises peacefully.

Upon the arrival of the police officer(s), a suspended or expelled student who is found to be trespassing will be arrested, and the name of the Principal or his or her designee will be used as the complainant in the offense report prepared by the investigating officer.

In the event of incidents which occur outside the jurisdiction of the school and its personnel, the investigating officer will complete an offense report and take the necessary action regardless of the enrollment status of the student.

Any ranking police officer at the scene of an incident may, at his or her discretion, change or modify any part of the police officer's procedure described in this section to suit the circumstances surrounding any particular incident with notification to his or her commanding officer.

Action Plan Format

1. The person in charge during a crisis event is the school Principal/or head teacher if Principal is not present. (unless the crisis event is such that first responders are called and the Incident Command System is activated)
2. The school safety management team will include the Principal,

3. The Superintendent, Police Department, Fire Department as needed will be alerted to the problem by the Principal and/or secretary.
4. The school office (unless the nature of the emergency prevents this) will serve as the command post for the crisis situation. The school secretary will log the events.
5. The school management safety team will meet quarterly to review the procedure to follow in case of a crisis.

Students

Student Safety

Procedure for Handling Crises and Emergencies (continued)

Implementation of Procedures for Plan During Crisis

1. Mobilize team immediately.
2. Notify Superintendent and other agencies as needed.
3. Once assembled:
 - A. Collect/compare facts
 - B. Make early assessment of situation (Evacuate or lock down the school as appropriate)
 - C. Assign tasks
 1. Designate one person to answer all incoming calls and relate to callers the facts of the incident as the Principal or designee instructs.
 - D. Develop time schedule from available information
 - E. Be supportive
 - F. Maintain calm
 - G. Encourage flexibility
4. The Principal will announce “Code Blue” over the P.A. system. This code will set in motion the following crisis procedures.
 - A. All classes stay in their room until an all clear is indicated. (Lock Down)
 - B. Specials do not move classes if the emergency extends beyond the time the class period ends.
 - C. All teachers who do not have any classes assigned to them at the time immediately report to _____ to be ready to assist if called upon. If not called upon, they are to remain in _____ until an “all-clear” is indicated.
 - D. During this time, teachers in class are to run things as “usual”. Teachers will lock their classroom door. Do not attempt to visit your neighbor, etc., to find out what is happening. As soon as possible, staff will be informed of the incident.
 - E. As an overall part of this procedure, all exterior doors in the building, except the office, will be locked after the arrival of the students. All traffic must go through the main door on arrival at the building. A video-surveillance, buzz-in system will be used for all school visitors.
 - F. All students/staff will remain in lock down until an “all clear” is given. The code will be “end code blue”. The Principal will then announce to the students/staff the nature of the incident.
 - G. Prepare a written report of the incident as soon as possible. The report should be forwarded to the Superintendent.

Students

Student Safety

Procedure for Handling Crises and Emergencies

Implementation of Procedures for Plan During Crisis (continued)

5. Should the crisis occur during lunch and/or recess period the following will occur:
Previous plan of action 1-4 goes into effect.

If the students are:

LUNCH:

If a situation occurs during lunch time and/or noon recess:

- A. Students eating would remain in the cafeteria.
 - B. Their regular classroom teacher would report to the cafeteria to assist in their supervision as long as the emergency remains.
 - C. A regular classroom teacher, who may be on duty, will then report to his class at this time.
 - D. Any aides on duty are to remain there.
 - E. No other lunch shifts will begin until the emergency has passed.
6. If the children are out at play the school bell will ring for an extended period of time (Code Blue Bell).
- A. Students would line up IMMEDIATELY at their line up location.
 - B. Staff on duty would monitor the students as they line up for pick up.
 - C. Teachers would immediately pick up their children.
 - D. Return all students to their room and lock the door.
 - E. ALL exterior doors are to remain locked.
 - F. Students/staff would remain at their safe locations until the “all clear” - “End Code Blue” signal is given.
 - G. The Principal would then inform the students/staff of the nature of the emergency situation.

Students

Student Safety (continued)

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency

Subsequent to an emergency or crisis, the building Principal convenes the School Security and Safety Committee (SSSC). The SSSC acts as an advisory panel to the Principal. The initial objective of the SSSC is to gather all factual information relating to the emergency. The team then evaluates the impact of the crisis on staff and students and generates corrective strategies. The Director of Pupil Personnel Services will provide additional psychologists, social workers, nurses or other specialists to the effected schools as needed and/or requested.

The steps taken by the SSSC will depend upon the emergency. The following are provided as examples of SSSC activities and is not intended to be exhaustive.

Suggested SSSC procedures

- Delegate appropriate responsibilities among team members.
- Prepare and distribute a written statement of facts for staff.
- Decide where and when to share information with students.
- Develop special plans for classes directly affected.
- Meet with identified classes by room or in assembly to review facts, inform them of crisis counseling centers, discuss feelings, encourage them to be supportive of each other and discuss feelings with parents.
- Develop appropriate support systems within the school (e.g., counseling crisis centers, groups for students, staff).
- Prepare and distribute letter to send home to parents to let them know what is being done at school.
- Decide when it is appropriate to contact certain parents individually.
- Identify students who may be at risk.
- In cases of death, obtain funeral information and share it; plan memorial services. (It is suggested that, in the case of suicide, memorial services not be held in the school building.)
- Assess long-term effects on school.
- Schedule faculty meetings before and after school day. Guidelines for initial and follow-up faculty meetings are provided below.

