

## **Policy Committee Meeting**

Wednesday, June 10, 2026 7:00 PM

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

### **1. Call to Order and Pledge of Allegiance**

### **2. Approval of Minutes**

2.1. 5/13/26 Regular Policy Committee Meeting  
Minutes

### **3. PUBLIC COMMENT**

### **4. Review and Possible Action on the Following Policies :**

4.1. Policy 5131 Conduct at School and Activities

4.2. Policy 3541 Transportation

4.3. Policy 5145.12 Search and Seizure

4.4. Policy 3516.4 Sex Offender Notification

4.5. Policy 3516.5 Sexual Offenders on School  
Property

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

4.7. Policy 1120 Public Participation at Board of  
Education Meetings

4.8. Bylaw 9325 Meeting Conduct

4.9. Bylaw 9322 Public and Executive Sessions

### **5. Adjournment**

The minutes presented within this document summarize the discussion of the Policy Committee meeting. To view the meeting in its entirety and hear full reports, please click the following link: [05/13/2026-Regular Policy Meeting](#)



**BRISTOL BOARD OF EDUCATION**  
**Bristol, Connecticut**  
**Wednesday, May 13, 2026 – 7:00pm**  
**Regular Policy Committee Meeting Minutes**

A Bristol Board of Education Regular Policy Committee Meeting was held on Wednesday, May 13, 2026 at 7:00 P.M. in the BoE Auditorium and via the Zoom meeting platform.

**Present:** Commissioners: Lorianne Osenkowski, Jill Fitzsimons-Bula and Maria Simmons

**Also present:** Deputy Superintendent Mary Hawk, Jeffrey Telke, Supervisor of IT, Dr. Amy Martino, Director of Pupil Services, Joseph Grabowski, Chief of Talent Management

**1 . Call to Order/ Pledge of Allegiance**

The meeting was called to order at 7:07 P.M.

**2. Approval of Minutes**

**2.1 Regular Policy Meeting Minutes - April 8, 2026**

Commissioner Fitzsimons-Bula called for a motion to approve the April 8, 2026-Regular Policy Committee Meeting minutes. The motion was made by Lorianne Osenkowski and seconded by Maria Simmons.

*The Policy Committee voted 3-0, motion passed unanimously to approve the April 8, 2026, regular meeting minutes as written.*

**3. Public Comment**

No public comment.

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

**4.1 Policy 6141.328 - Instruction, Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools**

Jill Fitzsimons-Bula provided background information regarding the recommended Policy 6141.328, noting that revisions were made to the device paragraph to ensure consistency with the language used in the 5000 series policies. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on July 1, 2015.

No questions or discussion.

Chair Jill Fitzsimons-Bula recommended moving Policy 6141.328 - Instruction, Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools to the full board for approval with revisions as presented.

***A motion was made by Lorianne Osenkowski and seconded by Maria Simmons to forward Policy 6141.328 - Instruction, Bring Your Own Device (BYOD) and Protocol for the Use of Personal Technology in the Schools to the full board for approval with revisions as proposed. Motion passed unanimously.***

#### **4.2 Policy 6141.329 - One-to-One Device Program**

Jill Fitzsimons-Bula provided background information regarding the recommended Policy 6141.329, revisions were made noting that the previously uploaded document contained substantial grammatical inaccuracies resulting from a conversion error during the upload process. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal.

Questions and discussion and asked for revisions to page 5 under the second bullet as the word “participation” was distorted.

Chair Jill Fitzsimons-Bula recommended moving Policy 6141.329 - One-to-One Device Program to the full board for approval with revisions and correction to page 5, the word participate.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 6141.329 - One-to-One Device Program to the full board for approval with revisions as proposed. Motion passed unanimously.***

#### **4.3 Policy 5113 Attendance/Excuses/Dismissal**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 5113 Attendance/Excuses/Dismissal, previously based on a CAFE model, and per the audit we needed to add or update legal references and make modifications. Therefore, the proposed revisions are based on the current CAFE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on September 13, 2017.

Questions and discussion regarding mental health absence, and whether utilizing ParentSquare would provide a sufficient digital signature for documenting the reason for an absence.

Chair Jill Fitzsimons-Bula recommended moving Policy 5113 Attendance/Excuses/Dismissal to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 5113 Attendance/Excuses/Dismissal to the full board for approval with revisions as proposed. Motion passed unanimously.***

#### **4.4 Policy 5113.2 Truancy**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 5113.2 Truancy, previously based on a CABE model, and per audit we needed to add or update legal references, Review regulation to ensure compliance with updated statutes. Therefore, the proposed revisions are based on the current CABE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on September 13, 2017.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 5113.2 Truancy to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 5113.2 Truancy to the full board for approval with revisions as proposed. Motion passed unanimously.***

#### **4.5 Policy 5114 Suspension and Expulsion/Due Process**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 5114 Suspension and Expulsion/Due Process, previously based on a CABE model, and per audit we needed to add or update legal references, modify, and add or update regulation due to legislative changes. Therefore, the proposed revisions are based on the current CABE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on June 5, 2019. Mary Hawk, Deputy Superintendent provided some context in regards to the updates that were made, specifically the need for Alternative Education programming, and current practices being non compliant with policy.

Questions and Discussion in regards to current practices and number of expelled students that will be impacted by the changes as was presented by Mary Hawk, Deputy Superintendent and Dr. Amy Martino, Pupil Services Director.

Chair Jill Fitzsimons-Bula recommended moving Policy 5114 Suspension and Expulsion/Due Process to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 5114 Suspension and Expulsion/Due Process to the full board for approval with revisions as proposed. Motion passed unanimously.***

#### **4.6 Policy 0521 - Equal Opportunity - Nondiscrimination**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 0521 - Equal Opportunity - Nondiscrimination, previously based on a CAFE model, and Per audit we needed to add or update legal references. Therefore, the proposed revisions are based on the current CAFE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on December 17, 2016.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 0521 - Equal Opportunity - Nondiscrimination to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 0521 - Equal Opportunity - Nondiscrimination to the full board for approval with revisions as proposed. Motion passed unanimously.***

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

#### **5.1 Bylaw 9321 - Time, Place, and Notice of Meeting**

Jill Fitzsimons-Bula provided background information regarding the recommended Bylaw 9321 - Time, Place, and Notice of Meeting, previously based on a CAFE model, and their are current updates to the Bylaw from CAFE that was sent out in May in their Quarterly Policy Highlights #3. Therefore, the proposed revisions are based on the current CAFE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on July 7, 2024.

Question and discussion about the removal of current language of the regular Board of education meeting date and times.

Chair Jill Fitzsimons-Bula recommended moving Bylaw 9321 - Time, Place, and Notice of Meeting to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Bylaw 9321 - Time, Place, and Notice of Meeting to the full board for approval with revisions as proposed. Motion passed 2-1, Commissioner Osenkowski voting no.***

#### **5.2 Policy 5141.4 - Child Abuse and Neglect**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 5141.4 - Child Abuse and Neglect, previously based on a CABE model, and CABE audit stated it needed modification due to PA 22-87. Also included in the quarterly policy highlight #3 that was provided by CABE with the current policy sample. Therefore, the proposed revisions are based on the current CABE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on December 7, 2016.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 5141.4 - Child Abuse and Neglect to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 5141.4 - Child Abuse and Neglect to the full board for approval with revisions as proposed. Motion passed unanimously.***

### **5.3 Policy 1312 - Public Complaints**

Jill Fitzsimons-Bula provided background information regarding the recommended Policy 1312 - Public Complaints, previously based on a CABE model, and Per audit we needed to modify policy and update regulation. Also included in the quarterly policy highlight #3 that was provided by CABE with the current policy sample. Therefore, the proposed revisions are based on the current CABE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on March 1, 2017.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 1312 - Public Complaints to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 1312 - Public Complaints to the full board for approval with revisions as proposed. Motion passed unanimously.***

### **5.4 Policy 5112- Ages of Attendance/Admissions/Placement**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 5112- Ages of Attendance/Admissions/Placement, previously based on CABE model, and per audit needs modification with a specific note to "Change entrance date from January to September." Therefore, the proposed revisions are based on the current CABE model. She explained that, in the sample provided, blue text indicated proposed revisions, while red text identified language

recommended for removal. Ms. Fitzsimons-Bula also noted that the policy was last reviewed on October 5, 2011.

Questions and discussion about age requirement.

Chair Jill Fitzsimons-Bula recommended moving Policy 5112- Ages of Attendance/Admissions/Placement to the full board for approval with revisions as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 5112- Ages of Attendance/Admissions/Placement to the full board for approval with revisions as proposed. Motion passed unanimously.***

#### **5.5 Policy 5111 - Admission**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 5111 - Admission, as it is now encompassed in Policy 5112 therefore no longer needing Policy 5111 per CABE.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 5111 - Admission to the full board to be rescinded.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward . Motion passed unanimously.***

#### **5.6 Policy 6159 - Individualized Education Program (IEP's)**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 6159 - Individualized Education Program (IEP's), per CABE mandated as of July 1, 2025. Dr. Amy Martino provided input on the proposed language as it is based on a CABE model policy.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 6159 - Individualized Education Program (IEP's) to the full board for approval for adoption as presented.

***A motion was made by Lorianne Osenkowski and seconded by Maria Simmons to forward Policy 6159 - Individualized Education Program (IEP's) to the full board for approval for adoption.. Motion passed unanimously.***

#### **5.7 Policy 6171- Special Education Program and Evaluation**

Jill Fitzsimons-Bula provided background information regarding the mandated Policy 6159 - Individualized Education Program (IEP's), per CABE mandated as of July 1, 2025. Dr. Amy

Martino provided input on the proposed language specification; the most recent change was the use of specific learning disabilities. Jill Fitzsimons-Bula provided it is based on a CABA model policy.

No questions or discussion

Chair Jill Fitzsimons-Bula recommended moving Policy 6171- Special Education Program and Evaluation to the full board for approval for adoption as presented.

