

SPECIAL MEETING
BOE Policy Committee Agenda
Friday, January 12, 2024, 2:00 pm – 3:30 pm
Municipal Building, BOE Conference Room
3 Primrose St. Newtown, CT 06470

CALL TO ORDER

IN ATTENDANCE

PUBLIC PARTICIPATION

APPROVE MINUTES December 13, 2023

OLD BUSINESS

Discussion and possible action:

Item	Reports
Policy 1700 – Possession of Firearms or Deadly Weapons The committee will review input from the Board.	<ul style="list-style-type: none"> • Discussion and Possible Action
Policy 6114 – Emergencies and Disaster Preparedness The committee will review proposed edits from M. Pompano and consider additional possible revisions.	<ul style="list-style-type: none"> • Discussion and Possible Action • S. Connell will invite M. Pompano to this policy meeting.
Policy 6114.1 – Fire The committee will review proposed edits from M. Pompano and consider additional possible revisions.	<ul style="list-style-type: none"> • Discussion and Possible Action • S. Connell will invite M. Pompano to this policy meeting.
Policy 6114.6 – Emergency Closings The committee will review C. Melillo’s recommendations/edits. Newtown does not have a current policy.	<ul style="list-style-type: none"> • Discussion and Possible Action
Policy 6114.7 – Safe Schools The committee will review proposed edits from M. Pompano and consider additional possible revisions.	<ul style="list-style-type: none"> • Discussion and Possible Action • S. Connell will invite M. Pompano to this policy meeting.

NEW BUSINESS

Discussion and possible action:

Item	Reports
Policy 0200 – Goals and Objectives The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> • Discussion and Possible Action
Policy 6141.51/52 – Enrollment in an Advanced Course or Program and Challenging Curriculum The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> • Discussion and Possible Action • S. Connell will invite A. Uberti to this policy meeting
Policy 6172.1 – Gifted and Talented Program The committee will review Newtown’s current policy.	<ul style="list-style-type: none"> • Discussion and Possible Action • S. Connell will invite A. Uberti to this policy meeting

<p>Policy 6172.5 – Pilot Programs and Research Projects The committee will review Newtown’s current policy.</p>	<ul style="list-style-type: none">• Discussion and Possible Action• S. Connell will invite A. Uberti to this policy meeting
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**UPDATE FROM THE SUPERINTENDENT
PUBLIC PARTICIPATION
ADJOURNMENT**

Community Relations

Possession of Deadly Firearms or Deadly Weapons

I. Definitions

As used in this Policy 1700(a), the following terms have the meaning set forth herein:

- A. Deadly Weapon means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles [Ref. Conn. Gen. Stat. § 53a-3(6)]
- B. Firearm means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged. [Ref: Conn. Gen. Stat. § 53a-3 (19)]
- C. Real Property means the land and all temporary and permanent structures comprising the Newtown Public School District's elementary and secondary schools, administrative office buildings, and operational facilities. Real Property includes, but is not limited to, classrooms, hallways, storage facilities, theaters, gymnasiums, fields, and parking lots.
- D. School-Sponsored Activity means any activity sponsored, recognized, or authorized by the Newtown Board of Education and includes activities conducted on or off school property. [Ref: Conn. Gen. Sta. § 10-233a(h)].

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a Deadly Weapon or Firearm on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is strictly prohibited by the Board of Education, even if the person possessing the Deadly Weapon or Firearm has a permit for such item, and even if the person intends to traverse school property with an unloaded Firearm or Deadly Weapon for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes.

III. Limited Exceptions

Notwithstanding the foregoing prohibition of Deadly Weapons or Firearms, a person in lawful possession of a Deadly Weapon or Firearm may possess such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity pursuant to the following limited exceptions:

(A) Peace Officers

A person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is a peace officer, as defined by Conn. Gen. Stat. § 53a-3, and is engaged in the performance of his or her official duties; or

(B) Armed School Security Officers

The person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is an armed security officer employed by the Board of Education to provide security services pursuant to Conn. Gen. Stat. § 10-244a, and is engaged in the performance of his or her official duties; or

(C) Off-Duty Qualified Law Enforcement Officers

The person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is an off-duty qualified law enforcement officer authorized by the Board of Education to do so pursuant to a written agreement between the Board of Education and the Newtown Police Department, provided such written agreement has been duly authorized and approved by the Board of Education; or

(D) Other Specifically Authorized Persons

The person in lawful possession of a Deadly Weapon or Firearm bringing such item on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, is a person authorized to do so pursuant to a written agreement with such person and the Board of Education or a written agreement between such person's employer and the Board of Education, provided such written agreement has been duly authorized and approved by the Board of Education

IV. Consequences

Unless subject to one of the exceptions specifically set forth in this Policy, any person who possesses a Deadly Weapon or Firearm on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, whether or not the person is lawfully permitted to carry such Deadly Weapon or Firearm, will be reported to law enforcement by school officials upon becoming aware of its possession.

