

***Revised* Board of Education Meeting**

Wednesday, July 8, 2026 6:30 PM

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

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE

2. APPROVAL OF MINUTES

2.1. June 3, 2026 -Regular Meeting Minutes

2.2. June 10, 2026 -Special Meeting Minutes

3. COMMITTEE REPORTS

4. CHAIR REPORT

5. SUPERINTENDENT REPORT

5.1. Update on Superintendent's 25-26 Priorities:

- a. Summer SPARK Attendance Program
- b. Student Representatives Update
- c. Three-Day Relational Leadership Institute- July 21-23, 2026
- d. Thank you to the Lions Club for the donation for 7 Buddy Benches
- e. Teacher Retention Rates

5.2. Recognition of Former Board of Education Commissioner and Vice Chair, Maria Simmons

6. CONSENT AGENDA

6.1. PERSONNEL

6.1.a. *Administrative Hire

- Falcon, Miguel - CHMS - Dean of Students effective August 17, 2026

6.1.b. A1 Hires effective August 27, 2026

- Casasanta, Caitlin - NEMS - Yellow Team Leader
- Cawley, Meghan - NEMS - Silver Team Leader
- Lagassie, Ellen - NEMS - Blue Team Leader
- Parsons, Rebecca - NEMS - Red Team Leader
- Pellegrino, Sandra - NEMS - Green Team Leader
- Reynolds, Cassandra - NEMS - Purple Team Leader
- Stellmach, Matthew - NEMS - Orange Team Leader

6.1.c. A2 Hires effective August 27, 2026

- Blancq, Shelly - BEHS - Assistant Drama Director
- D'Agostino, Silivo - BEHS - Head Drama Director

- 6.1.d. *A3 Hires effective August 27, 2026
- Cawley, Meghan - NEMS - ELA Curriculum Coordinator
 - Killiany, Dawn - NEMS - Gifted Coach, 6-8
 - Luchina, David - CW - CTE Curriculum Coordinator
 - Parsons, Rebecca - NEMS - Middle School Science Curriculum Coordinator
 - Pilarski, Julia - NEMS - Middle School Math Curriculum Coordinator
 - Russo, Dean - NEMS - Instructional Resource Coordinator

- 6.1.e. *A3 Resignations
- Roche, Sheryl - NEMS - Gifted Coach, 6-8 effective June 26, 2026

- 6.1.f. *Teacher Hire effective August 24, 2026
- Kelleher, Caitlin - ID/EPH - Library Medical Specialist

- 6.1.g. *Teacher Leave of Absence Requests
- Baronowski, Rebecca - Edgewood PreK - effective August 14, 2026 returning January 4, 2027
 - Dinnan, Sarah - BCHS - English Teacher - effective August 24, 2026 returning August 23, 2027
 - Tousignant, Amanada - MTV - effective October 23, 2026 returning November 2, 2026
 - White, Amanda - BCHS - BCHS - effective August 24, 2026 returning March 1, 2027

- 6.1.h. *Teacher Resignation effective June 30, 2026
- Rawcliffe, Nicole - BCHS - On-Track Coordinator/School Counselor
 - Slotnick, Tatiana - STAF - Grade 3 Teacher

- 6.1.i. *Teacher Retirement effective June 26, 2026
- Imfeld, Isabel - BCHS - Biology Teacher
 - *Lanahan, Katherine - EPH - Grade 2 Teacher

7. **PUBLIC COMMENT**

8. **DELIBERATED ITEMS/DISTRICT LEADERSHIP TEAM REPORTS**

8.1. Pupil Personnel Services Report

9. **POLICY REVISION**

9.1. Policy 5131 Conduct at School and Activities

9.2. Policy 3541 Transportation

9.3. Policy 5145.12 Search and Seizure

9.4. Policy 3516.4 Sex Offender Notification

9.5. Policy 3516.5 Sexual Offenders on School Property

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

9.7. Policy 1120 Public Participation at Board of Education Meetings

10. NEW BUSINESS

10.1. Solar Array at the High Schools RFP Results

10.2. Resource Lighting & Energy (RLE) Phase II

10.3. Discussion and Appointment of BOE Commissioner to the BCHS Roof Replacement Project Committee

10.4. *Discussion and Possible Appointment of the Principal of Bristol Central High School

11. INFORMATION/LIAISON REPORTS

11.1. City Council Liaison Report

11.2. BOE Liaison Reports

12. ADJOURNMENT

The minutes presented within this document summarize the discussion of the Regular Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [6/3/26-Regular Board of Education Meeting](#)

Bristol Board of Education
Bristol, Connecticut
Wednesday, June 3, 2026 – 7:00 p.m.
Regular Meeting Minutes

The Bristol Board of Education regular meeting was held on Wednesday, June 3, 2026 at 7:00 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

Present: Chair Shelby Pons, Commissioners: Jill Fitzsimons-Bula, Kristen Giantonio, Kara Ledger, Lorianne Osenkowski, Robert Parenti, Maria Simmons, Barbara Tedesco, and Jennifer Van Gorder

Absent: Joseph Grabowski, Chief Talent Officer, Peter Kelley, Board Liaison

Also, Present: Superintendent Iris White, Mary Hawk, Deputy Superintendent, Jodi Bond, Director of Finance, Dr. Amy Martino, Director of Pupil Services, Carly Fortin, Chief Academic Officer and Jeff Telke Supervisor of IT

1. Call to Order/Pledge of Allegiance/Moment of Silence:

Chair Pons called the meeting to order at 7:00 p.m. and asked the audience to stand for the Pledge of Allegiance.

2. Staff and Student Recognition

The Board recognized the following staff and students:

2.1 39th Annual Staff Achievement Awards - The Staff Achievement Award is intended to recognize any BPS staff whose actions have had an extraordinary impact on our students, families or programs. The following staff members received recognition: Cristabla Alcide- Social Worker at Stafford Elementary School, Kristine DelValle- Custodian at Bristol Central High School, Tara Landon- Facilities and Operations Manager at Bristol Public Schools, Amber Loukoumis- Head Secretary at Mountain View Elementary School, Lisa Maldonado- LEAD Paraeducator at Stafford Elementary School, and Andrew Wood- PE Teacher at Stafford Elementary School.

2.2 2027 Teacher of the Year - Carly Fortin provided an overview of the Teacher of the Year Program, and introduced Bevin Parent, Mountain View School as the 2027 Teacher of the Year.

2.3 2027 Paraeducator of the Year - Dr. Amy Martino provided an overview on the Paraeducator of the Year program and introduced Dana Martin, Northeast Middle School as the 2027 Paraeducator of the Year.

2.4 Seal of Biliteracy 2026 - Lesek Ward provided an overview of the Seal of Biliteracy and recognized 120 students that qualified for the Seal of Biliteracy.

2.5 Student/Staff Recognition Days was provided by Superintendent Iris White, acknowledging that the month of June is Student Safety Month in Bristol Public Schools.

3. **Approval of Minutes**

3.1 May 6, 2026 -Regular Meeting Minutes

The Board of Education voted to approve the May 6, 2026 -Regular Meeting Minutes as written.

Motion made by Jennifer Van Gorder and second by Kristen Giantonio. The motion passed unanimously.

3.2 May 20, 2026 -Special Meeting Minutes

The Board of Education voted to approve the May 20, 2026 -Special Meeting Minutes

Motion made by Jennifer Van Gorder and second by Lorianne Osenkowski. The motion passed unanimously.

4. **Committee Reports**

School, Family, and Community Partnerships: Commissioner Tedesco shared that during the May meeting, Erika Treannie, Director of Climate, Culture and Student Services, outlined the district's mentoring program and discussed the requirement for a program overhaul.

Student Achievement & Outcome Committee: Commissioner Ledger reported on the May 27, 2026, committee meeting. During the session, Mrs. Lindstrom introduced the middle school world language program, and the CIS team presented 5 curriculum revisions that are recommended to the full board vote.

Policy Committee: Secretary Fitzsimons-Bula stated the committee convened on May 13, 2026 and May 20, 2026 to review various policies from CAGE audit and Student/Family Handbook, including four presented to the full board tonight. The committee is set to meet again on June 10, 2026.

School Safety Committee: No report provided.

Finance and Operations Committee: Vice-Chair Simmons reported that at the May 13, 2026 meeting, the committee examined financial documentation for General Funds and Pupil Services, the new financial dashboard and \$2000.00 donation to the BEHS All Sports Booster Club. The next meeting will occur on June 10, 2026.

5. **Student Representatives Report**

Bristol Central

Amelia Brown, Bristol Central High School student representative provided an end-of-year report highlighting student achievements, extracurricular celebrations, and upcoming senior events. Notable recognitions included awards at the 2026 Halo Awards for the musical program, a first-place psychology competition win, and acknowledgments of student organizations and clubs, including the Psychology Club's involvement in wellness initiatives.