***A motion was made by Maria Simmons and seconded by Lorianne Osenkowski to forward Policy 6171- Special Education Program and Evaluation to the full board for approval for adoption. Motion passed unanimously.***

## **6.Adjournment**

With no other business, Commissioner Fitzsimons- Bula motioned to adjourn the Regular Policy Committee Meeting. A motion was made by Maria Simmons and seconded by Lorianne Osenkowski. ***Meeting adjourned at 8:08 P.M.***

Respectfully Submitted,



Recording Secretary  
Bristol Board of Education

## Students

### Conduct at School and Activities

#### Areas of Responsibility for Student Conduct and School Discipline

Although the ultimate goal of all student discipline is cultivation, or development of appropriate self discipline in each student, direct staff responsibilities in pursuit of that goal include:

- 1. Certified staff.** Teachers, administrators, and other certified staff are responsible for the proper conduct and control of students while they are under the supervision and jurisdiction of the particular school and the school district.
- 2. Principal.** Principals may implement necessary procedures and school rules and regulations on student behavior consistent with Board of Education policies. Principals may involve representatives from school personnel, students, parents, and citizens of the community in developing standards, specific rules and regulations, and procedures for student conduct at school and in out of school activities.
- 3. Support Staff.** Instructional and other aides, custodians, secretaries and clerks, cafeteria employees, bus drivers, and other non-certified staff are responsible for appropriate reporting of inappropriate student behavior and actions to teachers and administrators and for intervention and necessary action in the absence of certified staff to preserve personal safety of other students, staff, and to safeguard school district property.
- 4. Parents.** Parents are expected to cooperate with and to support school authorities on the behavior and discipline of their children. Parents shall be held responsible for willful misbehavior of their children and for any destructive acts on school property.

### Student Behavior

Students shall be properly instructed in rules and regulations of acceptable conduct and are responsible for understanding and complying with school and school district standards of behavior. Any student who fails to comply with these rules and regulations concerning student behavior is liable to suspension, exclusion, or expulsion.

### Publication to Parents/Guardians of Behavior Code

Parents/guardians and their students shall be notified at the beginning of each school year of district policies, and regulations on student discipline, and to transfer students at the time of their enrollment in the school through receipt of the school handbook. Parents/guardians and students

shall sign an acknowledgement of receipt and understanding of policies and regulations regarding student conduct and associated discipline.

(cf. [5114](#) Suspension/Expulsion/Exclusion/Removal)

(cf. [5131.5](#) Vandalism)

Legal Reference: Connecticut General Statutes

[52-572](#) Parental liability for torts of minors. Damage defined.

**Policy Adopted: March 1, 1995**

**January 3, 2007**

## **Regulation**

### **Students**

#### **Conduct**

##### **Violent and Aggressive Behavior**

The Board of Education recognizes that there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff are entitled with this school system. These behaviors, categorized as violent and aggressive, will not be tolerated and shall result in immediate action by the school system.

All acts of violence and aggression, including, but not limited to, terroristic acts and /or threats, shall result in specific consequences, determined by the seriousness of the act, including suspension from school and consideration of expulsion from school by the Board of Education for acts of a serious or chronic nature.

Acts of violence and aggression must be well-documented and communicated to the school principal or his/her designee. The Superintendent of Schools is to be notified immediately of all acts pertaining to possession, threat with, or use of a weapon; physical assaults; stalking; and terroristic threats or acts. The Board of Education will be informed and involved where deemed necessary by the Superintendent or where required by law. The immediate involvement of the parents(s) or guardians(s) is viewed as essential.

Serious consideration is to be given to the involvement of appropriate law enforcement agencies and other agencies in such cases. The police shall be involved if there is any violation of the law.

The following behaviors are defined as violent and aggressive.

##### **Possession, Treat with, or Use of a weapon or Dangerous Instrument**

**Weapon or Dangerous Instrument** includes, but is not limited to, any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocket knife where the blade is carried in a partially opened position; martial arts weapon; destructive device; or facsimiles of firearms.

**Possession** is defined as having a weapon or dangerous instrument on one's person, or in an area subject to one's control, in any school building on school grounds, in any school vehicle, or at any school-sponsored activity. A student's conduct off school grounds that is seriously disruptive of the educational process and violative of the Board's publicized policies shall also be considered for disciplinary action by school officials under this policy. A student found to be in possession and/or use of a firearm or dangerous weapon as defined above shall be subject to expulsion of one calendar year.

*Note:* A student who finds a firearm, weapon or dangerous instrument and immediately advises a teacher or other adult, shall not be considered in possession of such device. Students who find firearms, weapons or dangerous instruments are advised to seek adult assistance and are advised not to touch the weapon.

### **Physical Assault**

Physical assault is the act of striking or touching a person or that person's property with a part of the anatomy or any object, with the intent of causing hurt or harm.

### **Verbal Abuse**

Verbal abuse shall include but is not limited to swearing, screaming, obscene gestures or threats when directed, either orally, including the telephone or in writing, at an individual, his/her family or a group.

### **Intimidation**

Intimidation is an act intended to frighten or coerce someone into submission or obedience.

### **Extortion**

Extortion is the use of verbal or physical coercion in order to obtain financial or material gain from others.

### **Bullying**

Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity, which acts are repeated against the same student over time.

### **Gangs**

Gangs are groups of youths who share common beliefs, attitudes, and attire and exhibit unlawful and anti-social behavior.

### **Terroristic Threats**

**Terroristic** threat is a threat to commit violence communicated with the intent to terrorize another, to cause evacuation of a building, or to cause serious public inconvenience, in reckless disregard of the risk causing such terror or inconvenience.

### **Terroristic Act**

**Terroristic act** is an offense against property or involving danger to another person or persons.

### **Sexual Harassment**

**Sexual harassment** is unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that a student's or staff member's submission to or rejection of unwelcome conduct will in any way influence a decision regarding that student or staff member; or conduct of a sexual nature which substantially interferes with a student's learning; or staff member's performance of duties, or creates an intimidating, hostile or offensive learning or working environment, such as the display in the educational setting of sexually suggestive objects or pictures.

### **Stalking**

**Stalking** is the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of the individual.

### **Defiance**

**Defiance** is the act or instance of defying or opposing; insubordination.

### **Racial Slurs**

Racial slurs are insulting, disparaging or derogatory comments made directly or by innuendo regarding a person's racial origin.

(cf. [5114](#) - Suspension and Expulsion/Due Process) (cf. 5130 - Student Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. [5141.5](#) - Crisis Management)

(cf. [5141.6](#) - Safety)

(cf 5144 - Discipline/Punishment)

(cf. 5144.2 - Use of Physical Force)

(cf. 5144.3 - Discipline of Students with Disabilities) (cf. [5145.12](#) - Search and Seizure)

(cf. [5145.5](#) - Sexual Harassment)

(cf. [5131.911](#) – Hazing/Bullying)

Legal Reference: Connecticut General Statutes

[4-176e](#) through [4-180a](#). Contested Cases. Notice. Record.

[10-233a](#) through [10-233f](#). Suspension, removal and expulsion of students, as amended by PA [95-304](#) and PA 96-244.

[46a-60](#) Discriminatory employment practices prohibited.

Constitution of the State of Connecticut, Article I, Section 20.

[53a-3](#) Definitions.

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

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

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence).

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

PL 105-17 The Individuals with Disabilities Act, Amendment of 1997. Civil Rights Act of 1964, Title VII, 42 U.S.C.

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual harassment, effective 10/15/88.

Title IX of the Education Amendments of 1972, CFR Section 106 *Mentor Savings Bank. FSB v. Vinson*, 477 U.S. 57 (1986).

PA Act 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

**Regulations Adopted: January 3, 2007**

## Business/Non-Instructional Operations

### Transportation

The Board of Education will provide transportation, under the provisions of state law and regulations, under contract, for all students who qualify for such service, except in instances where the services can be provided more economically by other means.

The Superintendent of Schools shall administer the operation to:

1. Provide for maximum safety of students.
2. Supplement and reinforce desirable student behavior patterns.
3. Appropriately assist students with disabilities.
4. Enrich the instructional program through carefully planned field trips as recommended by the staff.

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned facilities. Parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient.

### Federal Compliance

Transportation will be provided for homeless students to and from the school of origin as required by applicable law. These services shall be provided throughout the regularly scheduled school year and day as determined by the Board.

Transportation will be provided for an eligible student who attends a district school out of the student's attendance area because his/her home school has been identified as in need of improvement, or the student is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

Legal Reference: Connecticut General Statutes  
 10-186 Duties of local and regional boards of education  
 10-220 Duties of boards of education  
 14-275 Equipment and color of school buses  
 14-275a Use of standard school bus required when.  
 14-275b Transportation of handicapped students.  
 14-275c Regulations re school buses and motor vehicles used to transport special education students.  
 14-276a (c) Town/school district may require its school bus operators to have completed a safety training course.  
 14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.  
 McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

### ~~Non-Instructional Operations~~

### ~~Student Transportation~~

~~The Bristol Board of Education will provide transportation to all eligible students residing within Bristol in a manner consistent with Connecticut General Statutes.~~

~~All school age students, who reside in Bristol and are attending Bristol Schools, or specified State Regional Technical Schools, shall be eligible for transportation or remuneration in lieu of transportation according to the specifications of this policy.~~

~~Authority:~~

~~The designated staff of the Bristol Board of Education shall have full authority to:~~

- ~~1. fix the routes and establish loading and discharge points along the routes;~~
- ~~2. determine the safest walking distance based on the extent and seriousness of the highway and road hazards;~~
- ~~3. accommodate physically exceptional children and require acceptable data or a physician's certificate concerning the health or condition of the child at any time; and~~
- ~~4. delegate disciplinary authority to building administrators.~~

~~Routes and Services:~~

- ~~1. School Transportation services are provided exclusively for the benefit and safety of the student population and are to be used only in support of programs authorized by and under the auspices of the School Board.~~
- ~~2. A written request must be submitted by the parent/guardian to the principal of the school for his/her official approval each time a child is to take a bus other than his/her regular one.~~
- ~~3. In all cases covered by this policy, the parent or guardian is jointly responsible with the school system for the student until he/she boards the bus, or if walking, arrives on the school grounds. At the end of each day, the parent or guardian is jointly responsible with the school system for the student at the time he/she exits the bus, or if walking, exits the school grounds.~~
- ~~4. Cul-de-Sacs: For safety reasons Bristol school buses do not enter into cul-de-sacs unless the child has a physical impairment that would prohibit the child from walking to the entrance corner.—~~

~~Walkers and Riders~~

~~Eligibility for transportation is dependent upon the following definitions:~~

- ~~1. Definitions:~~
  - ~~a. Walker: A student who is not eligible for transportation because they live within the walking distance proscribed for that level.~~
  - ~~b. Rider: A student who lives outside of the walk zone, within a designated hazard route, or has needs identified in an I.E.P or Section 504 Plan.~~

~~e. Walking Distance: means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public road or highway nearest the pupil's residence to the nearest allowable paved access of the school.~~

### ~~Eligibility for Transportation~~

~~Transportation of both public and private school students who are living at the following distances from their respective schools will be transported at the expense of the Board:-~~