It is important that staff receive accurate and timely information about the emergency or crisis. While a written statement of facts may be prepared for staff and distributed during the day, a faculty meeting should be held as quickly as possible. Additional faculty meetings should be held as needed.

Students

Student Safety

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency (continued)

Guidelines for an Initial Faculty Meeting

1. Distribute written statement of facts. Dispel rumors if necessary.
2. Inform faculty that all police and media contact concerning the crisis should be directed to the building administrator.
3. Announce funeral arrangements, if applicable.
4. Give faculty an opportunity to react, ask questions, and express feelings.
5. Give staff support, if needed. Encourage staff to be supportive of one another.
6. Discuss when and where students will be presented with the information. Address how the particularly affected classes will be handled.
7. Give teachers the option to have another staff person help with class discussions should they be uncomfortable doing it alone (e.g., guidance counselor, social worker, other crisis team member). Students can be allowed to vent feelings, if necessary and comfortable in class, but the goal is to return to normal routine in class and school as soon as possible.
8. Discuss and hand out guidelines for class discussion. Clinical staff person describes feelings students may be experiencing and offers suggestions on how to handle these.
9. Review warning signs.
10. Review how to access which students may be more at risk at the time of crisis.
11. Discuss the support systems that have been developed and the referral process.
12. Let staff know the plan for the school day.
13. Arrange for a follow-up faculty meeting.

Guidelines for a Follow-Up Faculty Meeting

1. Review the day, get feedback from staff.
2. Give staff an opportunity to share and express feelings.
3. Set up staff support group, if appropriate.
4. Gather names of students or classes needing additional support.
5. Discuss next steps to be taken.

The SSSC advises the Principal on which students require assistance and define the form of the assistance. A class discussion of the emergency is frequently important.

Students

Student Safety

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency (continued)

Guidelines for a Class Discussion

1. Prepare students for the serious nature of the information they are about to receive. State that you have something sad, unhappy, painful, or upsetting to tell them.
2. Announce the facts.
3. Allow students to react, discuss, and share feelings and possible fear for their own safety.
4. Ask students what they have heard prior to class meeting. Dispel rumors with honest, factual discussion. Share your feelings, if you are comfortable.
5. If you can't answer all of their questions, find out what they want to know. Follow up.
6. Listen to students, be supportive, and don't lecture or argue. Respect their responses; take them seriously.
7. Convey a feeling of acceptance for the different reactions expressed. Reactions may range from no reaction at all to degrees of sadness, loss, guilt, anger, or disbelief.
8. If students wish to discuss more than you are comfortable with, refer those students to designated staff or request some assistance for your class.
9. Let students know what support systems are available should they wish to talk further.
10. Encourage students to be supportive of each other and to aid each other in seeking help.
11. Refer students who are having strong reactions or who you feel are at risk to support staff. If necessary, ask for help or get another student to act as an escort.
12. Discuss ways in which students can express their feelings and concerns.
13. Help keep communication open. Encourage students to share feelings with their families.
14. Do not allow for glorification of the event. Particularly in the event of suicide, the staff should convey the true tragedy of the situation.

Students

Student Safety

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency

Guidelines for a Class Discussion (continued)

Crisis counseling may either be suggested by the SSSC or referred by the classroom teacher. The school psychologist, social worker and nurse are available to provide such services. Additional pupil personnel staff are available through the Director of Pupil Personnel Services. The Director of Pupil Personnel Services or his/her designee will coordinate staff.

Communication of factual information to parents is essential. All efforts will be made to accurately communicate with parents.

Procedures for Handling School Bus Accidents

Subsequent to a school bus accident, the building Principal or his/her designee must take the following action immediately:

- a. Notify the Superintendent of Schools
- b. Notify the Business Director
- c. Notify the Transportation Coordinator
- d. Call parents of students on bus/van

The bus driver will call the Bus Company and the police will be notified.

Upon resuming school, the building Principal will convene the School Security and Safety Committee, if appropriate. The SSSC acts as an advisory panel to the Principal. The initial objective of the SSSC is to gather all factual information relating to the bus accident and evaluate the impact of the accident on students and staff and generate corrective strategies.

The building Principal will follow steps and procedures set forth under suggested SSSC procedures, guidelines for an initial faculty meeting and follow-up meeting, as well as guidelines for a class discussion.

Students

Student Safety

Procedure for Handling Psychological Trauma Subsequent to a Crisis or Emergency (continued)

Resource Services School System

Superintendent	List Telephone Numbers
Assistant Superintendent	
Special Services	
Transportation	
Business Services	
Human Resources	

County Agencies List Telephone Numbers

Police Department

Fire Department/Emergency

Department of Human Services

Regulation approved:

cps 2/13

rev 6/13

Students

Student Safety

The Board of Education is committed to providing a nurturing, respectful learning and work environment. Behaviors that compromise this commitment will not be tolerated. Student safety shall be a priority of all staff in buildings, on grounds and on field trips.

The Superintendent of Schools will work with designated staff to plan and implement:

1. Maintenance that assures safe school environments;
2. Use of safe practices by school personnel and students during instruction and extracurricular activities;
3. Development of school programs and activities that are consistent with the abilities and limitation of students;
4. Safety education as appropriate to specific coursework and use of play area;
5. Programs that advance character development in all schools, every year;
6. First Aid procedures; and
7. Emergency response protocols for the school district.

Legal Reference: PA [95](#)-304 An Act Concerning School Safety

Policy Adopted: September 8, 2004

A recommended sample policy to consider.