The report also summarized a busy spring season featuring AP exams, NGSS testing, and end-of-year banquets for athletics, arts, and band. Upcoming events included Culture Day, senior celebrations, awards night, Senior Sunset, and graduation activities.

The representative concluded with reflections on their experience serving as student representative and shared post-secondary plans to attend the University of Connecticut to pursue nursing with goals in pediatric psychiatric care.

Bristol Eastern

Paige Ansah, BOE Student Representative from Bristol Eastern High School provided an end-of-year update highlighting student achievements, upcoming events, athletics, and senior activities. Music updates included final rehearsals for the concert band, Tri-M Honor Society inductions, and the upcoming performing arts banquet.

Athletics updates noted baseball advancing to the state tournament quarterfinals and track and field athletes competing at the State Opens, along with related schedules and events. Additional end-of-year recognitions included the Top 10% Award Ceremony and scholarship awards.

Senior activities were also outlined, including Senior Breakfast, final exams, Senior Sunset, graduation rehearsal, and graduation day logistics, marking the final weeks of the school year for the Class of 2026.

6. Chair Report

Chair Pons presented the monthly Chair Report. Click the following link to read the full report.
[June Monthly Chair Report](#)

7. Superintendent Report

Superintendent Iris White began her report with an update on her 2025–2026 priorities. Superintendent White provided an update on stakeholder engagement informing the Board that Bristol Public Schools distributed the 2026 Spring Guardian Climate Survey to families to gather feedback on the experiences of students and guardians. Families were encouraged to complete a separate survey for each child enrolled in the district, with translation options available in multiple languages. The survey was available through Monday, June 15, 2026, and the feedback will be used to help guide continuous school and district improvement efforts.

The Board was informed that Bristol Public Schools distributed the 2026 Spring Staff Climate Survey to all staff members to gather feedback on their experiences within the district. Staff were

encouraged to participate, with translation options available in multiple languages. The survey remained open through Monday, June 15, 2026, and the feedback collected will be used to inform continuous improvement efforts across the district.

The Board received an update on the district's Education Pathway Development initiative designed to create a career pipeline for future educators and paraprofessionals. The pathway begins with the foundational Child, Family, & Community course, followed by introductory courses including Rising Educators 1 & 2 and Early Childhood 1. Students may then enroll in college credit-bearing capstone courses such as Early Childhood 2 (Tunxis), Individual & Family Development (UConn ECE), and If You Love It, Teach It (UConn ECE). The pathway culminates with opportunities to earn Connecticut State Department of Education industry-recognized credentials, including ParaPro (through August 2026) and ParaPathway (beginning September 2026), supported through a 2026 Postsecondary Grant. The initiative also provides students with opportunities to earn income while gaining experience as paraprofessionals in the extended school year program and through flexible substitute paraprofessional positions, strengthening the district's educator workforce pipeline.

Superintendent White introduced Cera Galluzzo, Director of Athletics who provided a presentation regarding potential avenues to support funding for middle school sports as part of the FY budget. Ms. Galluzzo reviewed possible funding strategies and opportunities to sustain and enhance middle school athletic programming while considering the district's overall budget constraints.

Superintendent White shared on behalf of the Bristol Education Foundation that they are still taking early bird registration for the Bristol Education Foundation's Trivia Night, scheduled for November 6, 2026. The event serves as a fundraiser to support educational initiatives and opportunities for Bristol Public Schools. Community members, staff, and supporters are encouraged to register early and participate in the event.

This concluded the Superintendent's Report.

8. Consent Agenda

Chair Pons called for a motion to approve the Consent agenda, which include items from 8.1.a to 8.2.a

Motion made by Jennifer VanGorder and second by Kristen Giantonio. Motion passed unanimously.

8.1 PERSONNEL

8.1.a Administrative Resignation

Gaudet, Scott – GH - Principal effective June 30, 2026

8.1.b Teacher Resignations

Colopy, Griffin – GH – Grade 8 Language Arts Teacher effective June 26, 2026

Glynn, Kieran – CHMS – Grade 6/7 Mathematics Teacher effective June 26, 2026

Kelaita, Kara – EPH – Psychologist effective June 26, 2026

Levesque, Olivia – BEHS – Mathematics Teacher effective June 26, 2026

8.1.c Teacher Retirement

Lanahan, Kathy – EPH – Grade 2 Teacher effective June 30, 2026

Therriault, Shelia – BPA – Guidance effective June 30, 2026

8.2 GRANTS

8.2.a FRC Parent Trust Fund grant, increased funding

9. Public Comments

Prior to public comment commencing, Chair Pons read the rules to Public Comment.

Commissioner Giantonio asked for a motion to vote to remove rule #3. *Comments are limited to items on the agenda* from Public Comment this evening due to the increase of anticipated comments from the Public that were not listed as an agenda item.

After discussion amongst Commissioners in regards to the matter of public comment and policy discrepancies. Chair Pons called for a roll call vote.

Motion made by Jennifer VanGorder and second by Lorianne Osenkowski.

Chair Pons declared the motion ***FAILED***. Following the roll call, with five (5) commissioners OPPOSED of the motion (Tedesco, Ledger, Fitzsimons-Bula, Simmons, and Pons) and four (4) commissioners IN FAVOR (Parenti, VanGorder, Giantonio, and Osenkowski).

Discussion followed allowing all public comments to address an agenda item topic.

During Public Comment, the following individuals addressed the Board:

- Vicky Frye - 11 Fox Hollow Ln. - Addressed the Board regarding Policy, Personnel and Resignations
- Jon Lukasiewicz - 290 Perkins St. - Addressed the Board regarding Staff Recognition and School Climate.
- Scott Jensen - 146 West St. - Addressed the Board regarding Staff Recognition and Bus Drivers
- Kristen Bevins - 41 Leon Rd. - Addressed the Board regarding Staff Recognition.
- Gabriella Fernansez - 41 Leon Rd. - Addressed the Board regarding Staff Recognition.
- Andrea Perez Mensces - 25 Woodmere Rd. - Addressed the Board regarding Staff Recognition.
- Jayden Glasser - 59 High Meadow Ln. - Addressed the Board regarding Staff Recognition.
- Matthew Biadun - 53 Buff Rd. - Addressed the Board regarding Staff Recognition.
- Jacoby Fry- 1038 Matthew St. Addressed the Board regarding Staff Recognition
- Cindy LaMarre - 301 Old Orchard Rd. Addressed the Board regarding Staff Recognition

- Magdalyn Palamo - 103 Partiridge Run - Addressed the Board regarding Staff Recognition and Climate Survey
- Scott Fields - 7 Southdown Dr. - Addressed the Board regarding Staff Recognition.

10. Deliberated Items/District Leadership Team Reports

10.1 Pupil Personnel Services Report

Dr. Amy Martino provided an update on special education enrollment, services, emergency response activity, and the department budget. As of May 1, 2026, 1,823 students (22.92%) received special education services, including 130 private out-of-district and 93 public out-of-district placements. During April, 15 of 30 newly enrolled students required special education services, with one requiring an out-of-district placement. The Board also received an update on March emergency response activity, which included 28 calls to 211 and 12 calls to 911. Budget lines remained on target with the exception of transportation, which is projected to exceed budget by fiscal year-end.

10.2 Spring Sports Recap

Cera Galluzzo, Director of Athletics, introduced student leaders from Bristol Eastern High School and Bristol Central High School, who presented highlights of their respective spring sports seasons. The presentation recognized individual student-athlete achievements as well as team accomplishments.

10.3 Challenging Behavior Report

Erika Treannie, Director of Climate, Culture and Student Services provided the Board an overview of stakeholder reporting for challenging behavior incidents. During the reporting period, 45 incidents were logged, including 39 reports submitted by school employees and 6 reports submitted by parents/guardians for the 25-26 school year.

11. Curriculum Revisions

11.1 Kindergarten ELA Revisions

Zachary Maher, Supervisor of Elementary Humanities presented the Kindergarten English curriculum revision focused on a structured literacy model designed to support the full daily student learning experience. Instruction includes Heggerty for phonemic awareness, Foundations for phonics instruction, and Wit & Wisdom to support vocabulary, comprehension, fluency, and writing development. The goals of the revisions are to strengthen alignment within the structured literacy framework and to refine learning targets based on feedback from teachers and staff to better meet student needs. Mr. Maher expressed appreciation to staff contributors from Greene-Hills, Southside, West Bristol, Ivy Drive, Stafford, Hubbell, and Mountain View schools for their collaboration and input throughout the revision process. Mr. Maher asked for a motion to approve the Kindergarten ELA Revisions as presented.

Motion made by Kara Ledger and second by Jennifer Van Gorder. Motion passed unanimously.