- ~~1. Kindergarten students living more than (1) one mile from their schools;~~
- ~~2. Elementary school students in grades one – five living more than (1) one mile from their schools;~~
- ~~3. K-8 students living more than one (1) mile from their school;~~
- ~~4. Middle school living more than (1.5) one and one half miles from their school;~~
- ~~5. High school students living more than (2) two miles from their school; and~~
- ~~6. A student living in an area designated as a hazard route by the Police Department.~~

### ~~Student Transportation Plans~~

- ~~1. Parents/Guardians must inform the school of their transportation plan at the beginning of the school year. If a child is entitled to transportation, but the parent chooses to drop-off and/or pick up their child, the school should be notified of this decision in writing.~~
- ~~2. To best insure the safety of our students, bus routes must be consistent on a daily basis. That is, students will not be dropped off at a variety of locations. Parents will be responsible for transporting their children to locations other than the regular daily bus stop.~~
- ~~3. Transportation is provided to the child's residence bus stop or child care provider. A fixed schedule of pick up and drop off is required to ensure the safety of every child. Any changes to a child's regular transportation plan must be made in writing 48 hours in advance.~~

### ~~Out of District Transportation~~

~~The Bristol Board of Education does not provide transportation for students attending Magnet or Charter Schools outside of the City of Bristol.~~

### ~~Child Care Transportation~~

- ~~1. Transportation shall be provided for children who live in an elementary public school area who are normally eligible for transportation and attend a parent authorized child care program in that school attendance area.~~
- ~~2. Children within an elementary public school area not normally eligible for busing who attend a parent authorized child care program whose location is eligible for busing will be allowed busing privileges on a space available basis. Space available basis shall mean that the children who are not normally eligible for transportation and are permitted to ride~~

~~buses to or from a parent authorized babysitter who is located in an eligible transportation area shall NOT be permitted to continue with transportation, if/when the bus reaches capacity.~~

~~3. Students will not be transported to child care providers outside of their school of attendance attendance area.~~

~~4. Transportation shall not be provided to or from a parent authorized child care provider located within the walk zone of a public school.~~

~~5. Each parent must complete the parent authorization form in order to be eligible for child care transportation.~~

## Appeals

~~1. Discuss the matter with the principal of the school to which the student is assigned.~~

~~2. If no resolution is reached under (1) above, discuss the matter with the Transportation Coordinator.~~

~~3. If no resolution is reached under (2) above, discuss the matter with the Deputy Superintendent of Schools~~

~~4. Any parent, guardian, student at majority or officer, who believes that the Superintendent, or his/her designee, has not furnished school accommodations, by transportation or otherwise to himself or herself or to his/her child manner consistent with the laws of the State of Connecticut or the Guidelines pursuant to this policy may, in writing, request a hearing before the Board to show the Board the manner in which the Superintendent has so failed to furnish such accommodations.~~

~~a. The Board shall hold a hearing within (10) Days following receipt of such request.~~

~~b. The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.~~

~~5. In conducting a transportation hearing, the role of the Board of Education may be fulfilled by any of the following options:~~

~~A. A hearing conducted by the Board of Education with at least three members present.~~

~~B. A hearing conducted by a sub-committee (typically three members) of the Board as appointed by the Board chairperson.~~

~~C. A hearing conducted by a hearing officer as designated by vote of the Board of Education.~~

~~A tape recording shall be made of such hearing.~~

~~The Superintendent of Schools and the Chairperson of the Board of Education will use their discretion in determining which of the above options will be utilized in the scheduling of each individual transportation hearing.~~

## Transportation Complaints

~~All transportation school bus safety complaints must be submitted in writing to the Deputy Superintendent of Schools. Transportation safety complaints must be specific as to date, time and location of the incident; the name of the driver or number of the bus involved; nature of the complaint; names of witnesses; and name, address, and signature of the complainant.~~

~~Based on the nature of the complaint, the Deputy Superintendent may elect to take immediate action and/or forward the complaint to the appropriate authority, School Principal, Police Department, Transportation Coordinator, etc. The Deputy Superintendent will respond in writing to the complainant within (30) days.~~

~~Legal Reference: Connecticut General Statutes~~

~~9-177 to 4-180 Contested cases. Notice. Record~~

~~10-97 Transportation to Vocational Schools~~

~~10-186 Duties of local and regional Boards of Education Hearing. Appeal~~

~~10-220 Duties of Boards of Education~~

~~10-220c Transportation of children over private roads immunity from liability~~

~~10-280a Transportation for pupils in non-profit schools outside school district~~

~~14-126a Commissioner to make regulations regarding reporting of school bus accident~~

~~14-275a Use of standard school bus required~~

~~14-275b Transportation of mobility impaired students~~

~~14-275c Regulations re school buses and motor vehicles used to transport special education students~~

**Policy Adopted: November 7, 2001**

**BRISTOL PUBLIC SCHOOLS**

**Policy Revised: September 8, 2004**

**Bristol, Connecticut**

**Policy Revised: June 6, 2012**

**Policy Revised: June 7, 2017**

## **Business/Non-Instructional Operations**

### **Transportation**

The Bristol Board of Education will provide transportation to all eligible students residing within Bristol in a manner consistent with Connecticut General Statutes.

All school age students, who reside in Bristol and are attending Bristol Schools, or specified State Regional Technical Schools, shall be eligible for transportation or remuneration in lieu of transportation according to the specifications of this policy.

### **Authority:**

The designated staff of the Bristol Board of Education shall have full authority to:

1. fix the routes and establish loading and discharge points along the routes;
2. determine the safest walking distance based on the extent and seriousness of the highway and road hazards;
3. accommodate physically exceptional children and require acceptable data or a physician's certificate concerning the health or condition of the child at any time; and
4. delegate disciplinary authority to building administrators.

### **Routes and Services:**

1. School Transportation services are provided exclusively for the benefit and safety of the student population and are to be used only in support of programs authorized by and under the auspices of the School Board.
2. A written request must be submitted by the parent/guardian to the principal of the school for his/her official approval each time a child is to take a bus other than his/her regular one.
3. In all cases covered by this policy, the parent or guardian is jointly responsible with the school system for the student until he/she boards the bus, or if walking, arrives on the school grounds. At the end of each day, the parent or guardian is jointly responsible with the school system for the student at the time he/she exits the bus, or if walking, exits the school grounds.
4. Cul-de-Sacs: For safety reasons Bristol school buses do not enter into cul-de-sacs unless the child has a physical impairment that would prohibit the child from walking to the entrance corner.

## **Business/Non-Instructional Operations**

### **Transportation**

#### **Walkers and Riders**

Eligibility for transportation is dependent upon the following definitions:

1. Definitions:
  - a. Walker: A student who is not eligible for transportation because they live within the walking distance proscribed for that level.
  - b. Rider: A student who lives outside of the walk zone, within a designated hazard route, or has needs identified in an I.E.P or Section 504 Plan.
  - c. Walking Distance: means the linear measure of a prescribed or authorized pedestrian route between the pupil's residence and his/her school from a point at the curb or edge of a public road or highway nearest the pupil's residence to the nearest allowable paved access of the school.

#### **Eligibility for Transportation**

Transportation of both public and private school students who are living at the following distances from their respective schools will be transported at the expense of the Board:

1. Kindergarten students living more than (1) one mile from their schools;
2. Elementary school students in grades one - five living more than (1) one mile from their schools;
3. K-8 students living more than one (1) mile from their school;
4. Middle school living more than (1.5) one and one half miles from their school;
5. High school students living more than (2) two miles from their school; and
6. A student living in an area designated as a hazard route by the Police Department.

#### **Student Transportation Plans**

1. Parents/Guardians must inform the school of their transportation plan at the beginning of the school year. If a child is entitled to transportation, but the parent chooses to drop off and/or pick up their child, the school should be notified of this decision in writing.
2. To best insure the safety of our students, bus routes must be consistent on a daily basis. That is, students will not be dropped off at a variety of locations. Parents will be responsible for transporting their children to locations other than the regular daily bus stop.

## **Business/Non-Instructional Operations**

### **Transportation**

#### **Student Transportation Plans (continued)**

3. Transportation is provided to the child's residence bus stop or child care provider. A fixed schedule of pick up and drop off is required to ensure the safety of every child. Any changes to a child's regular transportation plan must be made in writing 48 hours in advance.

#### **Out of District Transportation**

The Bristol Board of Education does not provide transportation for students attending Magnet or Charter Schools outside of the City of Bristol.

#### **Child Care Transportation**

1. Transportation shall be provided for children who live in an elementary public school area who are normally eligible for transportation and attend a parent authorized child care program in that school attendance area.
2. Children within an elementary public school area not normally eligible for busing who attend a parent authorized child care program whose location is eligible for busing will be allowed busing privileges on a space available basis. Space available basis shall mean that the children who are not normally eligible for transportation and are permitted to ride buses to or from a parent authorized babysitter who is located in an eligible transportation area shall NOT be permitted to continue with transportation, if/when the bus reaches capacity.
3. Students will not be transported to child care providers outside of their school-of-attendance area.
4. Transportation shall not be provided to or from a parent authorized child care provider located within the walk zone of a public school.
5. Each parent must complete the parent authorization form in order to be eligible for child care transportation.

#### **Appeals**

1. Discuss the matter with the principal of the school to which the student is assigned.
2. If no resolution is reached under (1) above, discuss the matter with the Transportation Coordinator.
3. If no resolution is reached under (2) above, discuss the matter with the Deputy Superintendent of Schools

## Business/Non-Instructional Operations

### Transportation

#### Appeals (continued)

4. Any parent, guardian, student at majority or officer, who believes that the Superintendent, or his/her designee, has not furnished school accommodations, by transportation or otherwise to himself or herself or to his/her child manner consistent with the laws of the State of Connecticut or the Guidelines pursuant to this policy may, in writing, request a hearing before the Board to show the Board the manner in which the Superintendent has so failed to furnish such accommodations.

- a. The Board shall hold a hearing within (10) Days following receipt of such request.
  - b. The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.
5. In conducting a transportation hearing, the role of the Board of Education may be fulfilled by any of the following options:

- A. A hearing conducted by the Board of Education with at least three members present.
- B. A hearing conducted by a sub-committee (typically three members) of the Board as appointed by the Board chairperson.
- C. A hearing conducted by a hearing officer as designated by vote of the Board of Education.

A tape recording shall be made of such hearing.

The Superintendent of Schools and the Chairperson of the Board of Education will use their discretion in determining which of the above options will be utilized in the scheduling of each individual transportation hearing.

#### Transportation Complaints

All transportation school bus safety complaints must be submitted in writing to the Deputy Superintendent of Schools. Transportation safety complaints must be specific as to date, time and location of the incident; the name of the driver or number of the bus involved; nature of the complaint; names of witnesses; and name, address, and signature of the complainant.