Instruction

Emergencies and Disaster Preparedness

The Board of Education recognizes that the health, welfare and safety of its students and employees are dependent upon sound emergency preparedness planning. All employees of the school system are responsible for doing everything in their power to promote the safety of all of the students at all times. District staff shall be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster when it occurs.

The Superintendent or his/her designee shall use state-approved School Security and Safety Plan Standards and the accompanying School Security and Safety Plan Template to 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. 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 accompanying School Security and Safety Plan Template. In addition to preparedness and response, the plan shall provide guidance on recovery from any emergency incident.

Each school shall establish a school security and safety committee which will assist in developing and administering the school's security and safety plan. 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 guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)

Alternative language:

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 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. All building security and safety plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection, beginning with the 2014-2015 school year.

The District will cooperate with local law enforcement, fire department and civil defense authorities and other civic agencies in the event of a declared emergency situation.

Instruction

Emergencies and Disaster Preparedness (continued)

or (alternate paragraph to the previous paragraph)

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 Standardized Emergency Management System guidelines and the accompanying School Security and Safety Plan Template, 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 and be compliant with the standards issued by the Department of Emergency Services and Public Protection.

Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.

The plan shall specify procedures to be taken in the District in the event of an emergency. As appropriate, the Board shall enter into cooperative agreements with other governmental entities to assure proper coordination and support during emergencies. At the beginning of each school year, parents and staff of each school shall receive a written summary of relevant sections of the plan relevant to that school.

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. By November 1 of each year the District must submit to the DEMHS Regional Coordinator one of the following: (1) those plan pages that have been updated; (2) the DEMHS provided form that the plan has not changed; or (3) a revised plan if the current plan has undergone a major revision.

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)

Instruction

Emergencies and Disaster Preparedness (continued)

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:

rev 10/03
rev 2/13
rev 7/13
rev 3/16

A recommended policy on this topic to consider

Instruction

Emergencies and Disaster Preparedness

Emergency Plans

The Board of Education, using a committee composed of the Superintendent, each building Principal, the business manager, the director of finance and other designated personnel, shall develop and maintain the District's emergency plans. The committee shall rely on community involvement, including the chief executive officer of the municipality law enforcement, fire, public health, emergency management and emergency medical services in the development and planned review of the school security and safety plans. Such plans shall utilize an all hazards approach and utilize the School Security and Safety Plan Template made available by the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS). The district-level and site-level emergency and disaster preparedness plans shall be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System, and be based upon the School Security and Safety Plan Standards issued by the Department of Emergency Services and Public Protection.

Each school shall establish a school security and safety committee which will assist in the development and implementation of the individual school's security and safety plan. Such plan shall be based upon the standards issued by the Department of Emergency Services and Public Protection. 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.

A Crisis Plan will be developed by the local officials and the Safe School committee which will ensure an established set of directives to guide the actions of those involved and responsible for the safety of students and property. The crisis management plan is to be developed within the context of the four recognized phases of crisis management, (1) mitigation/prevention, (2) evacuation, (3) lockdown, and (4) recovery. 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 maintenance, 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, including, but not limited, to the following:

- Severe weather
- Fire
- Flood
- Terrorism
- Missing student(s)
- Suicide
- Threatening person(s)
- Weapons/explosives found on school site
- Any other situation the Safe Schools Committee deems appropriate

Instruction

Emergencies and Disaster Preparedness

Emergency Plans (continued)

The Superintendent, or his/her designee, is responsible for maintaining communication with other community agencies in order to share information on preparedness and planned procedures. It shall also be the responsibility of the Superintendent to ensure that the schools work in cooperation with these other agencies during such emergencies.

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 fire and tornado emergencies, terrorist attacks, and emergency evacuations. All District personnel shall make themselves familiar with these procedures.

(cf. 5141.6 – Crisis Prevention/Response)

(cf. 5142 – Student Safety)

(cf. 6114.1 – Fire Emergency/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 Protection and Children's Safety (Sections 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:

rev 2/13

rev 6/13

rev 3/16

This sample letter contains some issues on which parents/guardians are deeply concerned. The purpose of this sample letter is to generate ideas for a similar letter designed to meet a district's specific circumstances and plans.

Letter to Parents Regarding Student Safety

_____ **PUBLIC SCHOOLS**
_____, **Connecticut**

Date

Re: Student Safety

Dear Parents:

The District's top priority is student safety. In addition to physical safety, the District is concerned with the emotional well-being of students and will help students cope with an emergency or disaster and its aftermath. Our emergency and disaster response plans are as follows:

Safety Plans

The District has plans for the four phases of emergency and disaster management:

1. **Preparedness** – planning for an emergency or disaster event;
2. **Response** – planned response to an emergency or disaster event;
3. **Recovery** – the process of returning to normal operations; and
4. **Mitigation** – steps taken to minimize the effects of an emergency or disaster.

These plans are covered in each school's site-based safety plan. In addition, the District has a Safety Program Coordinator. Each school also has a Crisis Management Team.

Communications

The District monitors the Homeland Security Office and other emergency preparedness resources. The District will disseminate emergency information via its website, information hotline, through the media and by telephone contact.

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.

All students at _____ School will go to _____. You may pick-up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, we request that you follow the instructions of the District's Safety Program Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal.

Thank you for your understanding, cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent of Schools

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

Bylaw 9132 (a): Standing Committees

Duties and Responsibilities

1. Student Achievement & Outcomes Committee

The focus of the Student Achievement Committee is to review and monitor appropriate key performance indicators to evaluate student achievement and to pursue continuous improvement in overall district academic performance.