11.2 Grade 1 ELA Revisions

Zachary Maher, Supervisor of Elementary Humanities, presented the Grade 1 ELA Revisions. The program reflects a structured literacy approach aligned with waiver and legislative requirements and incorporates feedback and lessons learned from Kindergarten Year 1 implementation. The daily instructional experience includes Heggerty for phonemic awareness, Foundations for phonics, and Wit & Wisdom for vocabulary, comprehension, fluency, and writing. Recognition was given to contributing educators from Greene-Hills, Southside, Ivy Drive, and Mountain View schools for their collaboration. Mr. Maher requested a motion to approve the Grade 1 ELA Revisions as presented. Mr. Maher asked for a motion to approve the Grade 1 ELA Revisions as presented.

Motion made by Jennifer Van Gorder and second by Robert Parenti. Motion passed unanimously.

11.3 Grade 2 Mathematics Curriculum Revision

Debra Vitale, Supervisor of Elementary STEM presented the Grade 2 Mathematics Curriculum Revision. The Grade 2 Mathematics curriculum revision aligns instruction with Illustrative Math 360 and includes updated learning targets with added success criteria. The revision also strengthens support for all students and incorporates family support materials. Instruction is organized into eight units covering operations, measurement, number sense, geometry, time, money, and equal groups, including work within 100 and 1,000 and use of number lines and data. Special thanks were extended to BPS Grade 2 teachers, Jennifer Stafford (MLL), and Nicole Malvezzi and Kathleen Harlow (Special Education) for their collaboration and commitment to strengthening mathematics instruction and student learning experiences. Ms. Vitale asked for a motion to approve the Grade 2 Mathematics Curriculum Revision as presented.

Motion made by Maria Simmons and second by Kristen Giantonio. Motion passed unanimously.

11.4 Academic Support Transition - New High School Curriculum

Mikayla Pascussi-Wallace and Dr. Jessina Lemos, Supervisors of Pupil Services presented the New High School Curriculum for Academic Support Transition. The new High School Academic Support Transition curriculum is designed to align district priority indicators with CT CORE Transition Skills, IDEA requirements, and the State Performance Plan (SPP). The curriculum emphasizes development of engaging essential questions, organization of shared instructional resources across both high schools, and implementation of Universal Design for Learning strategies with differentiated supports for multilingual learners. Instruction is organized into four quarterly units: understanding learner profiles, exploring post-secondary pathways and possibilities, developing life skills for success, and building career profiles. Special thanks were extended to the BCHS and BEHS resource special education teams for their collaboration in developing this curriculum.

Following the presentation, questions were raised regarding whether instruction includes learning transportation resources as part of the curriculum.

Ms Mikayla Pascussi-Wallace asked for a motion to approve the New High School Curriculum for Academic Support Transition.

Motion made by Maria Simmons and second by Kristen Giantonio. Motion passed unanimously.

11.5 Grade 7 & 8 Math Curriculum Revision

Laura Lanza, Supervisor of Secondary STEM presented the Grade 7 & 8 Math Curriculum Revisions.. The goals of the revision are to ensure vertical articulation across both instructional pathways and to establish realistic expectations for content coverage to support student understanding. The work builds on prior revisions in Math 6 and incorporates Imagine Learning resources aligned with the BPS vision for access and equity. The revision also emphasizes cross-district collaboration and a shared commitment to best assessment practices. Special thanks were extended to the middle school math teachers for their dedication and hard work throughout the process. Ms Lanza asked for a motion to approve the Grade 7 & 8 Math Curriculum Revision as written.

Motion made by Kara Ledger and second by Kristen Giantonio. Motion passed unanimously.

12. Policy Revision

12.1 Policy 1312 - Public Complaints

The Board reviewed and was presented with revisions to Policy 1312 – Public Complaints. The updated policy and revised Public Complaint Form reflect CAGE recommendations and compliance updates since the policy’s last approval on 3/1/17. The form establishes a structured, “lowest-level-first” process for addressing public concerns, requiring resolution at the teacher and administrative levels prior to Board involvement. The revisions also clarify procedures for general grievances (distinct from library material challenges) and support First Amendment content neutrality while reducing risks related to improper Board-level complaint handling.

Jill Fitzsimons-Bula asked for a motion to approve the Policy 1312 - Public Complaints Revisions as presented.

Motion made by Maria Simmons and second by Kristen Giantonio. Motion passed unanimously.

12.2 Policy 6161.12 / 1312.3 -Library Material Review and Reconsideration

Carly Fortin provided the Board with an overview of the new and updated library-related policy required under Connecticut General Assembly mandates effective July 2025. Ms. Fortin asked

for a motion to approve and adopt Policy 6161.12 / 1312.3 -Library Material Review and Reconsideration with accompanying forms.

Motion made by Jill Fitzsimons-Bula and second by Barbara Tedesco. Motion passed unanimously.

12.3 Policy 6161.13 /1312.4 - Library Collection Development and Maintenance

Carly Fortin provided the Board with an overview of the new and updated library-related policy required under Connecticut General Assembly mandates effective July 2025. Ms. Fortin asked for a motion to approve and adopt Policy 6161.13 /1312.4 - Library Collection Development and Maintenance with accompanying regulation.

Motion made by Jill Fitzsimons-Bula and second by Kara Ledger. Motion passed unanimously.

12.4 Policy 6161.14 / 1312.5 - Library Display and Program

Carly Fortin provided the Board with an overview of the new and updated library-related policy required under Connecticut General Assembly mandates effective July 2025. Ms. Fortin asked for a motion to approve and adopt Policy 6161.14 / 1312.5 - Library Display and Program.

Motion made by Jill Fitzsimons-Bula and second by Kara Ledger. Motion passed unanimously.

13. New Business

13.1 Revision of 2026 Regular Board of Education Meeting Date & Times

The Board was presented with a proposed revision to the remainder of the 2026 Regular Board of Education meeting dates and times, with meetings scheduled to begin at 6:00 p.m., with the exception of the September and December meetings due to quarterly School Safety Committee meetings.

Questions and Discussion amongst commissioners and suggested amending start time to 6:30 P.M on the dates

Commissioner Van Gorder asked for a motion to amend the start times to 6:30 P.M. with exception to September and December.

Motion made by Jennifer Van Gorder and second by Kara Ledger. Motion passed unanimously.

14. New Business

No new business to report.

15. Information/Liaison Reports

15.1 City Council Liaison Report

No report provided.

15.2 BOE Liaison Reports

No reports provided.

16. Adjournment

There being no further business to come before the Board, the Regular Board of Education Meeting adjourned at 10:29 p.m.

Respectfully Submitted,

A handwritten signature in dark ink, appearing to read "Sydney Molina".

Sydney Molina
Recording Secretary
Bristol Board of Education

The minutes presented within this document summarize the discussion of the Regular Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: [6/10/26-Regular Board of Education Meeting](#)

Bristol Board of Education
Bristol, Connecticut
Wednesday, June 10, 2026 – 5:30 p.m.
Special Meeting Minutes

The Bristol Board of Education special meeting was held on Wednesday, June 10, 2026 at 5:30 p.m. in the Bristol Board of Education Auditorium located at 129 Church Street and via Zoom Meeting Platform.

Present: Chair Shelby Pons, Commissioners: Jill Fitzsimons-Bula (virtual), Kara Ledger, Robert Parenti, Jennifer Tagariello, Jennifer Van Gorder, and Liaison, Peter Kelley

Absent: Commissioner Kristen Giantonio, Lorianne Osenkowski and Barbara Tedesco

Also, Present: Superintendent Iris White, Mary Hawk, Deputy Superintendent, Jodi Bond, Director of Finance, Dr. Amy Martino, Director of Pupil Services, Joseph Grabowski, Chief Talent Officer, Jeff Telke Supervisor of IT, and Tara Landon School Project Manager

Call to Order/Pledge of Allegiance/Moment of Silence:

Chair Pons called the meeting to order at 5:30 p.m. and asked the audience to stand for the Pledge of Allegiance.

Discussion and Possible Action of:

Approval of the Final Plans and Project Manuals for the Edgewood PK Project

Chair Shelby Pons introduced Tara Landon who provided an overview of the Edgewood Pre K renovation project.

Questions and Discussion followed from commissioners about overall cost, site work, exclusions and taxpayer responsibility.

Chair Shelby Pons motioned to approve the final plans and project manual(s) as prepared for bidding and dated June 5, 2026 and the professional cost estimate, completed in accordance with Level 3 of ASTM International Standard E1557, Standard Classification of Building Elements and Related Sitework-UNIFORMAT II for this project, dated June 5, 2026.

Motion made by Jennifer Tagariello and seconded by Jennifer Van Gorder. The motion passed five (5) commissioners IN FAVOR (Tagariello, Pons, Fitzsimons-Bula, Ledger, and Parenti)-and one (1) commissioner OPPOSED (VanGorder).

Appointment of Board Commissioner to School Liaison/Board Representative Assignments

Chair Shelby Pons acknowledged former Vice Chair Maria Simmons following her resignation and introduced Jennifer Tagariello as a new member of the Board of Education. It was recommended that Commissioner Tagariello assume the previous responsibilities held by Simmons, including school liaison duties, board representation, committee assignments, and the role of vice-chair.