Based on the nature of the complaint, the Deputy Superintendent may elect to take immediate action and/or forward the complaint to the appropriate authority, School Principal, Police Department, Transportation Coordinator, etc. The Deputy Superintendent will respond in writing to the complainant within (30) days.

## Business/Non-Instructional Operations

### Transportation

Legal Reference: Connecticut General Statutes

10-76d re transportation for special education program services.

10-97 Transportation to vocational schools.

10-186 Duties of local and regional boards of education regarding school attendance. Hearings. Appeals to the state board. Establishment of the hearing board.

10-220 Duties of boards of education.

10-220c Transportation of children over private roads. Immunity from liability.

10-273a Reimbursement for transportation to and from elementary and secondary schools.

10-280a Transportation for students in non-profit private schools outside the school district.

10-281 Transportation for students in non-profit private schools within the school district.

14-275a Use of standard school bus required when.

14-- 275b Transportation of Handicapped Students.

14-275c Regulations re school buses and motor vehicles used to transport special education students.

14-280 Letters and signals to be concealed when not used in transporting children. Signs on other vehicles.

McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110, 42 U.S.C., Sections 11431-11435

Regulation approved:



### CHILD CARE AUTHORIZATION

I \_\_\_\_\_ hereby authorize the Bristol Board of

(Parent or Guardians name)

Education to Pick up and/or Drop off my child at the following child care provider.

Student: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Parent/Guardian Contact #: \_\_\_\_\_

Child Care Provider's Name: \_\_\_\_\_

Child Care Provider Address: \_\_\_\_\_

Child Care Provider's PHONE NUMBER: \_\_\_\_\_

DAYS ATTENDING DAY CARE: \_\_\_ MON \_\_\_ TUES \_\_\_ WED \_\_\_ THUR \_\_\_ FRI

PICKUP [a.m.] Address: \_\_\_\_\_

DROP OFF [p.m.]Address: \_\_\_\_\_

EFFECTIVE DATE: \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

I understand that the pick up and/or drop off address MUST BE ON AN EXISTING BUS ROUTE for the school year and MUST BE IN MY CHILD'S PUBLIC SCHOOL ATTENDANCE AREA. I will accept full responsibility for my child when he /she is at this address.

**Please submit this authorization form to the main office at your child's school, and allow 48 hours in change of transportation to take effect.**

Any changes to this plan must be made in writing and submitted to the school principal who will forward it to the Transportation Coordinator.

\_\_\_\_\_  
SIGNATURE OF PARENT OR GUARDIAN

\_\_\_\_\_  
DATE

**THIS FORM MUST BE COMPLETED ON AN ANNUAL BASIS, FOR AUTHORIZATION TO CONTINUE FROM ONE YEAR TO THE NEXT.**

## Students

### Search and Seizure

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, District officials may, subject to the requirements below, search a student's person and property, including property assigned by the District for the student's use. Such searches may be conducted at any time on District property or when the student is under the jurisdiction of the District at school-sponsored activities.

All searches for evidence of a violation by the District shall be subject to the following requirements:

1. The District official shall have individualized, "*reasonable suspicion*" to believe evidence of a violation of law, Board policy, administrative regulation or school rule is present in a particular place;
2. The search shall be "*reasonable in scope*." That is the measures used are reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.
3. District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

### Desks, School Lockers, Gym Baskets & Other Storage Areas

Desks, school lockers, gym baskets, and other storage areas are the property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's storage area under three (3) conditions:

1. There is reason to believe that the student's desk or locker contains the probable presence of contraband material.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school. ~~2. There is reason to believe at the inception of the search that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.~~
3. The student(s) have been informed in advance that school Board policy allows student's storage areas to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

## Students

### Search and Seizure

#### Desks and School Lockers (continued)

The scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the nature of the infraction.

Use of drug-detection dogs and metal detectors, or similar detective devices may be used only on the express authorization of the Superintendent.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

#### Student Searches

A student and his/her effects may be searched if there are reasonable suspicion that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and the nature of the infraction.

A student will be asked to present any contraband to the administration or police prior to a physical search.

~~All searches of students shall be conducted or directed by an authorized school administrator in the presence of a witness. Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the district upon the request of a law enforcement official.~~

Strip searches shall not be conducted by school authorities. All searches by the Principal or his/her designee shall be carried out in the presence of another adult witness.

#### Police Involvement in Searches and Interrogations of Students

The District is committed to cooperating with police officials and other law enforcement authorities in order to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work.

Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the District upon the request of the law enforcement official. Such requests ordinarily, shall be based on a (1) warrant; or (2) probable cause to believe a crime has been committed on school property or at a school function; or (3) an invitation by school officials. The school Principal or designee will attempt to notify the student's parents in advance to give the parent the opportunity to be present during the police questioning or search, and will be present

for all such searches.

- (cf. 5145.121 – Search of Vehicles on School Grounds)
- (cf. 5145.122 – Use of Dogs to Search School Property)
- (cf. 5145.123 – Use of Metal Detectors)
- (cf. 5145.124 – Breathalyzer Testing)
- (cf. 5145.125 – Drug Testing)
- (cf. 5131.111 – Video Surveillance)

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rules  
*New Jersey v. T.L.O.*, 469 US 325; 105 S.Ct.733  
*Safford Unified School District #1 v. Redding (U.S. Sup. CT 08-479)*  
~~*54-33n Search of school lockers and property*~~

**Policy Adopted: March 1, 1995**

**Policy Revised: April 4, 2007**

**Policy Revised: April 2, 2025**

**BRISTOL PUBLIC SCHOOLS**  
**Bristol, Connecticut**

## Students

### Search and Seizure

#### ~~1. Search of a Student and His/Her Effects~~

~~A. All searches of students shall be conducted or directed by an authorized school administrator, i.e., the principal or vice principal, in the presence of a witness.~~

~~B. A search of a student's handbag, gym bag, cellular telephone, personal electronic device or similar personal property carried by a student may be conducted if there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. A student's other effects are also subject to the same rule. Effects may include motor vehicles located on school property.~~

~~C. A search of a student's person may be conducted only if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. Metal detectors, breathalyzers and/or drug sniffing dogs may be used to detect the presence of contraband, including weapons, drugs or alcohol, in furtherance of this policy and to the extent authorized by law.~~

~~D. Strip searches are prohibited except when there are reasonable grounds for suspecting that such a search will produce evidence of conduct which places students, staff or school property in immediate danger. Such searches may be conducted at the request of the school principal, generally by a member of the police department. During such searches, a member of the school staff shall be present at all times as a witness, and both the police officer conducting the search and the witness shall be of the same sex as the student being searched.~~

~~E. Any evidence of illegal conduct or conduct violative of the rules of the school produced as a result of searches according to these regulations shall be subject to seizure. Where required by law and otherwise at the option of the building principal, such evidence shall be submitted to the police department for proper disposition. Evidence not submitted to the Police Department shall be disposed of as directed by the building principal.~~

#### ~~2. Search of a Locker, Desk and Other Storage Area~~

~~A. The Board of Education provides lockers, desks, gym baskets and other storage areas in which students may keep and store personal belongings and materials provided by the Board of Education. Such storage areas are the property of the Board of Education.~~

~~B. No student shall keep or store personal belongings or materials provided by the Board of Education in any storage area other than one provided by the Board of Education and designated for his/her use by the school administration.~~

~~C. Each student shall be responsible for maintaining any storage area assigned to him/her for his/her use in an orderly and sanitary condition.~~

~~D. No student shall keep or store in a storage area assigned to him/her for his/her use any item the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of self or others (such as matches, chemicals, ammunition, weapons, drugs, tobacco, alcoholic beverages, etc.).~~

~~E. The use of lockers and other storage areas by students is a privilege. At all times such storage areas remain the property of the Board of Education. If the school administration reasonably suspects that a student is not maintaining a storage area assigned to him/her in a sanitary condition, or that the locker contains items the possession of which is illegal or in violation of school regulations or that endangers the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found. The school administration may authorize law enforcement officials to search lockers/storage areas in accordance with Board Policy 5145.12, Section 2(A).~~

~~F. When required by law and otherwise at the option of the building principal, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the building principal.~~

## Students

### Search and Seizure

#### Definitions

- a. **“Reasonable suspicion”** means sufficient knowledge possessed by the District official at the time the official makes or authorizes the search which would lead a reasonable person to believe that a search of a particular student or place will likely turn up evidence of a violation of law, Board policy, administrative regulation or school rule. The official’s knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.
- (1) **“Past experience”** may provide the district official with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another student.
- (2) **“Credible information from another person”** may include information which the district official reasonable believes to be true provided by another District employee, a student, a law enforcement or other government official or some other person.
- b. **“Reasonable in scope”** means the manner and extent of the search are reasonably related to the objectives of the search, limited to the particular student or students most likely to be involved in the infraction and not excessively intrusive in light of the student’s age, sex, maturity or the nature of the infraction.

#### Justification for Student Searches

Students possess the right to be free of unreasonable searches and seizures under the Fourth Amendment of the Constitution of the United States. Balanced against this right is the school officials’ responsibility to create and maintain an environment consistent with the school’s educational mission. School officials have a duty to protect the health, safety and welfare of all students under their authority.

#### Prohibited Items

Students are requested not to bring to school items or substances which would disrupt the educational function of the school or which are prohibited by Board policy, administrative regulations or by law. Examples of items or substances in this category are weapons, clubs, explosives, firecrackers, alcoholic beverages and nonprescription drugs or drug paraphernalia.

## **Students**

### **Search and Seizure (continued)**

#### **Lockers and Other School Property**

Lockers and other storage spaces are provided to students for their convenience. These storage areas remain school property, and as such, are subject to periodic inspections by school authorities. The purpose of such inspections is not to collect evidence of wrongdoing on the part of a single student, but rather to allow school authorities responsible for the appropriate use of school property the opportunity to confirm that lockers are being used in a manner consistent with the health and safety of all students. Students are therefore warned not to store items in lockers which they do not want to bring to the attention of school authorities.

#### **Emergencies**

Circumstances which put the safety of students or school staff at risk or could result in substantial property damage also will constitute sufficient reasons for school or police officials to conduct a thorough search of all school property. A bomb scare is an example of such an emergency. In responding to such an emergency or dangerous circumstance, the actions of the school officials shall be reasonably effective and no more intrusive than necessary.

#### **Student Searches**

School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by Board policy, administrative regulations or by law. Student property shall include, but not be limited to, purses, bookbags and cars. If students don't have access to their cars during school hours, the justification for searching student-driven cars is removed. School authorities in cooperation with the local police department reserve the right to conduct sniff searches with dogs of school property and student-driven cars.

#### **Police Notification**

With regard to possession of items that constitute a violation of law, school authorities may wish to cooperate with the appropriate law enforcement agencies in the interest of preserving the integrity of the school's educational mission.