A student who possesses and/or uses any Deadly Weapon or Firearm on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity in violation of this policy shall be disciplined in accordance with the Board of Education's discipline policies.

The Board of Education reserves the right to forbid any person possessing a Deadly Weapon or Firearm in violation of this policy on the Real Property of the Newtown Public School District, on school transportation, or at a School-Sponsored Activity, from entering the Real Property of the Newtown Public School District and/or from using any and all school facilities of the Newtown Public School District.

P1700(c)

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes
29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. Permits for out-of-state residents
29-33 Sale, delivery or transfer of pistol and revolvers. Procedure. Penalty
53a-3 Definitions.
53a-217b Possession of a weapon on school grounds: Class D felony
P.A. 13-188 An Act Concerning School Safety
10-233a Definitions
10-244a Employment of persons to provide security services in a public school while in possession of a firearm

Policy adopted: May 5, 2015 , Effective July 1, 2015

Policy revised: April 5, 2016, November 1, 2022

NEWTOWN PUBLIC SCHOOLS

Newtown, Connecticut

A recommended sample policy to consider.

Instruction

Emergencies and Disaster Preparedness

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

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

~~Each school shall establish a school security and safety committee which will assist in developing and administering the school's security and safety plan. The members of the Committee shall include a local police officer, local first responder, teacher and administrator from the school, a mental health professional, a parent or guardian of a student at the school and any other person deemed necessary; (school nurse, custodian, local health director, transportation coordinator, etc.)~~

Alternative language:

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

~~The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to insure the maintenance of the fire alarm system and regular and emergency exits of all buildings. All building security and safety plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection, beginning with the 2014-2015 school year.~~

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

DRAFT

Instruction

Emergencies and Disaster Preparedness (continued)

~~_____ or (alternate paragraph to the previous paragraph)~~

~~The Superintendent shall develop and maintain an emergency preparedness plan which shall make provisions for handling a variety of foreseeable emergencies, all hazard threats, including terroristic activity. The emergency plan shall be kept current. The Superintendent shall use state-approved Standardized Emergency Management System guidelines and the accompanying School Security and Safety Plan Template, be compliant with the National Incident Management System (NIMS), and incorporate the National Incident Command System when updating District and site level emergency and disaster preparedness plans and be compliant with the standards issued by the Department of Emergency Services and Public Protection.~~

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

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

~~The Board will conduct a security and vulnerability assessment for each of its schools every two years and develop a school security and safety plan for each such school in compliance with Section 87 of P.A. 13-3. By November 1 of each year the District must submit to the DEMHS Regional Coordinator one of the following: (1) those plan pages that have been updated; (2) the DEMHS provided form that the plan has not changed; or (3) a revised plan if the current plan has undergone a major revision.~~

First Aid

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

~~(cf. 5141.6—Crisis Prevention/Response)~~

~~(cf. 5142—Student Safety)~~

~~(cf. 6114.1—Fire Emergency/Crisis Response Drills)~~

~~(cf. 6114.3—Bomb Threats)~~

~~(cf. 6114.6—Emergency Closings)~~

~~(cf. 6114.7—Safe Schools)~~

Instruction

~~Emergencies and Disaster Preparedness (continued)~~

Legal Reference: ~~Connecticut General Statutes~~

~~10-221 Boards of education to prescribe rules~~

~~10-231 Fire drills~~

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

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

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

~~10-222n School security and safety plan standards~~

DRAFT

Policy adopted:

rev 10/03

rev 2/13

rev 7/13

rev 3/16

A recommended policy on this topic to consider

Instruction

Emergencies and Disaster Preparedness

Emergency Plans

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

Each school shall establish a school security and safety committee (**SSSC**) which will assist in the development and implementation of the individual school's security and safety plan. ~~Such~~ **This** plan shall be based upon the standards issued by the Department of Emergency Services and Public Protection. A security vulnerability assessment of each school shall be conducted every two years; the results of which shall be incorporated into the school's security and safety plan and reported to the DEMHS Regional Coordinator.