Chair Shelby Pons asked for a motion to approve the appointment of Commissioner Tagariello to serve as the School Liaison to SouthSide and Bristol Eastern High School as well as CREC District Representative alternative.

Motion made by Jennifer Van Gorder and seconded by Kara Ledger. The motion passed unanimously.

Chair Shelby Pons asked for a motion to approve the appointment of Commissioner Tagariello to serve as Vice-Chair.

Questions and Discussion about the vote of officer process.

Motion made by Kara Ledger and seconded by Robert Parenti. The motion passed unanimously.

Appointment of Board Commissioner to Committee Assignments

Chair Shelby Pons asked for a motion to approve the appointment of Commissioner Tagariello to serve as the chair of the Finance & Operations Committee, member on the Policy Committee, alternate to School Family, & Community Partnership Committee and a member on the AD Hoc-Labor Relations Committee

Motion made by Jennifer Van Gorder and seconded by Kara Ledger. The motion passed unanimously.

Adjournment

There being no further business to come before the Board, the Special Board of Education Meeting adjourned at 5:48 p.m.

Respectfully Submitted,



Sydney Molina
Recording Secretary
Bristol Board of Education

MIGUEL A. FALCÓN – LMSW, M.Ed.

DEAN OF STUDENTS | ASSISTANT PRINCIPAL

Driven professional with over twenty years' experience working with and supporting youth and their families.
Possesses strong analytical, interpersonal, communication and troubleshooting skills. Well organized and adept at multitasking and prioritizing. Has facilitated university-level courses on time management, professional development, leadership, and education policies. Adept at designing workshop for student development and retention.

Computer Skills: *Experienced with both the Microsoft & Google suite of programs.* **Languages:** *English and Spanish.*

Collaborative Tools: *Microsoft Teams, Google Classroom, CTSeds, Monday.com, Zoom.*

**Safe School Climate & Culture | Restorative Practices | IEP/504 Meetings | Student Code of Conduct
Equity | Culturally Diverse Populations | Home/School Partnerships | Risk Assessments
High Expectations | Parent/Student Support | Science Based Research Interventions | Hiring Committees**

PROFESSIONAL EXPERIENCE

School Social Worker

08/2018 – Present

Capitol Region Education Council, East Hartford, CT

Served as school social worker at The Academy of Computer Science & Engineering Middle School.

- Enhance student well-being by providing social and psychological support during the school day.
- Facilitate better communication between parents, caregivers, and the school community.
- Assist parents and caregivers by referring to relevant community agencies supporting child education.
- Collaborate with teachers and staff members to develop effective school-wide educational strategies.
- Conduct Functional Behavior Assessments and design Behavior Intervention Plans to address student needs.
- Selected to participate in Youth Mental Health First Aid Training, bridging family needs with community support.

School Social Worker

01/2017 – 06/2018

East Hartford Public Schools, East Hartford, CT

Served as school social worker at Mayberry Elementary School.

- Provided counseling to students regarding emotional, social, and family issues so they can achieve their maximum potential.
- Supported teachers and administration understanding emotional and behavioral needs of children.
- Facilitated communication between home and school as needed.
- Assisted and referred caregivers to community agencies to support children development.
- Partnered with educators in developing effective school-wide educational approaches.
- Enhanced departmental operations by streamlining technology use for supervisors and co-workers.

Behavior Technician

09/2012 – 01/2017

Hartford Public Schools, Hartford, CT

Served as Behavior Technician at Noah Webster Micro-Society Magnet School.

- Served as the Dean of Students as directed by the building principal.
- Championed a collaborative and supportive school environment.
- Fostered student-teacher relationships; enhancing their sense of belonging and overall morale.
- Successfully implemented Positive Behavior Interventions & Supports (PBIS) guidelines, resulting in improved student behavior and academic outcomes.
- Streamlined school routines and procedures by conducting thorough reviews, identifying inefficiencies, and implementing targeted actions for improvement.

- Managed Office Discipline Referrals and used the Code of Conduct to recommend appropriate disciplinary actions.
- Used behavior data to analyze trends and implement guidelines designed to reduce incidents.

Care Coordinator

02/2009 – 09/2012

Wheeler Clinic, Inc., Hartford, CT

- Guided families in defining and achieving their unique goals and aspirations.
- Empowered families by connecting them with resources and supporting their self-sufficiency.
- Facilitated monthly meetings among care plan members, fostering transparent communication and collaboration.
- Championed family rights and needs, ensuring they received comprehensive support.
- Designed budget-tracking database for Care Coordination in Hartford/West Hartford.

Counselor | Student Support Services

08/2005 – 01/2009

Center for Academic Programs, University of Connecticut, Storrs, CT

- Assisted first-generation, low-income college students in successfully graduating from the university.
- Provided essential support to students who may not have met traditional university admission requirements.
- Facilitated two Freshman Seminar courses, focusing on easing students' transition to higher education.
- Interviewed, hired, trained and supervised tutors for SSS students.
- Utilized "Student Clearinghouse" to retrieve and record past and current student academic career information.
- Gained proficiency in BRIO Insight/SADM Training.
- Updated and maintained a section of Center for Academic Programs' website.
- Assisted in the hiring process for Residential Staff in the SSS Summer Program.
- Improved access to scholarships and opportunities by creating the 'Student Opportunities' link on CAP's website.

ADDITIONAL SKILLS

Community Building | Crisis Intervention | Conflict Resolution | Report Writing | Mental Health | Child Protection

EDUCATION

Master's Degree & Sixth-Year Certificate, Educational Leadership

Central Connecticut State University, New Britain, CT – May 2022

Master's Degree Social Work
University of Connecticut, West Hartford, CT

Bachelor's Degree in Sociology
University of Connecticut, Storrs, CT

BRANDON HUBRINS

EXECUTIVE SUMMARY

Executive leader specializing in people, culture, and leadership systems within complex, mission-driven organizations. Proven ability to design and operationalize human-centered frameworks that strengthen leadership capacity, align values with operations, and sustain organizational performance through growth and change.

CORE EXECUTIVE CAPABILITIES

- People & Culture Strategy
- Leadership Development Pipelines
- Organizational Design & Change Leadership
- Executive & Board Collaboration
- Crisis Leadership & Risk Management
- Strategic Planning & Resource Stewardship
- Stakeholder Engagement & Trust Building
- Equity-Centered Systems & Talent Development

PROFESSIONAL EXPERIENCE

Assistant Principal — Ellington High School | Ellington, CT (2020–Present)

- Designed and implemented a multi-year culture and leadership framework aligning identity, belonging, and leadership expectations.
- Led enterprise-level culture transformation and rebranding efforts resulting in international recognition for Ellington Public Schools.
- Built leadership development pipelines for staff and students to distribute ownership and ensure sustainability beyond individual roles.
- Served as Safe School Climate Coordinator, leading crisis response, safety systems, and cross-agency

- Created and supported stipend-based leadership opportunities and identified new revenue streams to expand student programming, strengthen teacher leadership, and increase the school's strategic capacity.
- Partnered with senior leadership on strategic planning, budget development, and people-systems alignment.
- Operationalized values into daily practice, shifting culture from compliance-based to values-aligned systems.
- Oversaw a \$250,000 grant, managing strategy, implementation, and accountability for 12 student-centered programs designed to expand access, belonging, student engagement, and leadership opportunity for students and staff.

Assistant Principal — Global Communications Academy | Hartford, CT (2019–2020)

- Led building-wide organizational alignment through shared leadership structures.
- Designed and facilitated performance management and coaching systems.
- Developed safety and operational protocols to strengthen trust and engagement.
- Created leadership roles and partnerships to expand organizational capacity.

School Social Worker — Global Communications Academy | Hartford, CT (2013–2019)

- Led organization-wide mental health, attendance, and crisis response systems.
- Chaired Safe School Climate Committee overseeing compliance and behavioral supports.
- Designed and launched the Elite Enrichment Program integrating leadership, mentorship, and SEL.
- Provided leadership in family engagement, staff capacity-building, and operations.

GOVERNANCE & COMMUNITY LEADERSHIP

Chair, Advisory Council — Indian Valley YMCA (2022–Present)

- Partner with board members and executive leadership to strengthen governance and leadership sustainability.
- Lead strategic planning and cross-sector partnerships to enhance community impact.