#### **Lockers and Other School Property (Desks)**

1. The school principal or his/her designee shall maintain an accurate list of all locker assignments and either a master key or combinations to all lockers.

## Students

### Search and Seizure

#### Lockers and Other School Property (Desks) (continued)

2. At the time a student is assigned a locker or other storage space, he or she shall be informed that school authorities are empowered to conduct random periodic inspections of school lockers. Notices of this inspection policy also shall be posted in appropriate locations throughout the school.
3. Students also will be informed of the following locker regulations:
  - A. Students are responsible for the contents of the locker assigned to them.
  - B. Students are to keep their lockers locked.
  - C. Students are not to give other students access to their locker.
4. The exercise of that right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's desk or locker under the following conditions:
  - A. There is reason to believe that the students' desk or locker contains contraband material and the presence of said material poses a serious threat to the maintenance of discipline, order, safety or health in the school.
  - B. The search of a group of students' desks or a group of students' lockers where no particular student within the group is suspected may be conducted only if there is a reasonable suspicion of conduct immediately harmful to students, staff or school property.

#### Prescription Drugs

Students who have a legitimate need to bring prescription drugs to school should register this information in the nurse's office. (cf. 5141.21 - Administration of Medication)

#### Lost or Abandoned Items

Lost or abandoned items will be inspected by school authorities.

## Students

### Search and Seizure

#### Student Searches

1. All searches of students shall be conducted or authorized by the Principal or designee, in the presence of a witness.
2. When the need to search a student arises, the student may be asked to give his or her consent to the search, but in no event shall the student be threatened with harsher punishment or treatment for refusing to consent, nor shall he or she be coerced or induced to give consent in any other manner. The consent, if given, shall be put in writing. If the student is unwilling to give free and voluntary consent, the school administrator may order the student to submit to a search. If the student refuses to obey the order, the school administrator may bring insubordination charges against the student as stipulated in applicable school regulations.
3. Searches should be no more intrusive than necessary to discover that for which the search was instigated.
4. A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there is "reasonable grounds" for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.
5. Locker searches shall be conducted in the presence of another staff member and in the presence of the student responsible for the contents of the locker, if possible.
6. Searches may include, if school authorities think necessary, a frisk or pat down of student clothing. Frisk or pat down searches shall be conducted by a member of the same sex as the student and in the presence of another staff member. Where the object of the search may be felt by a pat down of clothing or personal property, the District official may first pat the clothing or property in an attempt to locate the article before searching inside the clothing or property.
7. At no time should school officials conduct a search which requires a student to remove more clothing than his/her shoes or jacket. If school authorities are convinced that a more intrusive search is required to expose contraband they should advise the proper law enforcement agency.
8. A search of a student's person, or a search of a group of students where no particular student within the group is suspected, may be conducted only if there is a reasonable suspicion of conduct immediately harmful to students, staff or school property. "Strip searches" of students are prohibited by employees of this school District.

## Students

### Search and Seizure

#### Student Searches (continued)

9. Student searches which disclose evidence of school misconduct, but not criminal misconduct, should be treated according to applicable policies and/or regulations.
10. In the event that a student search discloses evidence of criminal wrongdoing, the school Principal or his/her designee shall determine whether or not police officials should be notified of the fruits of the search. If police officials are notified the student's parents should be advised of this fact as soon as possible.
11. A strip search requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the District. (CABE's recommended position)

#### Emergency/Dangerous Circumstances

1. Where a District official has knowledge which would lead a reasonable person to believe that either an emergency or dangerous circumstance exists and that it is necessary to act to protect the safety of any person or property, the official may make a search to the extent necessary to relieve the emergency or dangerous circumstance.
2. In responding to such an emergency or dangerous circumstance, the actions of the official shall be reasonably effective and no more intrusive than necessary.

#### Documentation

Administrators shall document all searches. Documentation shall consist of the following:

- Name, age and sex of student;
- Time and location of search;
- Justification for search and nature of reasonable suspicion;
- Type/Scope of search (what was searched);
- Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
- Name of the witness to the search;
- Name of the District official.

## Students

### Search and Seizure (continued)

#### Student Notification

Notice of the Board's policy and pertinent provisions of this regulation will be provided to staff, students and their parents annually, through such means as staff and student/parent handbooks and the school/District website.

(cf. 5145.121 – Search of Vehicles on School Grounds)  
(cf. 5145.122 – Use of Dogs to Search School Property)  
(cf. 5145.123 – Use of Metal Detectors)  
(cf. 5145.124 – Breathalyzer Testing)  
(cf. 5145.125 – Drug Testing)  
(cf. 5131.111 – Video Surveillance)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

*New Jersey v T.L.O.*, 53 U.S.L.W. 4083 (1985)

PA 94-115 An Act Concerning School Searches.

*Safford Unified School District #1 v. Redding* (U.S. Sup. CT 08-479)

**Regulation Adopted: May 2, 2018**

**Regulation Revised: April 2, 2025**

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

## Business/Non-Instructional Operations

### Safety

#### ~~Verification of Sex Offender Status~~ Sex Offender Notification

~~When the Board of Education has been informed in writing by law enforcement authorities of the presence of a registered sexual offender within the school district, the Board of Education shall take affirmative steps to notify appropriate school personnel in order to protect the safety of students enrolled in the school district.~~

~~The Superintendent shall be responsible for the formulation, implementation and revision of administrative regulations to implement this policy.~~

In order to protect students while they are traveling to and from school, attending school or at a school-related activity, the Board of Education believes it is important that the district respond appropriately when a law enforcement agency contacts the district about registered sex offenders who may reside within the boundaries of the school system.

The Superintendent or his/her designee shall establish an ongoing relationship with the local law enforcement officials to coordinate the receipt of such information. The Superintendent or his/her designee also shall establish procedures for notifying appropriate staff as necessary.

The Superintendent or his/her designee shall annually notify parents/guardians of the district's planned response to this situation.

The following protocol should be considered for dealing with notification to parents.

1. Placing a link to the Department of Public Safety's sex offender registry on the school district's website, whether or not the district has received a specific notification under this new law. This link can simply be entitled "Department of Public Safety" or words to similar effect. The following is the link to the Department of Public Safety's sex offender registry:  
[http://www.communitynotification.com/cap\\_office\\_disclaimer.php?office=54567](http://www.communitynotification.com/cap_office_disclaimer.php?office=54567).
2. If and when the Superintendent receives a specific notification from the Department of Public Safety that a registered sex offender is being released into the community, it is suggested that the district post the actual notification from the Department of Public Safety on the website.

It is the policy of this school district to provide information to staff regarding known sex offenders residing within the district so that they may monitor school premises for the safety of the school, its students and employees. Staff will be notified as appropriate.

## **Business/Non-Instructional Operations**

### **Safety**

#### **Sex Offender Notification**

The Superintendent or his/her designee in conjunction with the building Principal shall prepare safety information for distribution to students regarding protecting themselves from abuse, abduction or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves from abuse, abduction or exploitation. School officials may work with law enforcement officials in providing instruction to staff and/or students.

- (cf. 1110.1- Parent involvement)
- (cf. 1212-School volunteers)
- (cf. 1250-Visits to Schools)
- (cf. 1251-Loitering or Causing Disturbance)
- (cf. 1411-Relations with Law Enforcement Agencies)
- (cf. 3516-Safety)
- (cf. 3517- Security of Buildings and Grounds)
- (cf. 3517.1-Site and Building Access)

Legal Reference:       Connecticut General Statutes  
                              Public Act No. 98-111 An Act Concerning the Registration of Sexual  
                              Offenders.  
                              United States Code, Title 42 14071 Jacob Wetterling Crimes Against  
                              Children and Sexually Violent Offender Registration Program Act.

## **Business/Non-Instructional Operations**

### **Safety**

#### **Sex Offender Notification ~~Verification of Sex Offender Status~~**

In accordance with Board policy, when the Board of Education has been informed in writing by law enforcement authorities of the presence of a registered sexual offender within the school district, the administration shall take the following affirmative steps to notify appropriate school staff.

#### **Sex Offender Notification Coordinator**

The Superintendent shall annually appoint an individual to coordinate the receipt and dissemination of information received from law enforcement officials regarding registered sexual offenders (the "Coordinator"). The Coordinator shall be responsible for ensuring that information received in writing from law enforcement personnel shall be shared with appropriate school personnel in accordance with these regulations. The Coordinator shall also coordinate training for school staff and be available to answer questions from school staff and the public regarding sexual offender registration issues.

Any school employee who receives notification in writing from law enforcement officials regarding the presence of a registered sexual offender within the school district shall immediately inform the Coordinator of such notification, and provide a copy of such written notification to the Coordinator.

#### **Dissemination of Information to School Staff**

When the school district has received from law enforcement officials written information regarding the presence of a registered sexual offender within the school district, the Coordinator shall inform the principal and/or administrator in charge of any school that serves students residing in the area in which the registered sexual offender resides. If the Coordinator deems it appropriate, the Coordinator shall also inform the principal and/or administrator in charge of other district schools. Any principal and/or administrator in charge so informed shall then inform the following individuals:

1. Any staff member responsible for visitor registration.
2. Any staff member responsible for coordination of school volunteers.
3. Security personnel.
4. Bus drivers.
5. Playground supervisors.
6. If the information received by the principal and/or administrator in charge indicates that a student's parent and/or guardian is a registered sex offender, the teacher and other certified school personnel assigned to work with the students.

The Coordinator shall also maintain a listing of registered sexual offenders about whom the Coordinator has received written notification from law enforcement personnel.

#### **Use of Information by School Staff**

The district shall use the information disseminated according to these regulations in the following manner:

1. Staff members responsible for visitor registration shall verify that individuals registering to visit

the school are not individuals about whom written information has been received from law enforcement personnel.

2. Staff members responsible for coordinating volunteer activities shall verify that individuals volunteering within the school district are not individuals about whom written information has been received from law enforcement personnel.

3. Staff members responsible for hiring of individuals as employees or as independent contractors shall verify that individuals who are so employed by the district are not individuals about whom written information has been received from law enforcement personnel.

4. If a staff member recognizes that a school visitor, volunteer, employee, independent contractor and/or an individual on school grounds or adjacent to school grounds, or a bus stop or adjacent to a bus stop, is a registered sex offender about whom written information has been received from law enforcement personnel, the staff member shall immediately contact the principal and/or administrator in charge of the school, who shall review each such situation on a case by case basis, and take appropriate measures to protect the school population, including notification of law enforcement officials as appropriate.