The responsibilities of this committee include:

1. Review and monitor appropriate metrics for all areas of district, school, and student performance and climate.
2. Participating in the review, evaluation, and development of the district's curriculum.
3. Make recommendations to the full Board related to the responsibilities listed for the committee.

2. Finance & Operations Committee

The focus of the Finance & Operations Committee is to plan, obtain, & manage the resources that are necessary to increase the district's capacity to meet district priorities, students' needs, and statutory requirements.

The responsibilities include:

1. Monitoring metrics to ensure that district resources are utilized effectively, efficiently, and equitably to improve student achievement.
2. Working with the superintendent of schools and/or their designee regarding the district's annual budget development.
3. Reviewing annual capital expenditures and the utilization of the district capital reserve including balances encumbered for future capital projects.
4. Monitoring community demographic information and facility usage to ensure a safe and optimal learning environment.
5. Reviewing requisite contract language for vendors, where appropriate.
6. Reviewing & monitoring district human resource needs, including vacancies & turnover, to adequately ensure proper resource planning.
7. Reviewing relevant matters related to the physical plant, transportation, cafeteria, and infrastructure.
8. Make recommendations to the full Board related to the responsibilities listed for the committee.

3. Labor Relations, Ad-hoc

The focus of the labor relations committee is to act as the statutory role of the Board in matters related to grievances and contract negotiations.

The responsibilities include:

1. Working with the superintendent and their designee(s) on matters related to negotiations, contract implementations, grievances, and interviews.

2. Make recommendations to the full Board related to the responsibilities listed for the committee.

4. School, Family, & Community Partnerships

The focus of the school, family, and community partnerships is to improve student social, emotional, and academic outcomes through reviewing and monitoring district action plans and communications targeted to district stakeholders.

Their responsibilities include:

1. Review & monitor district goals and attainment of goals related to family

engagement. 2. Review district partnerships with business and community organizations.

3. Review & report on success metrics of district-level communications with stakeholders, including, but not limited to the district-preferred portal (e.g. parent square).

4. Work with the Superintendent and/or their designee to identify areas of policy & resources necessary to carry out district priorities related to family & community engagement.

5. Make recommendations to the full Board related to the responsibilities listed for the committee.

6. School Building Committees

Members of these school building committees shall be appointed according to the provisions of Ordinance Title XVIII and the duties shall be as proscribed under the ordinance.

7. Policy Committee

The purpose of the Policy Committee is to ensure that all policies and by-laws are timely, relevant, and available to stakeholders.

The responsibilities of the policy committee include:

1. Work with the superintendent and/or their designee(s) to develop, outline, review, and revise board policies.
2. Review & monitor policies and by-laws to ensure their timeliness and relevance with state and federal statute updates.
3. Ensure the accessibility of policies and by-laws to stakeholders.
4. Make recommendations to the full Board related to the responsibilities listed for the committee.

8. School Safety Committee*

The purpose of the school safety committee is to routinely provide commissioners with the requisite safety measures of the school district and review & monitor safety-related information.

*Convened in Executive Session

The responsibilities of the School Safety Community include:

1. Work with the superintendent and/or their designee(s) to review district protocols.
2. Monitor safety-related data and information.
3. Stay apprised of district-level security improvements.

Bylaw Adopted: March 10, 1993 BRISTOL PUBLIC SCHOOLS Bylaw Revised: August 21, 1996 Bristol, Connecticut Bylaw Revised: August 19, 1998

Bylaw Revised: September 15, 1999

Bylaw Revised: October 6, 1999

Bylaw Revised: January 5, 2000

Bylaw Revised: April 4, 2001

Bylaw Revised: July 7, 2004

Bylaw Revised: February 3, 2016

Bylaw Revised: January 3, 2024

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent of Schools is a Board of Education responsibility. The Board of Education may seek the advice and counsel of interested individuals or of an advisory committee, and it may choose consultants to assist in the selection. However, final selection shall rest with the Board of Education after thorough consideration of qualified applicants.

Candidates must hold Connecticut certification as a superintendent (093). A background check of professional qualification is essential. This must include contacting references both orally and in writing. The Board will seek to find the person it believes can most effectively translate into action: the policies of the Board, the aspirations of the community, and the fostering of a diverse professional staff.

The Board of Education will, by majority vote, elect and fix the term of office (not to exceed three (3) years) and the salary of the Superintendent of Schools who shall serve as executive officer of the Board of Education and who shall have authority and responsibility for the supervision of the school system.

The Board of Education must submit the name and address of the candidate who accepts the election as a new Superintendent of Schools to the Commissioner of Education within seven (7) days of the decision. The Commissioner of Education shall inform the Board of Education, in writing, of the certification status of the candidate, within fourteen (14) days after receiving the name of the candidate from the Board of Education.

Contract

At the time of employment or reemployment, the Board of Education shall provide a written contract of employment which shall include, but not be limited to, salary, employment benefits, and term of office of such Superintendent of Schools.