EDUCATION & CREDENTIALS

M.S., Educational Leadership — Central Connecticut State University

M.S.W., Social Work — University of Connecticut

B.S.W., Cum Laude — Alabama State University
Connecticut Administrator Certification (092) | Former Licensed Master Social Worker |

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Administrative Hires

BACKGROUND:

Falcon, Miguel – CHMS – Dean of Students effective August 17, 2026
Hubrins, Brandon – BCHS – Principal effective July 9, 2026

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: resumes

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: A1 Hires effective August 27, 2026

BACKGROUND:

Casasanta, Caitlin – NEMS – Yellow Team Leader
Cawley, Meghan – NEMS – Silver Team Leader
Lagassie, Ellen – NEMS – Blue Team Leader
Parsons, Rebecca – NEMS – Red Team Leader
Pellegrino, Sandra – NEMS – Green Team Leader
Reynolds, Cassandra – NEMS – Purple Team Leader
Stellmach, Matthew – NEMS – Orange Team Leader

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

☒	Decision Item
☐	Information Item

AGENDA REPORTING FORM

TOPIC: A2 Hires effective August 27, 2026

BACKGROUND: Blancq, Shelly – BEHS – Assistant Drama Director D’Agostino, Silivo – BEHS – Head Drama Director

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: A3 Hires effective August 27, 2026

BACKGROUND:

Cawley, Meghan – NEMS – ELA Curriculum Coordinator
Killiany, Dawn – NEMS – Gifted Coach, 6-8
Luchina, David – CW – CTE Curriculum Coordinator
Parsons, Rebecca – NEMS – Middle School Science Curriculum Coordinator
Pilarski, Julia – NEMS – Middle School Math Curriculum Coordinator
Russo, Dean – NEMS – Instructional Resource Coordinator

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

☒	Decision Item
☐	Information Item

AGENDA REPORTING FORM

TOPIC: A3 Resign effective June 26, 2026

BACKGROUND: Roche, Sheryl – NEMS – Gifted Coach, 6-8
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COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

ACTING SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Hire effective August 24, 2026

BACKGROUND:

Kelleher, Caitlin – ID/EPH – Library Medical Specialist

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: resume

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White

Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

CAITLIN F. KELLEHER

OBJECTIVE

As an industrious library media specialist with eighteen years of experience, my mission is to enhance my impact as an educator by creating an environment that stimulates information seeking behavior, designing instruction that propels student achievement, and collaborating with my instructional partners to foster student growth and development, on a perennial basis.

EXPERIENCE

August 2018 -April 2025

Region 14 Public Schools

Woodbury & Bethlehem, CT

Woodbury Middle School - .4 Library Media Specialist

Bethlehem Elementary School - .6 Library Media Specialist

- Design Media Instruction to support a 1:1 Chromebook model
- Monitor technology use building wide, troubleshoot for students and teachers
- Updated the library space to a learning environment which stimulates and reinforces students' easy access to information
- Work closely with classroom teachers to implement a scaffolded digital citizenship curriculum school-wide.
- Work within a fixed/ flexible scheduling model
- Designed Inquiry Based projects for RTI enrichment groups, supporting HMH Reading Curriculum Goals
- Welcome parents to volunteer and assist in classroom activities and library tasks

August 2016 -June 2017

Avon Public Schools

Avon, CT

Pine Grove Elementary School - Library Media Specialist

- Daily collaboration with classroom teachers and interdisciplinary teams to build and strengthen connections between student information and research needs, curricular content, learning outcomes and information resources.
- Management of all aspects of the library facility including volunteer training and scheduling, selection, acquisition, evaluation and organization of information resources and technologies in all formats, as well as providing expertise in the ethical use of information
- Direct instruction of students within a flexible/fixed hybrid scheduling model

August 2006 -August 2016

Smithfield School Department

Smithfield, RI

William Winsor Elementary, Anna M. McCabe Elementary, & Raymond C. LaPerche Elementary - Library Media Specialist

- Management, organization, and supervision of two elementary library facilities concurrently

- Curricular planning, writing and implementation of library skills/ technology integration program, grades K-5
- Full teaching responsibilities of five or six classes daily at both institutions
- Coordination, training and supervision of part-time volunteers
- Allocate library budget, requisition, process, repair, and inventory of library materials and supplies
- Manage library circulation/cataloging system, facilitate student use of automated circulation systems
- Support and train faculty to seamlessly integrate technology into their classroom instruction

EDUCATION

University of Rhode Island Kingston, RI

- M.L.I.S. / 2006 GPA 3.8
- School Library Media Program
- Areas of Interest –Reading Interests of Children and Young Adults, Instructional Technology

Rhode Island College Providence, RI

- B.A. / 2003 GPA 3.6
- Major: English, Minor: Creative Writing -Poetry
- Concentration –Modern American Literature
- Achievements –Graduated *magna cum laude*, Dean's List six semesters, member of Kappa Delta Pi honor society

CERTIFICATION

Connecticut Certificate 062 *pk-12* – Professional Teacher of Library Media

Rhode Island Certificate 11505 *all grades* – Teacher of Library Media

PROFESSIONAL ACHIEVEMENTS

- 2006-2016 Professional Learning Communities: chair of the technology committee, co-chair school culture team, school improvement team, literacy team
- 2008 Collaborated with school social workers to design a district wide evening parenting support class for 6 weeks
- 2009-2010 University of Rhode Island Graduate School of Library and Information Studies mentor teacher
- 2011 Member of the District Wide Reading Curriculum team. This team was responsible for re-writing the district reading curriculum as full implementation of the Common Core State Standards was adopted in the fall of 2013
- 2013 Smithfield Education Foundation grant recipient: my proposal was awarded funds to purchase iPads for the media center
- 2015 Building G-Suite mentor teacher
- 2016-2017 Selected as a member of the Avon District Curriculum Planning and Development Committee

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Leave of Absence Requests

BACKGROUND:

Baronowski, Rebecca – Edgewood PreK – effective August 14, 2026 returning January 4, 2027
Dinnan, Sarah – BCHS – English Teacher – effective August August 24, 2026 returning August 23, 2027
Tousignant, Amanada – MTV – effective October 23, 2026 returning November 2, 2026
White, Amanda – BCHS – BCHS – effective August 24, 2026 returning March 1, 2027

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS:

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

May 21, 2026

Bristol Board of Education
To whom it may concern,

Please accept this letter as my formal notice of retirement from my position as a teacher at Hubbell School effective at the end of the 2025-2026 school year.

This decision was not an easy one to make. Teaching has been a passion as well as a privilege. I am grateful for the support of my colleagues throughout the years. I appreciate the opportunity to work with so many students and their families. In all, I will cherish my time spent in the Bristol school community.

With sincere gratitude,

Kathy Lanahan

June 22, 2026

Dear Mr. Wininger and Mr. Grabowski,

Please accept this letter as formal notice of my resignation from my position as
On-Track Coordinator/School Counselor at Bristol Central High School, effective June
30, 2026.

Sincerely,

Nikki Rawcliffe

Nikki Rawcliffe



Amy Devine <amydevine@bristol12.org>

Non-acceptance of Renewal Recall

1 message

Tatiana Slotnick <tatianaslotnick@bristol12.org>

Thu, Jun 25, 2026 at 8:55 AM

To: Joseph Grabowski <josephgrabowski@bristol12.org>

Cc: Amy Devine <amydevine@bristol12.org>

Dear Mr. Grabowski,

Hello, I'm Tatiana Slotnick, a third grade teacher at Stafford School. Following the recall of non-tenured layoffs, I am not planning to accept the recall and am looking to resign from my teaching position for the 2026-2027 school year. Please let me know what other information you need from me to begin the process. Thank you!

Best regards,
Tatiana Slotnick

--

Tatiana Slotnick
She | Her | Hers
Grade 3 Teacher
Stafford School

Privileged and confidential. If received in error, please notify me by e-mail and delete the message.

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Resignations effective June 30, 2026

BACKGROUND:

Lanahan, Katherine – EPH – Grade 2 Teacher
Rawcliffe, Nicole – BCHS – On-Track Coordinator/School Counselor
Slotnick, Tatiana – STAF – Grade 3 Teacher

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: letters

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White
Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

July 8, 2026

X	Decision Item
	Information Item

AGENDA REPORTING FORM

TOPIC: Teacher Retirement effective June 26, 2026

BACKGROUND: Imfeld, Isabel - BCHS – Biology Teacher

COST: _____ **FUNDING SOURCE:** _____

RECOMMENDATIONS/COMMENTS:

ATTACHMENTS: letter

TOPIC PRESENTER: Joseph Grabowski

CONTACT NUMBER: 860-584-7022

SUPERINTENDENT: Iris White

Iris White

Bristol Board of Education, Bristol CT	
Presented at Board Meeting:	
Approved:	
Order Filed:	
Referred to:	

Isabel Imfeld

June 22, 2026

Mr. Joseph Grabowski
Office of Talent Management
129 Church Street
Bristol, CT 06010

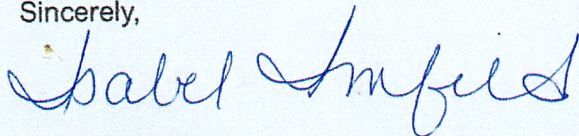
Subject: Notice of Retirement

Dear Mr. Grabowski:

Please accept this letter as my formal notice of retirement from my position as Biology Teacher at Bristol Central High School with the Bristol Board of Education, effective July 1, 2026.