Legal Reference: [Connecticut General Statutes](#)

[54-258 Availability of registration information. Immunity.](#)

Regulation approved: May 5, 1999  
Regulation Revised:

BRISTOL PUBLIC SCHOOLS  
Bristol, Connecticut

## **Business/Non-Instructional Operations**

### **Safety**

#### **Sexual Offenders on School Property**

##### **Definitions**

A sexual offender is defined in Connecticut General Statutes §54-250 through §54-261 and/or is required per these statutes to register on the state's sex offender registry. A *parent/guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has either parental or legal guardianship rights to a child attending a District school. A *non-parent/non-guardian sexual offender* is an individual who meets this policy's definition of sexual offender and who has no parental rights or legal guardianship rights to a child attending a district school.

*School property* includes all land within the perimeter of the school site and all school buildings, structures, facilities, computer networks and systems, and school vehicles, whether owned or leased by the school district, and the site of any school-sponsored activity.

##### **Non-Parent/Guardian Sexual Offenders**

A non-parent sexual offender is prohibited from entering a District school except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
2. To attend an open meeting [such as a Board of Education meeting].

A non-parent sex offender who attempts to communicate electronically with a student while the student is on school property will be considered on school property without permission and will be in violation of this policy.

##### **Parent/Guardian Sex Offenders**

Parent/guardian sexual offenders are prohibited from entering school property except:

1. When he/she is a qualified voter and is entering school property solely for the purpose of casting his/her vote.
2. To attend an open meeting [such as a Board of Education meeting].
3. to transport only his/her own child to and/or from school;
4. to attend a conference to discuss his/her student's progress, placement, or individual education plan (IEP). The parent/guardian must report immediately to the school's main office upon arrival and when departing; and
5. With the Superintendent's prior written approval in the following instance:
  - a. Under other circumstances on a case-by-case basis, as determined by the Superintendent.

## **Business/Non-Instructional Operations**

### **Safety**

#### **Sexual Offenders on School Property**

##### **Parent/Guardian Sex Offenders (continued)**

A parent/guardian sex offender who attempts to communicate electronically with a student other than his/her child while the student is on school property will be considered on school property without permission and will be in violation of this policy.

##### **Student Sex Offenders**

The Superintendent or his/her designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Superintendent or his/her designee shall consider such factors as the safety and health of the student population. The Superintendent or designee shall develop guidelines for managing each student sexual offender in District schools. *If the Superintendent or designee determines that, in the best interest of District schools, the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.*

*A PPT/IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act. The PPT/IEP team shall develop procedures for managing each student sexual offender with a disability that attends a District school. If the PPT/IEP team determines that the student sexual offender should be placed in an alternative educational setting, the District shall pay for the costs associated with this placement.*

##### **General Provisions**

*The Superintendent or his/her designee will inform the appropriate principal and other relevant District staff of the scope of the permission granted to each sexual offender.*

*Sexual offenders who receive permission to enter school property must immediately report to the individual or location designated in the Superintendent's or designee's written permission statement. The building Principal shall assign a chaperone to accompany the sexual offender while he/she is on district property. The only exceptions to these requirements when a student sex offender receives permission to attend a District school in which case the guidelines developed for this individual shall apply.*

## **Business/Non-Instructional Operations**

### **Safety**

#### **Sexual Offenders on School Property**

##### **General Provisions** (continued)

The Superintendent shall use the Connecticut sex offender registry law, in conjunction with policy #3516.4, to establish a system for identifying sexual offenders and will inform known sexual offenders of this policy. Lack of notification does not excuse sexual offenders from abiding by the requirements and prohibitions in this policy.

The Superintendent will contact law enforcement anytime a sexual offender violates this policy and will immediately revoke any privileges granted to the sexual offender under this policy.

Parents/guardian who are registered sex offenders shall receive a copy of this policy via registered mail.

- (cf. 1110.1-Parent Involvement)
- (cf. 1212-School Volunteers)
- (cf. 1250-Visits to Schools)
- (cf. 1251-Loitering or Causing Disturbance)
- (cf. 1411-Relations with Law Enforcement Agencies)
- (cf. 3516-Safety)
- (cf. 3516.4-Sex Offender Notification)
- (cf. 3517-Security of Buildings and Grounds)
- (cf. 3517.1-Site and Building Access)

Legal Reference:        Connecticut General Statutes  
                                 54-250 through 54-261 Registration of Sexual Offenders.  
                                 PA 07-143: An Act Concerning Jessica's Law and Consensual Sexual  
                                 Activity Between Adolescents Close in Age to Each Other.  
                                 PA 07-4, June 07 Special Session: An Act Concerning the Provisions of the  
                                 Budget Concerning Education.  
                                 United States Code, Title 42 14071 Jacob Wetterling Crimes Against  
                                 Children and Sexually Violent Offender Registration Program Act.

Policy adopted: April 3, 2013  
Policy Revised:

BRISTOL PUBLIC SCHOOLS  
Bristol, Connecticut

## Students

### ~~Student Safety~~ School Safety: Preparation, Response, and After Action

~~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.~~

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

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

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

### The School Security and Safety Plan

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

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

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

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

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

### **District Security and Safety Committee**

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

- Oversee and facilitate the process for the development and submission of School Security and Safety Plans;
- Ensure that District and school site security and safety plans address an all-hazards approach to emergencies;
- Assist individual school-based crisis response teams (the School Security and Safety Committee) to include community partners and school-based personnel as specified;
- Develop training activities and conduct emergency exercises, such as tabletop exercises, to support and improve the plan;
- Initiate, build, and maintain relationships with community partners;

- Conduct regular safety, security and hazard assessments;
- Establish and update the district emergency management plan;
- Interview vendors that provide products related to school safety and security;
- Meet with the Board of Education committee that oversees district security and safety quarterly to report on the following:
  - Input related to policy changes and updates;
  - Resources supporting security and safety initiatives;
  - Security and safety concerns facing the District;
  - Updates on communication procedures and protocols;
  - (*Discussions relating to emergency plans may require an Executive Session.*)

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

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

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

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

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

- A. the designation of at least one administrator at each school to serve as the individual responsible for interacting with the federal immigration authority;
- B. provisions that such administrator, or any other school employee, may:
  - 1. request and record a federal immigration authority's identification, including the name, badge or identification number, telephone number and business card of such federal immigration authority;
  - 2. ask such federal immigration authority if the federal immigration authority is in possession of a judicial warrant to support the federal immigration authority's request and, if so, to produce such judicial warrant;
  - 3. review any warrant or other materials that the federal immigration authority produces to determine who issued such warrant and what the warrant or other material authorizes the federal immigration authority to do; and
  - 4. consult with legal counsel for the Board, or guidance developed by such legal counsel, on how to interact with the federal immigration authority with regards to the nature of the request, whether a warrant is produced, the details of any such warrant, whether such warrant is a judicial warrant or an administrative warrant, whether the federal immigration authority is claiming exigent circumstances, and any other consideration identified by the Board's legal counsel; and
- C. permission for other school personnel to direct such federal immigration authorities who request access to any records, information, the interior of the school building, or other school personnel to communicate with the administrator.

(cf. 5114 - Suspension/Expulsion; Student Due Process)

(cf. 6114.7 - Safe Schools)

Legal Reference: Connecticut General Statutes

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

10-207 Duties of medical advisors.

10-209 Records not to be public.

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

10-220f Safety committee

10-221 Boards of education to prescribe rules

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

10-231 Fire drills

19a-221 Quarantine of certain persons.

## Students

### School Safety: Preparation, Response, and After Action

Legal Reference: Connecticut General Statutes (continued)

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

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

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

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

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

''

State Standards:

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

~~PA 95-304 An Act Concerning School Safety~~

**Policy Adopted: September 8, 2004**

## Students

### School Safety: Preparation, Response, and After Action

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

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

### Protocols for Interacting with Federal Immigration Authorities

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

These plans specifically require each district to do the following:

1. Designate at least one administrator at each school to serve as the individual responsible for interacting with federal immigration authorities;
2. Specify that this administrator, or any other school employee, may request specific information from the immigration authorities to take specific other actions (see below); and
3. Permit other school personnel to direct immigration authorities to the designated administrator if they request access to records, information, the interior of the school building, or to communicate with other school personnel.

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

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

## Students

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

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

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

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

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

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

## Students

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

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

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

## Students

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

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

## Students

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

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

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

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

#### 1. Prevention-Mitigation Phase

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

## Students

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

#### 2. Preparedness Phase

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

#### 3. Response Phase

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

## Students

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

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

#### 4. Recovery Phase

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

#### 5. Communication

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

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

**R5142(h)**

## Students

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

#### All Hazards School Security and Safety Plan Standards

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

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

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

1. Involvement of local officials, including the chief executive officer (CEO) of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management, and emergency medical services in the development of school security and safety plans;
2. An organizational command structure based on the National Incident Management System (NIMS), including the Incident Command System (ICS), and a description of the responsibilities of the different parts of the command structure. NIMS includes establishing a standard nomenclature, and municipalities shall work together through their Connecticut Division of Emergency Management and Homeland Security (DEMHS) Regional Emergency Planning Teams to implement the standard language and definitions in the attached template plan. Basic NIMS training for school employees may include ICS 100 C, which can be taken online at <http://training.fema.gov>;
3. A requirement that a school security and safety committee be established at each school. This committee can be combined with an existing school committee, provided that the following requirements are met: a. Each local and regional board of education annually establishes a school security and safety committee at each school within its jurisdiction.

The Committee is responsible for assisting in developing the school's security and safety plan and for administering it.

**R5142(i)**

## **Students**

### **School Safety: Preparation, Response, and After Action**

#### **All Hazards School Security and Safety Plan Standards (continued)**

3. (continued) The Committee members shall include a *local police officer*, a *local first responder*, a *teacher and administrator* from the school, a *mental health professional*, a *special education department representative*, and a *parent or guardian* of a student at the school. They may include *any other person deemed necessary*, such as a *school nurse*, *custodian* or *property manager*, *local emergency management director*, *local public health director*, *information technology manager*, and *transportation coordinator*. The school security and safety committee should also invite subject-matter experts to participate as needed, including, for example, the *local public works director*, the *high school student council president*, and/or the *food service director*.
4. Annually, each local and regional board of education shall review, update as necessary, and submit a school security and safety plan for each school under its jurisdiction to its DESPP/DEMHS Regional Coordinator, based on the standards listed here and further provided in the attached template and any updated template, as well as the results of the assessment described in Number 8, below. By November 1st of each year, local and regional boards of education must submit to their DEMHS Regional Coordinators an electronic copy of their plan(s) for that year;
5. The school security and safety plans shall be an annex to the municipality's Local Emergency Operations Plan (LEOP), filed with the DESPP/DEMHS Regional Coordinator under Connecticut General Statutes Section 28-7. The school security and safety plans do not have to be physically attached to the LEOP; they may be referenced in the LEOP but kept in a separate binder;
6. Procedures for managing various types of emergencies, including crisis management procedures;
7. A requirement that local law enforcement and other local public safety officials (including the local emergency management director, fire marshal, building inspector, and emergency medical services representative) evaluate, score (assess), and provide feedback on fire drills and crisis response drills. This means that each named official should evaluate and provide feedback on at least one fire drill and crisis response drill each year. While it may be impossible for every official to attend every drill at every school, it is best practice for the town public safety team (fire, police, emergency management, etc.) to attend at least one drill per year as a team. That way, team members can share observations and ideas. The feedback is critical to maintaining and enhancing your school's preparedness. The board of education shall annually submit a report to the DESPP/DEMHS Regional Coordinator by July 1 of each year regarding the types, frequency, and feedback on the fire and crisis response drills. This report provides an opportunity to develop best practices and lessons learned. The report template is located in Appendix 14 of the plan templates. If you have any questions about completing this report, please contact us at [SchoolSecurityPlanStandards@ct.gov](mailto:SchoolSecurityPlanStandards@ct.gov).