Duties and Responsibilities

The Superintendent of Schools shall be the chief executive officer of the Board of Education and the administrative head of all Bristol schools. As such, he/she shall comply with all statutes and regulations as prescribed by law, will delegate authority for the operation of various segments of the school system, and shall be responsible to the Board of Education for the results produced. Specific responsibilities shall include but not be limited to:

1. Administer the development and maintenance of a positive educational program designed to meet the needs of Bristol students and to carry out the policies of the Board of Education;

2. Recommend the number and types of positions required to provide proper personnel for the operation of such a program;
3. Recommend policies on organization, finance, instruction, school facilities, and other functions of the school program;
4. Nominate candidates for administrative and teaching appointment, subject to final approval of the Board of Education;
5. Evaluate all administrators on an annual basis;
6. Confer periodically with professional and lay groups concerning the school program and transmit to the Board of Education suggestions gained from such conferences;
7. Supervise the preparation and presentation of the annual budget to the Board of Education for its approval;
8. Keep the Board of Education continually informed on the progress and condition of the schools;
9. Attend and participate in all meetings of the Board of Education unless directed otherwise;
10. Conduct a continuous study of the Bristol School system's curricula; and
11. Collaborate and communicate with the Mayor and other City officials as to the needs of the school system.

Superintendent of Schools Evaluation

Annually, the Board of Education will evaluate the Superintendent of Schools in accordance with guidelines and criteria mutually determined and agreed upon by both the Board of Education and the Superintendent of Schools.

Legal Reference: Connecticut General Statutes

[10-145](#) Certificate necessary to employment. Forfeiture for non-compliance.

[10-157](#) Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education, (as amended by P.A. [12-16](#), An Act Concerning Educational Reform)

[10-222](#) Reports to state board of education.

Policy Adopted: August 25, 1993

Policy Revised: June 5, 2019

BRISTOL BOARD OF EDUCATION

Bristol, Connecticut

A sample policy to consider.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board of Education will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Recruitment of Superintendent

1. Consultant

When the Board of Education starts a search for a new Superintendent, it will hire a qualified search consultant. The selection of a consultant will be through a process consistent with the Board's affirmative action policies.

2. Time Frame/Budget

The Board of Education will estimate a time frame for the search and prepare a budget for the search process including anticipated expenses for all facets of the search and should be updated as the search progresses.

3. Desired Qualifications, Functions and Responsibilities of Superintendent

The Board, working with the search consultant, will develop a set of qualifications and prioritize the functions and responsibilities it wishes the Superintendent to discharge. The consultant will work in conjunction with the Board to develop a set of qualifications and responsibilities associated with the Superintendent's position.

The Board of Education and the consultant will recognize efforts made to increase recruitment of underrepresented groups. Some of the recruitment procedures will include sending notices of Superintendent vacancies to groups, such as the following types of organizations: placement offices; women's centers or minority affairs offices; Superintendent organizations; journals; associations; and other publications and associations which reach underrepresented groups. Other recruitment sources also include: local news media; local community organizations; newspapers; newsletters; and specialized employment programs. A network of people who have access to contact with underrepresented groups of candidates will be established and maintained.

Administration

Recruitment and Appointment of Superintendent

Recruitment of Superintendent (continued)

4. Interviews

A background check of professional qualification is essential.

There may be two to three interviews -- one preliminary interview conducted by the consultant and others by the entire Board. All Board of Education members will interview all finalist candidates. All Board members will also be given an opportunity to informally meet the proposed candidate before a commitment is made for his or her employment.

5. A subcommittee of the Board will negotiate the contract with the finalist.

6. The Board will hire the new Superintendent.

7. The Board must decide how to best handle the transition period (from the time the contract is signed until the new person comes, as well as the first 3 months with the new Superintendent).

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

The Board may employ an Acting Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent or a one-time extension of such probationary period, not to exceed one additional school year, if the Commissioner determines that the Board has demonstrated a significant need or hardship for such extension.

Note: *The Commissioner may waive certification for a school superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an acting superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of superintendent.*

Administration

Recruitment and Appointment of Superintendent

Legal Reference: Connecticut General Statutes

10-157 Superintendents. Relationship to local or regional board of education; written contract of employment, evaluation of superintendent by board of education, (as amended by P.A. 12-116, An Act Concerning Educational Reform and P.A. 17-173, An Act Concerning Minor Revisions and Additions to the Education Statutes)

10-222 Reports to state board of education.

Policy adopted:

rev.6/04

rev 6/12

rev 6/17

Second sample policy to consider.

Administration

Recruitment and Appointment of Superintendent

The appointment of a Superintendent is the legal responsibility of the Board. The Board will conduct an active search to find the person it believes can most effectively translate into action the policies of the Board, the aspirations of the community, and foster a diverse professional staff. Efforts will be made to increase recruitment of underrepresented groups, including but not limited to women, minorities and people with disabilities, through the use of nontraditional sources. Applicants who can best fulfill the role will be sought from within the school system and from without.

Appointment of Superintendent

A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.

Legal Reference: Connecticut General Statutes

10-157 Superintendents, as amended by PA 17-173

Policy adopted:
rev 6/17

SUPERINTENDENT SUCCESSION

(Background Information for Policy Review Committee)

Page 1

All superintendencies eventually end. The COVID-19 pandemic emergency situation clearly brought forth the need and increasing importance of a succession plan pertaining to this leadership position. Along with their boards of education, superintendents also have a responsibility to plan for the future of their school districts. Proactive succession planning for key leadership positions minimizes the costs, upheaval, instability and disruption of long-term district goals and initiatives due to leadership turnover.

Departure is difficult. Discussion with board members can be awkward and risk sending the wrong signal, and action steps can be challenging. However, if succession planning is put aside, the district's future and the legacy of the superintendent are placed at risk.