After 31 years in education, including 24 years serving the students and families of Bristol, CT. I have decided to retire and begin the next chapter of my life. This decision was made after careful consideration and with great appreciation for the opportunities I have had throughout my career.

Sincerely,



Isabel Imfeld

Cc: Mr. Peter Wininger
Ms. Allison Wadowski

Bristol Enrollment Trend Data
Special Education June 1, 2026 Reporting

As of June 1, 2026

Special Education Enrollment Trends

Special Education – New enrollment trends May 2025 to present:		
	% of new enrollment eligible for services	Outplaced students
May	31%	0
June	41%	0
July	43%	0
August	24%	1
September	22%	0
October	37%	2
November	68%	0
December	39%	0
January	27%	1
February	54%	1
March	21%	0
April	50%	1
May	59%	0
Avg./total	40%	1

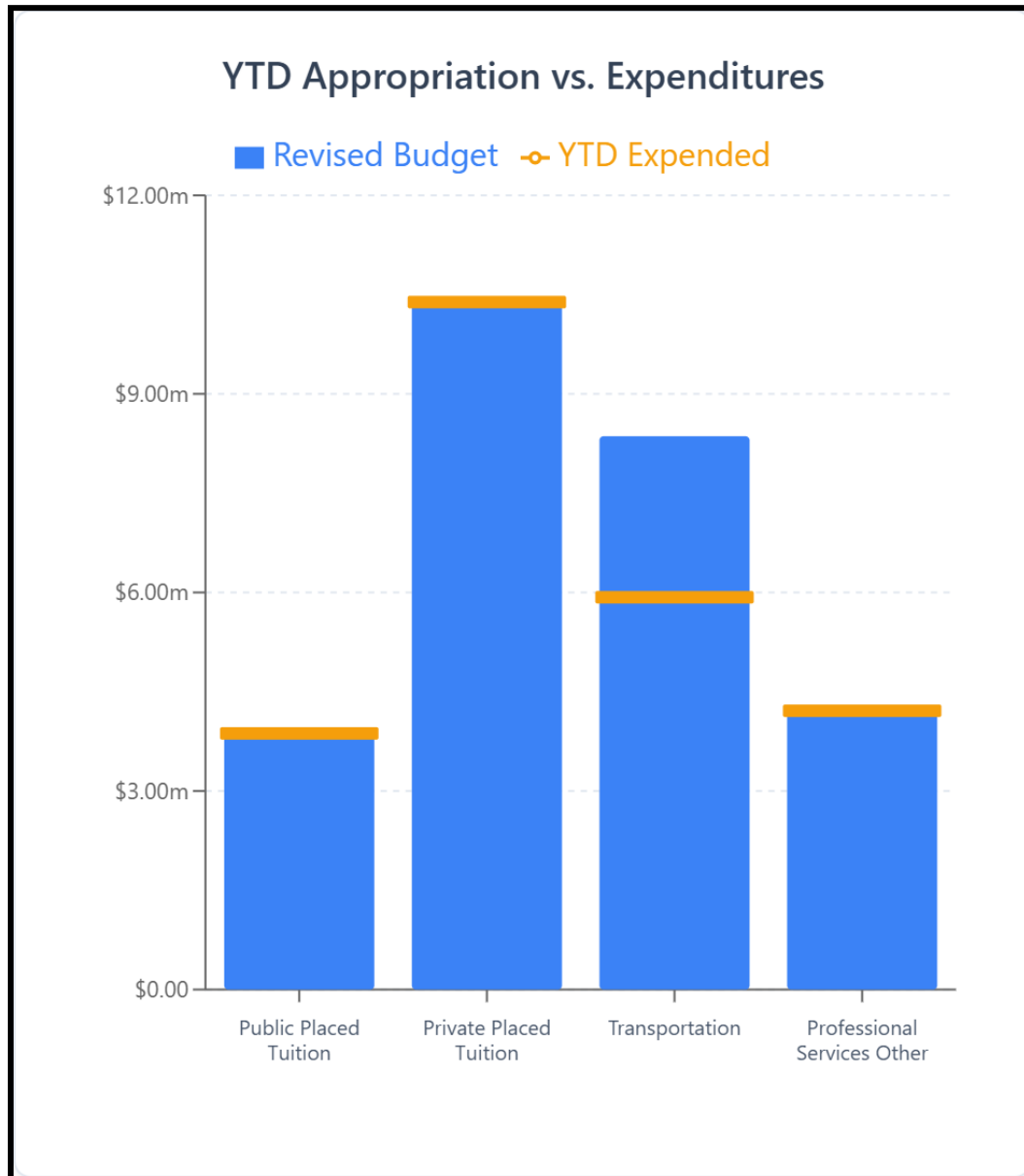
During the month of May 2026, 59% (10 of 17) of newly enrolled students to BPS were receiving special education services; none of our newly registered students attended an ODP placement at the time of enrollment.

The identification rate of Bristol Public School students requiring special education programming as of June 1, 2026 was 1823 of 7951 of the BPS students, which reflects 22.92%.

[illegible]

Pupil Personnel Services Monthly Budget Trends

As of June 1, 2026



As of June 1, 2026, all represented budget lines are trending close to the budgeted figure for the 25-26 school year with the exception of transportation. We anticipate additional transportation invoices through June 30, 2026. At this time, we continue to forecast being over budget by the end of the fiscal year.

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.
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.

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

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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 1st of each school year, the board of education, through the superintendent, shall submit to its DEMHS Regional Coordinator an electronic copy of the plan for that year.

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

Students

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

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

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

Students

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

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

Students

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

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

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

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

1. Prevention-Mitigation Phase

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

Students

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

2. Preparedness Phase

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

3. Response Phase

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

Students

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

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

4. Recovery Phase

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

5. Communication

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

- 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

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.

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.

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)

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

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

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

1-232 Conduct of meetings.

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

10-238 Petition for hearing by board of education.

Policy adopted:
rev 1/15
rev 5/25

A recommended regulation to consider.

Community Relations

Public Participation at Board of Education Meetings

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

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

Regulation approved:

rev 10/10

rev 5/25



Solar Development Services

Bristol Public Schools

2026 NRES Program RFP Results



Summary

- The projects will yield ~ \$7,200,000 in savings over a 20-year period with zero out-of-pocket cost.
- The projects will be owned and operated by Greenskies Clean Energy, based in North Haven, Connecticut.
- The value from these projects will be realized as a mix of credits on BPS Eversource bills or lease payments, and reduced power costs through the purchase of low-cost electricity.
- The economics of these projects are dependent by the Eversource NRES incentive program and the 40% Federal Investment Tax Credit (ITC).
- Given the timing of the RFP, the projects will be submitted into the NRES program in Q1 2027 and ready for construction in the summer of 2028.
- Greenskies will need to take steps to safe-harbor equipment for the project prior to July 5th 2026, per the revised renewable energy tax credit provision within the Big Beautiful Bill.
- Greenskies understands the rooftop projects are subject to roofing work being completed. In the event Bristol fails to perform the roof work, the contract will terminate with no penalty.