## Students

### School Safety: Preparation, Response, and After Action

#### All Hazards School Security and Safety Plan Standards (continued)

8. A requirement that each local and regional board of education conducts a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a plan as described in Number 4 above, based on the assessment;
9. A requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, and report such information, as necessary, to the district's safe school climate coordinator and the school security and safety committee described in Number 3, above (See Connecticut General Statutes Section 10-222k);
10. A requirement that the school security and safety plan for each school provide an orientation on the plan to each school employee at the school, and provide violence prevention training in a manner described in the plan. Training to the plan is critical. This training should be conducted in cooperation with the school safety and security committee, including local law enforcement, fire, emergency management, public health, and emergency medical services. This will give the school community and municipal officials an understanding of the need for unified planning, preparedness, and response;
11. A requirement that each school construct a reference kit available for first responders, which includes several copies of laminated easy-to-read floor plans; master keys to interior and exterior door locks, and other items determined as needed, after consultation with school officials, local law enforcement authority having jurisdiction, emergency management director, and first responders; and
12. A requirement that each school security and safety plan follow the format of the All-Hazards School Security and Safety Plan Templates, as released and revised by the Division of Emergency Management and Homeland Security of the Department of Emergency Services and Public Protection, in consultation with the Department of Education, including the use of standard terminology. The purpose is to ensure that each school plan achieves the objectives outlined in the Plan Templates. In addition to preparedness and response, the plan should provide guidance on recovery from any emergency incident. See, for example, the “Accounting for All Persons and Family Re-Unification” Annex (Functional Annex G), and “Recovery and Continuity of Operations” (COOP) Annex (Functional Annex H) in the plan templates. Also, schools can take actions to mitigate potential issues through preventative planning. See, for example, guidance provided in the “Mental Health” Annex (Functional Annex J) in the plan templates.
13. Per Public Act 19-184, each school security and safety plan shall contain a plan to provide emergency communications developed for any student identified as deaf, hard of hearing or both blind or visually impaired and deaf, including procedures for alerting such students of an emergency situation and ensuring that the specific needs of the students are met during the emergency situation (A new annex was added to the template July 1, 2021, titled Annex M, Emergency Plan for Students with Disabilities).

## Students

### School Safety: Preparation, Response, and After Action

#### All Hazards School Security and Safety Plan Standards (continued)

14. Per Public Act 21-92, each school security and safety plan shall contain emergency action plans for Interscholastic and Intramural Athletic Events. In July 2022, a new annex, Annex N, was added to the template to address this requirement.

Regulation approved:

## Security at Athletic Events

Nationwide, violence at school games, especially football and basketball games, is on the rise. Sports are now often played in a supercharged environment where the mix of adrenaline and competitiveness can push behavior beyond acceptable limits. Moreover, individuals involved in youth sports say parents and athletes continue to push the limits of acceptable behavior more than at any time in recent memory.

Many believe a consistent message should be sent to parents about appropriate behavior at games, reemphasizing sportsmanship and integrity. Interscholastic and community youth sports leagues have plenty of levelheaded coaches and parents who keep athletics in perspective. However, some bad examples in big-time sports and an erosion of civility throughout society foster a disturbing environment for many young athletes. Injuries and even deaths have been reported across the country because of conflicts at school athletic events.

Violence on TV can often be mimicked by youth and adults who attempt to imitate the sports scenarios they see. In local sports, as contrasted with professional activities, the barrier between the player/contest area and the fan area is much less formal because fans are often closer to the action and feel comfortable interfering with and/or interacting with coaching and refereeing. In addition, familiarity with the coaches and players can either prevent problems or merely exacerbate them due to long-standing interschool rivalries.

It is a school board's responsibility to set standards for civility and sportsmanship in the local district and to respond when those standards are breached. Therefore, it is essential that school officials closely monitor security procedures at sporting events.

In Connecticut, pursuant to C.G.S. 10-220, boards of education are responsible for all property used for school purposes. Further, C.G.S. 10-221 charges boards of education with the responsibility for prescribing rules for the management, studies, classification, and discipline of the public schools. Therefore, boards have the responsibility and the authority to develop rules to protect students, employees, visitors, and school property. Connecticut's trespass statutes may be used to criminally prosecute individuals whose presence or behavior has caused such individuals to be asked to leave the premises. School officials have the legal authority to ask people to leave when their behavior interferes with others' ability to participate in or watch a school activity, pursuant to C.G.S. 10-220.

Nationwide, many communities are taking steps to improve sportsmanship by developing and positioning spectator rules.

Rules should be implemented aligned with policies related to the education community, including discipline, school climate, restorative practices, and school safety.

There are several practical issues to consider when developing and implementing public conduct rules. Some tips to consider are:

- Have signs posted at entrances to facilities where activities are taking place stating that individuals whose behavior violates board policy may be removed from the activity.
- Make an announcement at the beginning of the event letting those present know the level of behavior expected of them and that a violation could warrant removal from the activity.
- School officials should be working with local law enforcement officials when developing the policy to ensure law enforcement’s support. Having a local law enforcement officer available at the event helps control behavior.
- Use the media to spread the message that the school district is serious about the behavior of individuals at school events and won’t tolerate the harassment of students, officials, or coaches.

It is also essential to take the appropriate steps regarding school security and emergency preparedness at athletic contests. Strategies for such preparedness include adequate staffing and supervision, advance planning of security measures, and thoughtful emergency preparedness.

Some school athletic event security strategies developed and promulgated by the National School Safety and Security Services include the following:

- First and foremost, provide adequate adult supervision and staffing. Factors to consider in determining what is “adequate” may include the anticipated size of the crowd, the size of the facilities and grounds (including parking lots) used for the event, past history of incidents at similar events, “intelligence” information received about current conflicts at the school and in the community that could spill-over into the event, and other related considerations.
- Events with larger crowds should employ sworn law enforcement officers. School districts with their own school police and/or school resource officers (SROs) should prioritize using these officers at school athletic events, as they typically know the youth who may be attending. If additional officers are needed, consider first using gang unit officers, juvenile detectives, and community policing officers who may know the youth and their families. The same concept applies to hiring in-house school security personnel, assigning school administrators, and using school staff members, since they also know the students. These individuals typically know those students and non-students who have past behavioral problems in schools and at school-sponsored events. School officials should also employ

adequate levels of teaching staff and other support staff. Parent volunteers may also help augment regular staff.

- Deploy police, security personnel, and school staff in a manner that provides adequate coverage to the facilities being used for the event. This includes ticket gates, perimeter entrance/exit points, parking lots, common areas (restrooms, concession stands, etc.), on the playing grounds/inner field perimeter, in the stands, and at other key locations. Have police in uniform and security staff in clearly identifiable clothing. The use of plainclothes, undercover police officers may be necessary in certain large-crowd events and/or situations where problems are anticipated.
- Train police, security personnel, and staff on techniques for monitoring crowds (and not the athletic event on the field), verbal de-escalation skills, procedures for handling fights and riots, handling emergency medical situations, evacuation procedures, tasks related to specific operations (ticket-taking procedures, concession stand operations, etc.), and emergency guidelines.
- Equip all staff with two-way radios. Issue school cell phones to select staff assigned to the event.
- Create procedures related to admission, limitations of items that can be carried in (purses, book bags, backpacks, etc.), right to search spectators at admission point (metal detector scans, bag searches, etc.), no passes out and back in once admitted, spectator conduct, and other security protocols. Post rules at the admission gates, inside the facility, and elsewhere. Enforce the rules in a firm, fair, and consistent manner.
- Establish procedures for advanced ticket sales and on-site ticket sales. Have staff ticket-selling and ticket-taking procedures, with adequate police and security staff at admission gates. Stop ticket sales after a designated time, such as at/by the beginning of the third quarter. Have police and/or security staff escort ticket-takers and money from the admissions areas to a designated location for counting and preparing it for bank deposits, which should occur with police escorts the same evening.
- Maintain separate locker rooms for home and visitor teams. Have team buses pick up and drop off at opposite sides of the playing facility to avoid interaction before and after the game.
- Separate spectator seating into clearly designated areas, i.e., home team in bleachers on one side and visiting team on the other side. If possible, have separate concession stands operating in each of these areas.
- Administrators and safety officials from the schools playing a given event should communicate with each other well in advance of the event to discuss procedures, safety concerns, security practices, emergency guidelines, investigation into rumors and any recent incidents which could result in conflicts, and associated logistics.
- Secure perimeter doors of schools and gate off sections of the building not used for the actual athletic event in a manner that is in accordance with fire safety regulations.
- Create a detailed plan for parking procedures, traffic flow, parking lot staffing during the entire game, and related issues. Consider not allowing any cars into the parking lots after

a designated time, such as after the beginning of the third quarter of the game. Advise students in advance to coordinate pick-ups with parents outside the parking lots along the perimeter of the grounds.

- Conduct advance assessments of physical security needs and strategies. Consider the use of surveillance cameras in admission areas, game field areas, common areas (concession stands, walkways, and areas around restrooms, etc.), parking lots, and other areas as appropriate. Evaluate lighting in stadiums, athletic facilities, parking lots, and the perimeter around the school and event grounds.
- Consider having dedicated staff for videotaping the game and, if necessary, areas of spectator misconduct that may occur.
- Establish a code of sportsmanlike conduct and educate players, coaches, cheerleaders, the band, students, parents, and others on the code in advance of the game.
- Have P.A. announcers make announcements at the beginning of the game and at other times, as necessary, regarding sportsmanlike conduct and behavioral expectations. Train P.A. announcers overall guidelines for communicating with the crowd during the event, including emergencies.
- Have clear procedures, roles, and responsibilities for clearing and locking down facilities upon completion of the game.