Succession planning provides needed continuity for the board of education. A change of superintendent, especially if a new superintendent wants to move the district in a new direction, can be disruptive. Succession planning pertains to the continuity of key leadership positions. It's also about developing the intellectual capital, as well as providing opportunities to recruit people to the district and within the district with the knowledge that there are individual opportunities for advancement and that the district is willing to provide intentional pathways developed for pursuing those opportunities.

In addition to preparing for a superintendent's succession, the district can create talent pools for succession of assistant principals and principals. Thought needs to be given to executive leadership and the need to create in the administrative ranks the development of executive level leadership. Pathways need to be considered for teachers to move into other district leadership positions, including administrative positions at the school and district level.

Succession planning should take place not only for the superintendent's position but for all district-level positions and principals. It is prudent to build into a school district's processes and culture the concept of succession planning. Donald R. McAdams, in an article written for AASA on this topic stated, "Administrators at every level should be trained to look for employees with growth potential. And when talent is spotted, those with talent should be given opportunities for growth, including broad exposure to the district. For key positions, the superintendent should have a mental list of potential replacements should incumbents suddenly depart."

Succession planning for the superintendent is important because he/she is honor bound to act in the best interest of the district. Further, the superintendent should care about his/her legacy. A successor chosen from the superintendent's own team would provide continuity. Effective promotion from within can build organizational strength but requires succession planning. In the private sector, great companies manage human resources to spot and develop talent which permits promotion from within.

Yet, it is acknowledged that bringing in new talent from outside the district can stimulate innovation. There are times, in all districts when this is necessary and is reflected in recruitment, based upon a thorough assessment of the needs of the district and reflected in district succession planning.

SUPERINTENDENT SUCCESSION

(Background Information for Policy Review Committee)

Page 2

Policy Implications

Succession planning is a process for identifying and developing new leaders who can replace those leaders who leave for a multitude of reasons. An important first step is the identification of current and future key positions in the organizational structure of the district. Succession planning is a long-term strategy for identifying and developing, both personally and professionally, current high-potential staff members for specific positions. It should encompass those positions that hold high strategic importance and require a very specific set of skills, knowledge, abilities and other characteristics important to the district's organization.

A policy for succession planning outlines the process boards need to use for planning to replace board members, a board chair, or superintendent either because of an existing vacancy, for any number of reasons, or to plan for the future vacancy of a position. Succession planning for board of education positions, including officers of the board, is rooted in town and city charters and state statutes. Local customs, politics and past practices also play a role.

At this time, a new policy pertaining to succession planning for the superintendent's position, policy #2140.1, "Superintendent Succession," has been developed. There are two versions which follow for your consideration and potential modification for use at the local level. The first version is detailed and provides for a number of different scenarios. In addition, it contains in a number of places, alternate language to consider. The second version represents a more succinct, broadly worded version. In these times, this new policy is considered a recommended policy for inclusion in the district's policy manual.

In addition, there are a number of existing policies which pertain to the replacement of a superintendent. These include the following:

- Policy #2131.1 – Appointment of Designee for Superintendent
- Policy #2140 – Superintendent
- Policy #2141 – Recruitment and Appointment of Superintendent

A sample policy to consider.

Administration

Superintendent of Schools

Superintendent Succession

Purpose

The Board of Education (Board) is committed to maintaining a state of readiness for the eventuality of a planned or unplanned change of the District administrative leadership. To that end, it is the policy of the Board to establish and maintain a succession plan to ensure the orderly transition of leadership and the achievement of the District's mission and goals.

In addition, it is the Board's policy to assess the future leadership needs of the District on a planned periodic basis. Such assessment will help to ensure continuity of leadership by the selection of a qualified and capable Superintendent and other District administrators who will be a good fit for the school system as reflected by its mission, vision, goals and philosophy.

The Board, upon the announcement of resignation or absence of the Superintendent will put this Succession Plan into effect.

Alternate language for this section (Purpose) of the policy:

The Board of Education (Board) understands the importance of succession planning whereby the _____ School District leadership will be in place to provide for effective day-to-day operations should the Superintendent be absent through an emergency, short-term or permanent leave or departure. Such planning supports organizational stability and sustainability by ensuring there is an established process in place to replace the Superintendent, either permanently or temporarily. Recognizing that changes in staffing are inevitable, the Board has established this succession planning process to provide needed continuity in staffing and to avoid extended and costly vacancies in the position.

Desired Outcomes

Through this policy, the Board seeks to ensure:

1. Replacements are identified and developed for key positions in the District, including the Superintendent; and
2. Proper oversight and continuity of the day-to-day operations of the District is in place at all times.

Administration

Superintendent of Schools

Superintendent Succession (continued)

Definitions

For the purposes of this policy:

1. **“Succession Planning”** is an organized, proactive process designed to ensure that the appropriate people will be in place to sustain and promote the culture and goals of the District into the future. It involves the development of existing staff to fill key leadership positions in the District. There are two components of the plan: (1) emergency/short-term transition, and (2) permanent leadership change.
2. **“Acting” or “Interim”** are terms which a school district may use which refer to a person assigned to fill a position on a temporary basis to replace a regular employee on an emergency or short-term basis. It is the expectation that the regular employee will be returning to his/her regular position in the future. However, these terms can, within the statutory requirements, be used to refer to a person designated to fill a position on a temporary basis while a search is being conducted to permanently fill the position.