Bid Analysis

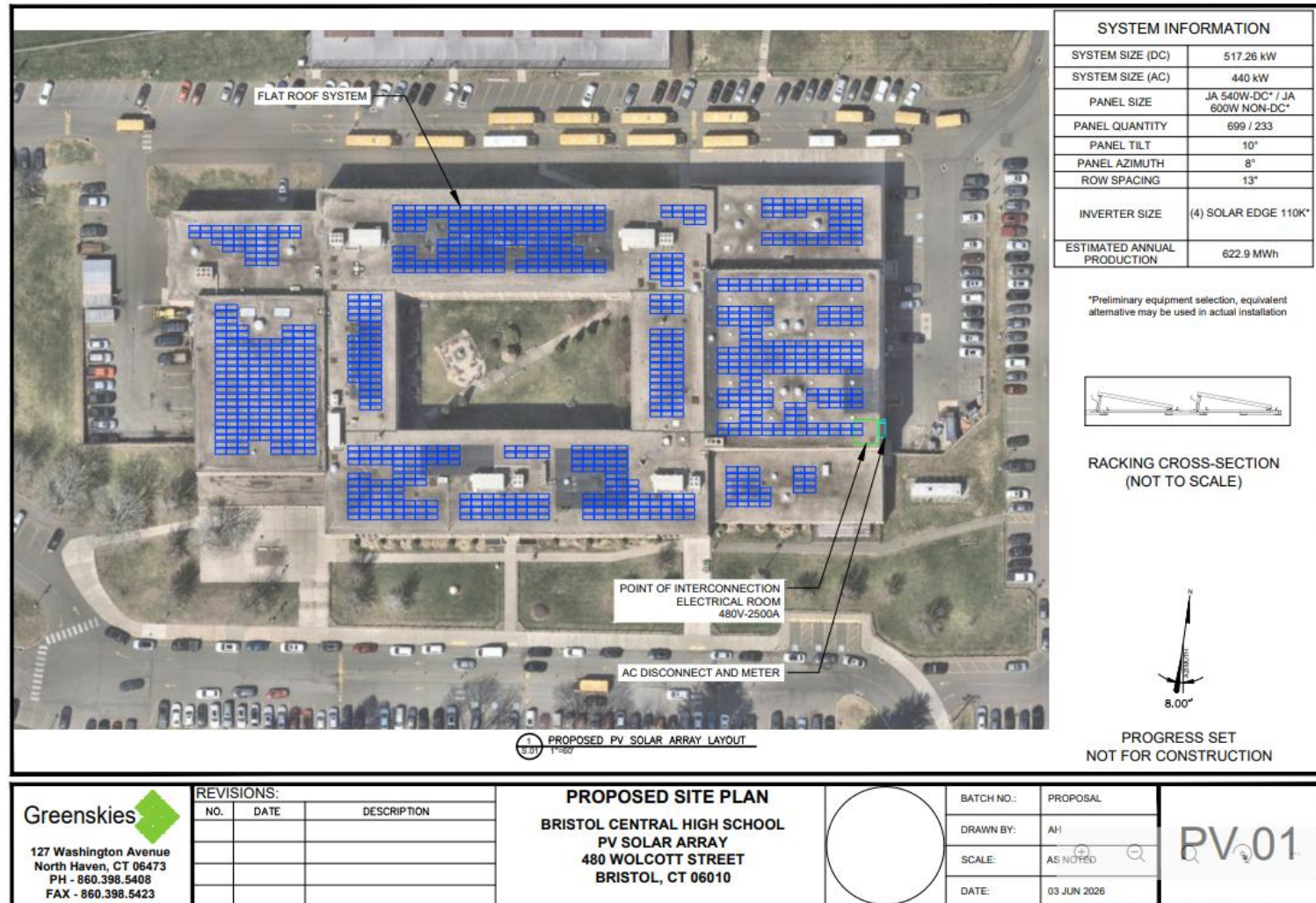
Portfolio Snapshot				
Location	System Size (kW DC)	System Design	Year-1 Value	Lifetime Value
Eastern Roof	864	Front of Meter	\$100,000.00	\$2,000,000.00
Central Roof	517	Front of Meter	\$49,983.00	\$999,660.00
Eastern Carport	975	Behind the Meter	\$116,310.08	\$2,817,544.48
Central Carport	1,007	Front of Meter	\$67,062.00	\$1,341,240.00
Total			\$333,355.08	\$7,158,444.48

- The projects have been strategically designed as a mix of “front of meter” (FTM) and “behind the meter” (BTM) to maximize the value of the NRES program structure, and to avoid conflicts with existing solar credit allocations and planned lighting upgrades.
- FTM projects include BCHS rooftop and carport, and the BEHS rooftop. The BEHS carport will be designed as BTM.
- FTM projects deliver electricity directly to the power grid, while BTM projects deliver power to the facility’s electrical system.
- FTM projects can be contractually structured as cash payments or Eversource bill credits; BTM projects are structured as Power Purchase Agreements.
- The portfolio, as designed, offers the dual advantage of predictable cashflow (FTM) with fixed annual payments, and a hedge against the potential for rising energy costs over time (BTM), while not adversely impacting existing or future projects.

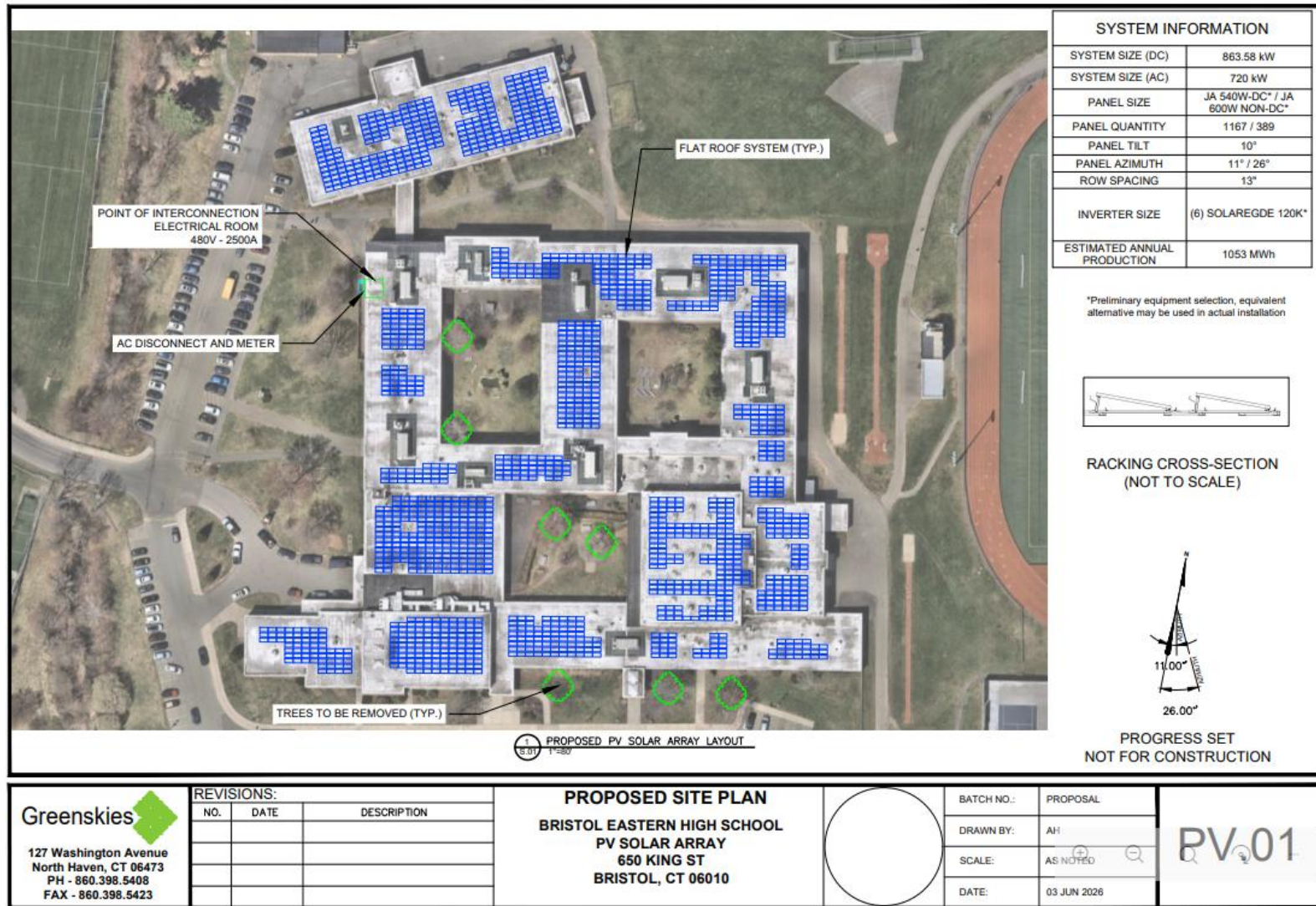
Eastern Carport Savings Calculations (BTM System)

Year	Solar Production*	Eversource \$/kWh**	Solar PPA \$/kWh	Annual Savings	Total Savings
1	1,232,000	\$.1661	\$.0717	\$116,310.08	\$116,310.08
2	1,225,840	\$.1686	\$.0717	\$118,782.85	\$235,092.93
3	1,219,711	\$.1711	\$.0717	\$121,273.57	\$356,366.49
4	1,213,612	\$.1737	\$.0717	\$123,782.45	\$480,148.94
5	1,207,544	\$.1763	\$.0717	\$126,309.70	\$606,458.64
6	1,201,506	\$.1789	\$.0717	\$128,855.54	\$735,314.19
7	1,195,499	\$.1816	\$.0717	\$131,420.20	\$866,734.38
8	1,189,521	\$.1844	\$.0717	\$134,003.87	\$1,000,738.25
9	1,183,574	\$.1871	\$.0717	\$136,606.79	\$1,137,345.04
10	1,177,656	\$.1899	\$.0717	\$139,229.18	\$1,276,574.23
11	1,171,768	\$.1928	\$.0717	\$141,871.27	\$1,418,445.50
12	1,165,909	\$.1957	\$.0717	\$144,533.28	\$1,562,978.78
13	1,160,079	\$.1986	\$.0717	\$147,215.44	\$1,710,194.21
14	1,154,279	\$.2016	\$.0717	\$149,917.98	\$1,860,112.19
15	1,148,508	\$.2046	\$.0717	\$152,641.13	\$2,012,753.32
16	1,142,765	\$.2077	\$.0717	\$155,385.14	\$2,168,138.46
17	1,137,051	\$.2108	\$.0717	\$158,150.23	\$2,326,288.69
18	1,131,366	\$.2139	\$.0717	\$160,936.66	\$2,487,225.35
19	1,125,709	\$.2172	\$.0717	\$163,744.66	\$2,650,970.01
20	1,120,081	\$.2204	\$.0717	\$166,574.47	\$2,817,544.48
Total	23,503,978				\$2,817,544.48