### **School Athletic Event Emergency Preparedness**

Thoughtful emergency preparedness planning is essential, as incidents can occur even with the best advanced security planning.

- Establish written emergency guidelines. Test and exercise the written guidelines to make sure they work in an emergency. Train all staff involved in supervising events on the guidelines.
- Administrators and safety personnel from both schools involved in the event should coordinate information in advance and review security procedures and written emergency guidelines.
- School administrators and security personnel should coordinate with emergency medical personnel in advance of the event. In many larger games, a number of schools will have an ambulance on standby on-site before, during, and after the game. School administrators and safety officials should also notify their appropriate law enforcement district station and/or area commanders in advance of major games and/or high-risk events, so that on-duty safety personnel will be aware of the event, even if off-duty police are being hired to work the game.
- Evacuation plans should be clear, and announcements regarding emergency evacuation expectations should be made to the spectators at the start of events.
- Staff assignments with roles and responsibilities in the event of an emergency should be clearly delineated.

- Create emergency communications procedures and protocols to be engaged in the event of an emergency incident at the event. Communications plans should include outreach to the media, parents, school staff, students, etc.
- Have plans for managing the “post-crisis” aftermath in the hours and days following an incident at an event.

Plans and strategies must be tailored for each school and school district. No “cookie-cutter” plan will fit all schools. Adequate staffing and supervision, advanced security planning, and thoughtful emergency guidelines can help keep school athletic events safe, secure, and well-managed.

In conclusion, while a policy on public conduct on school premises is not required, it should be considered. Boards and administrators should carefully consider the behavior they want to encourage and prohibit. They should also develop procedures for when it becomes necessary to ask individuals to leave an event. The public should also be informed of the behaviors expected and prohibited at school activities. In addition, security considerations should be given to such events.

The following guidance is excerpted from an opinion piece, *Doing the Nearly Impossible: Teaching When the World Delivers Fear: 9 Ways Schools Can Respond to Endless Images of Violence* (Marc Brackett, Robin Stern & Dawn Brooks-DeCosta, Education Week, January 26, 2026)

“When children are exposed to violence, especially graphic, replayable violence—their brains and bodies do what they’re designed to do: scan for danger. In that state, learning becomes secondary.”

*(While this piece was offered in response to specific troubling events, the guidance that follows is easily transferable to a range of traumatic events to which young people may be exposed.)*

The leadership task: Protect students’ nervous systems without denying their reality—and protect teachers so they aren’t carrying this alone. The American Academy of Pediatrics’ guidance is clear: **Limit repeated exposure, keep conversations age-appropriate, correct misinformation, and keep checking in over time.**

### 1. Start with connection, not commentary

Students don’t need a lecture. They need a comforting signal: “You matter here. You’re not alone. We will do everything we can to keep you safe at school.”

Open class with a two-minute opt-in check-in: “Let’s share one word for how we’re feeling today; it’s also OK to pass.”

Then ask: “What questions or worries are coming up for you, if any, without sharing graphic details.” (Ask students not to replay the violence, as some may have past trauma from gun violence. For tougher conversations, involve mental health experts.)

Being seen by another and invited to say what is on your mind is often the first step back to steadiness.

### 2. Set a “no replay” norm for graphic content

Many students aren’t just hearing about traumatic events; they’re rewatching them. Create classroom or schoolwide norms about viewing violent social media posts:

- We will not show violent videos at school.
- If something upsetting shows up, tell an adult you trust. They will help you handle it.

It’s best if all students hear one message: Our school does not agree with amplifying harm by repeated exposure to violent events.

### 3. Keep it simple and stick to what’s true

After tragedies, more information isn’t always helpful. In classrooms, “simple and direct” sounds like:

- “Here’s what we know. We’ll share more as we learn more.”
- “If you hear something that scares you, bring it here. We’ll sort fact from rumor.”

- “Here’s what our school is doing today to keep everyone safe.”
- Name safety steps without making promises you can’t guarantee. (Avoid phrases like: “This will never happen here.”)

#### 4. **Invite and welcome all feelings. Hold firm boundaries on behavior**

All feelings are welcome. Not all behaviors are:

- “It makes sense to feel scared/angry/sad. Let’s identify the adults you trust.”
- “Big feelings are OK here. We all have them. Hurting others is not.”
- “We can disagree without putting others down, threatening, or targeting.”

Warmth plus limits keeps classrooms safe without shutting students down.

#### 5. **Offer “choice points” to restore agency**

Trauma steals choice. Connection restores it. Give students options that don’t derail instruction:

- Write instead of speaking.
- Step out for two minutes and return.
- See a counselor or social worker.
- Join a brief grounding practice—or quietly opt out.

#### 6. **Watch for distress-and respond quickly**

Trouble coping often shows up as sleepiness, headaches or stomachaches, irritability, shutdown, conflict, appetite changes, or persistent worry. If you notice a change in behavior or shift:

- Treat it as a signal, not a character flaw or weakness.
- Ask for guidance from your support team early.
- When appropriate, encourage families to consult their pediatrician or a mental health professional.

#### 7. **Adjust the approach by grade level**

- **Preschool-grade 2:** Keep it concrete and calming: “Something scary happened. Grown-ups are working to keep people safe.” Lean on routines and warmth.
- **Grades 3-5:** Start with what they heard, correct misinformation, and teach the power of social support. Create a “trusted adult map”: two or three adults at school they can go to when they have big feelings.
- **Middle school:** Normalize intensity and reduce shame for feeling scared. Use structures-timed turns, a pass option, written reflection first. Consider a buddy system. Help them set one media boundary for the evening, such as not using social media.
- **High school:** Name emotions-grief, outrage, helplessness-and channel them toward care. Offer prosocial pathways (e.g., schoolwide care campaigns) that build connection rather than conflict. For older students, educators can also ground this moment in history.
- For students with disabilities or developmental delays, relying on what you know helps that particular student feel safe and calm.

**8. Protect students who feel targeted-without asking them to disclose**

When immigration enforcement is part of the fear, some students may be terrified and afraid to say why. Don't put them on the spot. Say publicly and repeatedly:

- “If you're worried about someone at home, we'll connect you with someone who can help.”
- “Tell me as much or as little as you want. I will help you find support.”

Coordinate with administrators so the burden doesn't fall on you alone. Promise your presence only when you know you can be there.

**9. Build a “connection chain” for adults**

Teachers have big feelings, too, and can experience empathic distress when supporting students. When educators feel depleted, students feel it. Leaders can make small moves to support teacher well-being:

- A five-minute staff check-in each morning and a five-minute staff debrief before leaving.
- A shared script for tough moments so teachers aren't improvising alone.

The most important message students will learn during these hard weeks (and beyond) is not only what we say about the world, but it's also how we model being human in it.

When the outside world feels frightening or cruel, classrooms can become counterforces: places where every child experiences dignity, steadiness, and belonging. That is not politics. That is the best of education.

## Community Relations

### Board of Education Meetings

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

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

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

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

Legal Reference: Connecticut General Statutes

Public Participation at Board Meetings

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

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

**Policy Adopted: July 7, 1993**

**Revised: March 1, 2017**

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

*A recommended policy to consider.*

## **Community Relations**

### **Public Participation at Board of Education Meetings**

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

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

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

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

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

### **Board Relations with Community Organizations**

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

(cf. 1312 - Public Complaints)

Legal Reference: Connecticut General Statutes

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

1-226 Broadcasting or photographing meetings.

## **Community Relations**

### **Public Participation at Board of Education Meetings**

Legal Reference: Connecticut General Statutes (continued)

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

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

1-232 Conduct of meetings.

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

10-238 Petition for hearing by board of education.

Policy adopted:

rev 1/15

rev 5/25

*A recommended regulation to consider.*

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

Regulation approved:

rev 10/10

rev 5/25

# BYLAW: MEETING CONDUCT/PUBLIC PARTICIPATION

PAGE 1

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

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

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

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

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

## **Policy Implications**

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

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

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

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

# BYLAW: MEETING CONDUCT/PUBLIC PARTICIPATION

PAGE 2

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

## 1. Content-Based Restrictions

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

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

## 2. Privacy vs. Free Speech

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

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

## 3. How to Make Its Bylaw Rules Defensible

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

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

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

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

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

January 2015

Revised

May

2026

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

## **Bylaws of the Board**

### **Meeting Conduct**

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

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

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

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

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

## Bylaws of the Board

### Meeting Conduct (continued)

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

### Actions by the Board

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

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

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

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

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

Bylaw adopted by the Board:

rev 3/25  
 rev 5/26

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

## **Bylaws of the Board**

### **Meeting Conduct**

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

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

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

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

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

## Bylaws of the Board

### Meeting Conduct (continued)

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

### Actions by the Board

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

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

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

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

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

Bylaw adopted by the Board:

rev 3/25  
 rev 5/26

## **Bylaws of the Board**

### **Meeting Conduct**

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

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

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

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

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

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

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

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

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

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

#### Actions by the Board

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

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

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

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

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

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

Legal Reference: Connecticut General Statutes

[1-200](#) Definitions.

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

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

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

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

[1-200](#) Executive Sessions.

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

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

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

**Bylaw Adopted: September 8, 1993**

**Bylaw Revised: July 7, 2004**

**Bylaw Affirmed: July 6, 2016**

## **Bylaws of the Board**

### **Public and Executive Sessions**

#### **Public Meetings**

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

#### **Executive Sessions**

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

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

#### **Public Participation**

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

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

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

Speakers must use the following guidelines:

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

### **Public Work Sessions**

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

### **Freedom of Information**

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

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

Legal Reference: Connecticut General Statutes

[1-200](#) Definitions.

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

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

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

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

[1-231](#) Executive sessions.

**Bylaw Adopted: March 10, 1999**

**Bylaw Revised: July 7, 2004**

**Bylaw Revised: April 6, 2016**

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

*CABE's suggested bylaw.*

## **Bylaws of the Board**

### **Public and Executive Sessions**

#### **Public Meetings**

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

#### **Executive Sessions**

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

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

## **Bylaws of the Board**

### **Public and Executive Sessions**

#### **Executive Sessions** (continued)

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

#### **Smoking**

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

#### **Non-Meetings**

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

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

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

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

## **Bylaws of the Board**

### **Public and Executive Sessions (continued)**

(cf. 1331 - Smoking in School Facilities)

Legal Reference: Connecticut General Statutes

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

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

1-210 Access to public records.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-231 Executive sessions.

19a-342 Smoking prohibited in certain places.

Bylaw adopted by the Board:

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