Governing Principles

1. Succession planning for the Superintendent is an organized, proactive process of preparing for the loss of the individual filling this critical position in order to sustain, protect, and promote the culture and goals of the District into the future. This increases the availability of experienced and capable employees to be prepared to assume critical roles when necessary.
2. The District seeks to identify and develop employees who possess the potential to fill key leadership positions, to include administrative roles in schools.
3. The Board is committed to a comprehensive District-wide program for developing leaders who are dedicated, prepared, and equipped to increase achievement for all students and continue with initiatives in place without disruption to the system.
4. Succession planning addressed in this policy includes emergency or short-term change of the Superintendent and permanent change of the Superintendent.

Note: Superintendents should make sure that deputies are broadly exposed to districtwide issues. In addition, it is not inappropriate for the Superintendent, from time to time, to share with the leadership of the Board comments on the growth and potential of selected deputies and other members of the administrative staff. However, Superintendents should be careful to never suggest an heir apparent. This could undermine their leadership and divide the administrative management team. The final decision must always rest with the Board.

Administration

Superintendent of Schools

Superintendent Succession (continued)

Governing Practices

1. The Board directs the Superintendent, in cooperation with the District's administrative staff, to develop a succession plan to build a list of qualified leadership candidates while anticipating future District needs.

An alternate approach:

A Succession Planning Committee (Committee) shall prepare for and manage a planned or unplanned change of leadership of the Superintendent. The Succession Planning Committee membership will include the Superintendent, Chairperson of the Board of Education, Board Vice Chairperson and the immediate past Board Chairperson. If the immediate past Board Chairperson is no longer a member of the Board, the Board Secretary will sit on the Committee.

Annually, the Committee will:

- i. Review the District's mission, vision and goals which will become the basis for determining the key leadership competencies and qualifications necessary to further the District's progress and review and update the Succession Plan. Changes to the Plan shall require Board approval. (The Committee is subject to FOI.)
 - ii. Consult with the incumbent Superintendent, in executive session, regarding his/her career plans to provide for an informed Succession Plan.
 - iii. Review the District's emergency/short-term transition plan which shall include:
 - The Superintendent's recommendation for an Acting Superintendent who would replace him/her in the case of a temporary absence and a timeline for appointment.
 - The Board shall formally approve for the school year, the individual so designated.
2. The Superintendent shall ensure the Assistant Superintendent, and other appropriate administrative staff become familiar with Board and Superintendent issues and processes. Such knowledge, to include Board policies, legal, personnel, and financial issues, shall enable the designee to assume the role of Acting/Interim Superintendent with reasonable proficiency and be fully accountable to the Board for all Superintendent authority.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

3. Short-Term/Emergency Change in Superintendent's Position

- a. In order to protect the Board and District and to maintain consistent day-to-day operations of the District, upon the sudden loss of the Superintendent, the Assistant Superintendent/Deputy Superintendent shall serve as Acting Superintendent pending formal action by the Board to select an Acting/Interim Superintendent.

Alternate language:

- i. In the absence of the Superintendent, it shall be the responsibility of the other District administrators to assume, from its ranks, the Superintendent's duties. The succession of authority shall be, in this order: the Assistant Superintendent, the High School Principal, the Junior High/Middle School Principal and then an Elementary Principal chosen at the discretion of the administration. Such succession of authority is subject to the approval of the Board.
- ii. In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District and in emergency situations. Such appointment shall be reported to the Board at a regular meeting of the Board. The individual appointed shall be a full-time administrator in the District.

The designee shall report/consult immediately with the Chairman of the Board of Education on any actions taken. The designee shall report to the Superintendent of Schools on any action taken upon the Superintendent's return to the District.

- b. The inability of the Superintendent to continue to fulfill the responsibilities of his/her position, as enumerated in the position's job description shall be communicated to District staff, as well as to the public, by the Chairperson of the Board.
- c. If the absence of the Superintendent is temporary, the successor shall assume only those duties and responsibilities of the Superintendent that require immediate action. If the Superintendent's absence will be a lengthy one, as determined by the Board, the Board shall appoint an Acting Superintendent, in concert with District policy and/or state statutes.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

- d. It shall be the responsibility of the Superintendent, if possible, to inform the successor of the Superintendent's absence. If unable to do so, it shall be the responsibility of the successor to assume the Superintendent's duties, in accordance with this policy, when the successor learns of the absence and its length.
- e. The Acting Superintendent shall consult with the Superintendent, if available and possible, on major decisions and continue to implement the District's goals, initiatives and Strategic Plan.
- f. If the short-term absence is determined to be long-term or permanent, the Board will take action to formally appoint an Acting Superintendent and determine the process to be utilized for hiring a new Superintendent.

4. Unplanned Permanent Leadership Change

- a. Upon announcement of the resignation or vacancy of the Superintendent, the Board will put the Succession Plan into effect.
- b. This plan shall include the following:
 - i. Communication Plan outlining the selection process:
 - Announcement of the Superintendent's resignation or vacancy to be shared with both staff and community. Following Board approval, a statement of the Succession Plan and process for filling the vacancy will be announced; and
 - The Board Chairperson shall be the official spokesperson representing the District in all media contacts and inquiries.
 - ii. The process for identifying executive search consulting services. The Board may choose to retain consultants and issue a Request for Proposal (RFP);
 - A timetable and schedule of recruitment selection activities including opportunities for input from key stakeholders and community members;
 - A transition time period between the outgoing Superintendent and the incoming Superintendent;
 - Negotiation of the Superintendent's contract; and
 - Appointment of the new Superintendent and assistance in the transition during his/her first year of employment