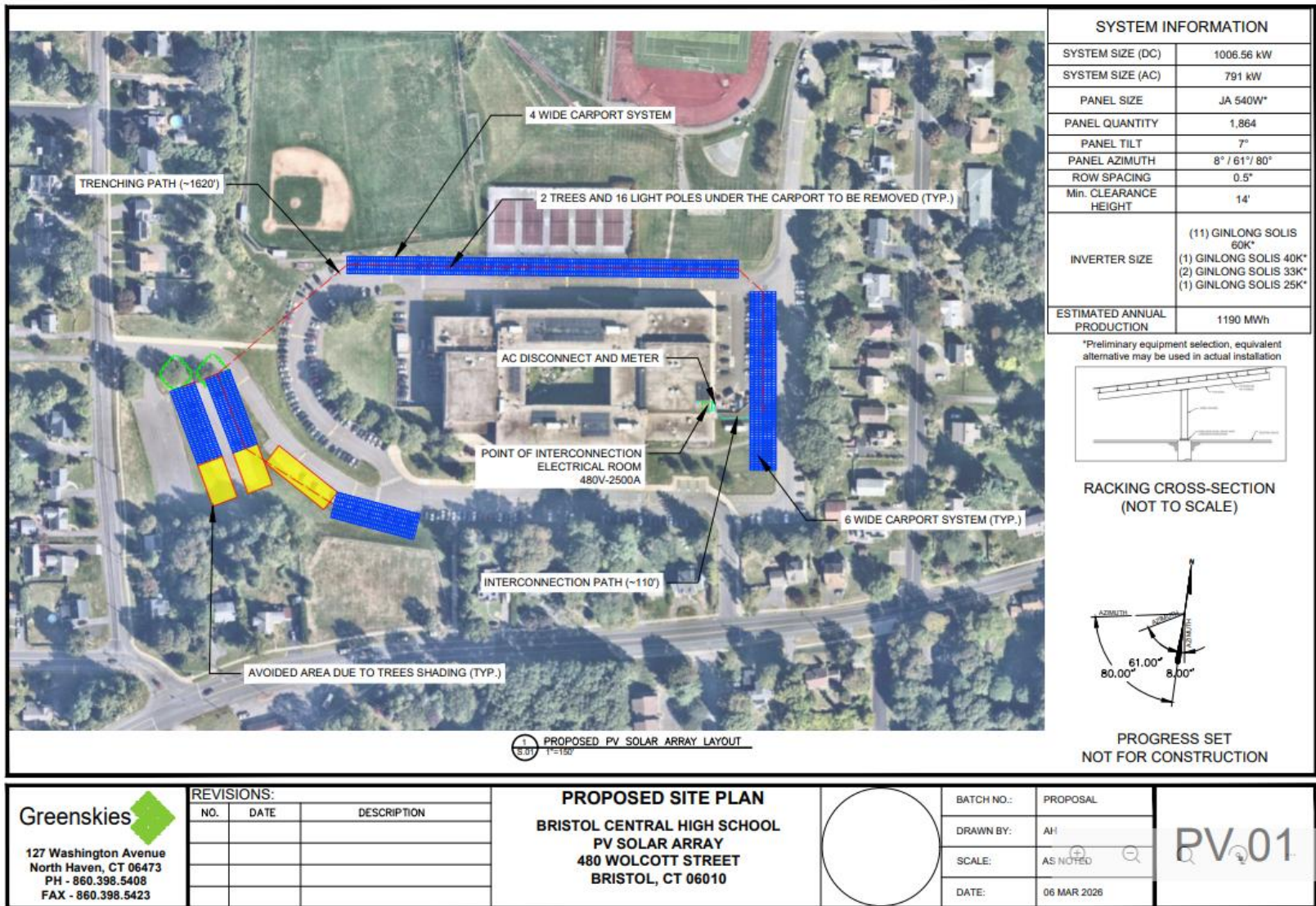
Bristol Central Rooftop



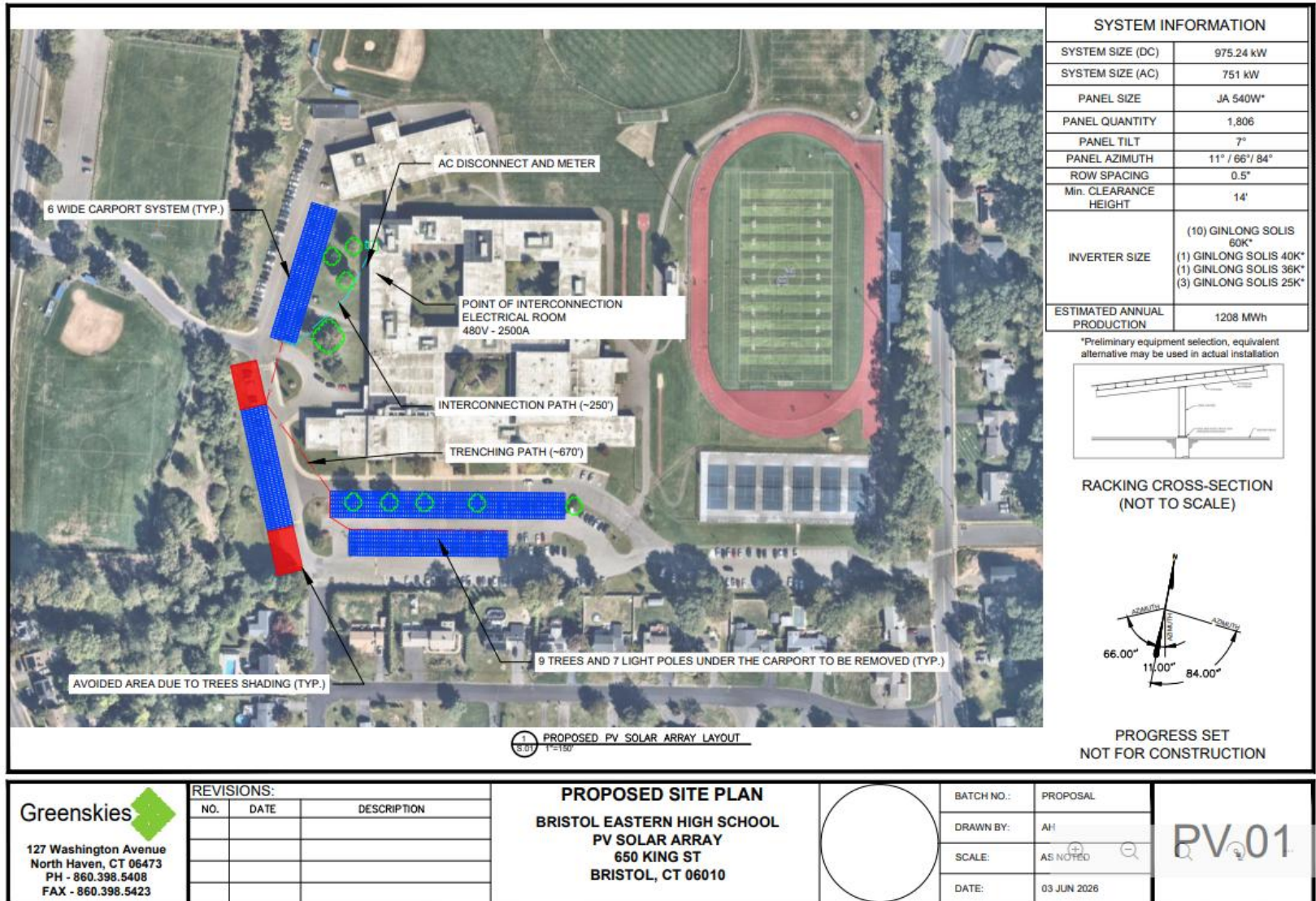
Bristol Eastern Rooftop



Bristol Central Carport



Bristol Eastern Carport



About Titan Energy

- Founded in 2001, Titan has over 20 years of energy centric experience
- Offers commodity procurement, demand-side management, onsite generation services and data management, dashboarding, EV charging solutions and demand response
- Headquartered in Connecticut with a nationwide presence
- Commodity procurement coverage in all deregulated markets and other energy management services in all states
- ~10,500 commercial, industrial & municipal customers, encompassing ~70,000 meters
- Proud CCM Energy Procurement Partner

Key Stats

of Customers: ~10,500

of Meters Managed: ~70,000

Energy Spend Managed: \$550 million

Geographies Served