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

5. Planned Permanent Leadership Change

- a. Upon the announcement of the resignation or vacancy of the Superintendent's position the Board will begin the recruitment and hiring process.
- b. The Board will determine the procedures to be followed and the process for filling the vacancy.
- c. In such situations where the succession of the Superintendent can be planned, the Board shall initiate an internal, District-wide assessment of the District's administrative needs, desires and qualities of a new Superintendent. Such assessment will begin as soon as possible upon the Board learning of the planned permanent leadership change.
- d. The steps outlined above for the replacement of the Superintendent in an unplanned circumstance are also applicable in this situation.
- e. A vote of the majority of the Board members, present at a Board meeting for which due notice has been given of the intended action, will be required for the appointment of the Superintendent.
- f. Upon approval of a successor by the Board, the Superintendent shall develop and implement a transition plan to orient the selected appointee to all duties and responsibilities of the position and ensure continuity of all District strategies and goals.

6. Appointment of an Acting Superintendent

The Board may employ an Acting/Interim Superintendent, properly certified or not, for a probationary specified period, not to exceed one school year, with the approval of the Commissioner of Education. Such time may be extended by the Commissioner for good cause shown. During such probationary period, the Acting Superintendent shall assume all duties of the Superintendent for the time specified and shall successfully complete a school leadership program, approved by the State Board of Education, offered at a public or private institution of higher education in the State. At the conclusion of the probationary period, the Board may request the Commissioner of Education to grant a waiver of certification for the Acting Superintendent, allowing the Board, if desired, to appoint the Acting Superintendent as the District's permanent Superintendent or a one-time extension of such probationary period, not to exceed one additional school year, if the Commissioner determines that the Board has demonstrated a significant need or hardship for such extension.

Administration

Superintendent of Schools

Superintendent Succession

Governing Practices (continued)

Note: The Commissioner may waive certification for a school Superintendent who (1) has at least three years of experience in the past ten years as a certified administrator with a Superintendent certificate issued by another state, or (2) has successfully completed the probationary period as an Acting Superintendent and the Commissioner deems the individual to be exceptionally qualified for the position of Superintendent.

(cf. 0000 – Mission and Functions)

(cf. 0100 – Mission Statement/Purposes)

(cf. 0200 – Goals/Objectives)

(cf. 1112 – News Media Relationships)

(cf. 1160 – Responsibilities of Boards of Education)

(cf. 2000.1 – Board-Superintendent Relationship)

(cf. 2001 – Participatory Management)

(cf. 2110 – Management Position Team)

(cf. 2131 – Superintendent of Schools)

(cf. 2131.1 – Appointment of Designee for Superintendent)

(cf. 2141 – Recruitment and Appointment of Superintendent)

(cf. 2151 – Recruitment of Administrative Staff)

(cf. 9012 – Legal Responsibilities of Boards of Education)

(cf. 9020 – Public Statements)

Legal Reference: Connecticut General Statutes

10-157 Superintendents. (as amended by June 2017 Special Session PA 17-2, Section 152 and Section 267)

10-222 Reports to state board of education.

Policy adopted:

cps 6/20

Another, more succinct, version of this policy to consider.

Administration

Superintendent of Schools

Superintendent Succession Plan

The Board of Education (Board) needs to be prepared for an eventual permanent change in its Superintendent, whether such change is either planned or unplanned, to insure the stability and accountability of the school system until such time as a new permanent Superintendent is appointed. The Board's Succession Plan is based upon the deliberate and systematic effort to project its leadership needs.

It is the policy of the Board to assess the permanent leadership needs of the District to help insure the selection of a qualified and capable leader who is representative of the community, a good fit for the mission, vision, values, goals and objectives identified by the Board, and who has the necessary skills, professional talents and background to be the District's Superintendent.

To insure the District's operations are not interrupted while the Board assesses the leadership needs and recruits a permanent Superintendent, the Board may appoint a properly qualified Interim Acting Superintendent. The Interim Acting Superintendent shall ensure that the school system continues to operate without disruption and that all organizational commitments are properly and adequately executed.

It is also the policy of the Board to recruit/develop a diverse pool of candidates and consider at least three final candidates for its permanent Superintendent position. The Board *shall/may* implement an external recruitment and selection process, while at the same time encouraging the professional development and advancement of current District staff members.

When the Superintendent separates from the District as part of a plan, retirement, disability, emergency, contract nonrenewal, etc., the Board, as appointing authority, will publicly communicate an approach regarding the recruitment and selection of a replacement. The recruitment and selection process will include consultation with community officials and key stakeholders, and may or may not include the assistance from the vacating Superintendent. In addition, the assistance of the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) may also be utilized.

- (cf. 0000 – Mission and Functions)
- (cf. 0100 – Mission Statement/Purposes)
- (cf. 0200 – Goals/Objectives)
- (cf. 1112 – News Media Relationships)
- (cf. 1160 – Responsibilities of Boards of Education)
- (cf. 2000.1 – Board-Superintendent Relationship)
- (cf. 2001 – Participatory Management)
- (cf. 2110 – Management Position Team)
- (cf. 2131 – Superintendent of Schools)

Administration

Superintendent of Schools

Superintendent Succession Plan (continued)

(cf. 2131.1 – Appointment of Designee for Superintendent)

(cf. 2141 – Recruitment and Appointment of Superintendent)

(cf. 2151 – Recruitment of Administrative Staff)

(cf. 9012 – Legal Responsibilities of Boards of Education)

(cf. 9020 – Public Statements)

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