A Crisis Plan will be developed by the local officials and the Safe School committee which will ensure an established set of directives to guide the actions of those involved and responsible for the safety of students and property. The crisis management plan is to be developed within the context of the four recognized phases of crisis management, **(1) Preparedness, prevention, (2) Response, evacuation (3) Recovery, lockdown** and, **(4) Mitigation. recovery.** ~~Special~~ **Emergency response** drill activities related to fire safety and other emergencies will be planned and implemented by each Principal, in association with the Superintendent, director of **security, director of maintenance,** the police, the fire marshal or other civil authorities, to ensure orderly movement and placement of students to the safest available space(s) should an emergency occur, including, but not limited, to the following:

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

Instruction

Emergencies and Disaster Preparedness

Emergency Plans (continued)

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

Emergency preparedness should be discussed with teachers and students as deemed necessary by the building administration. Each classroom shall have **ready access to emergency response procedures, including, but not limited to fire, safe school mode, shelter in place, and evacuation.** ~~posted a copy of rules, lock down, evacuation and shelter in place signals, evacuation routes, and procedures to be followed for fire and tornado emergencies, terrorist attacks, and emergency evacuations.~~ All District personnel shall make themselves familiar with these procedures.

(cf. 5141.6 – Crisis Prevention/Response)

(cf. 5142 – Student Safety)

(cf. 6114.1 – Fire Emergency/Drills)

(cf. 6114.3 – Bomb Threats)

(cf. 6114.6 – Emergency Closings)

(cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

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

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

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

10-222n – School security and safety plan standards

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

Letter to Parents Regarding Student Safety

_____ **PUBLIC SCHOOLS**
_____, Connecticut

Date

Re: Student Safety

Dear Parents:

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

Safety Plans

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

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

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

Communications

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

Emergency Responses

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

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

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

Cooperation and Assistance Request

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

Defamatory or disruptive behavior will only lessen our response effectiveness.

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

Thank you for your understanding, cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent of Schools

A recommended sample policy to consider.

Instruction

Fire Emergency (Drills)/Crisis Response Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than ~~thirty days~~ **ten days** after the first day of **school** each ~~school~~ year. **In addition to the initial fire drill, each school shall conduct a safe school mode drill, shelter in place drill, fire/campus evacuation drill, and a lockdown drill no later than thirty days after the first day of school. Afterwards,** a crisis response drill shall be substituted for one of the required monthly school fire drills every three months. **All emergency response drills shall be scheduled, and the results documented in the district's NaviGate Prepared system.**

Each Building Principal shall prepare a ~~definite~~ **comprehensive** fire emergency plan, ~~and furnish to all teachers and students information~~ as to route and manner of exit, **and furnish it to all staff and students.** Fire drills shall be planned ~~in such a way as~~ **and conducted** to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the ~~appropriate local law enforcement agency.~~ **District Security and Safety Committee (DSSC).** Further, a representative of the **local** law enforcement agency, **fire department, and/or town emergency management team** may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of **fire evacuation, safe school mode,** lockdown, **campus** evacuation, and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the **these** crisis response drills.

Principals shall ~~keep~~ **maintain** a record of all fire and crisis response drills held in their schools **in the Navigate Prepared system,** stating the date **and time** the drill was held, ~~and the time required to complete the drill for utilizing the appropriate response procedures, actions taken prior to the drill to notify parents/students of the drill, as well as actions taken following the drill to address opportunities for improvement.~~ **utilized in the drill.** They shall furnish such reports to the Superintendent or his designate ~~as may from time to time be required.~~

Local law enforcement and other local public safety officials shall **may** evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials ~~should~~ **may** evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)

(cf. 5142 – Student Safety)

(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes
10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)
P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's

Safety

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

10-222n – School security and safety plan standards

Policy adopted:

rev 7/13

rev 3/16

DRAFT

CABE's suggested regulation.

Instruction

Fire Emergency Drills/Crisis Response Drills

In the event that fire is discovered in any of the school plants, the Fire Department shall be called immediately following giving the signal to evacuate the building.

The Principal of each school shall hold at least one fire drill each month in which all students, teachers and other employees shall be required to leave the school building. The initial fire drill must be held not later than thirty days after the first day of each school year.

A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Such drills shall incorporate the basic protocols of lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency, the fire department and other community first responders including the local emergency management director, fire marshal, building inspector and emergency medical services representative. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills.

Local law enforcement and other local public safety officials, as listed above, shall evaluate, score and provide feedback on fire drills and crisis response drills.

1. Students, during an evacuation response, must leave the building in an orderly and rapid manner and teachers are required to check to ascertain that no student remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked.
3. A record shall be kept in the Principal's office of each fire and crisis response drill conducted. A copy of the record shall also be filed in the Office of the Superintendent. In the manner required, the Board of Education annually will submit reports of the fire and crisis response drills to the Department of Emergency Services and Public Protection.

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

The District shall annually submit a report, by July 1, to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills, utilizing the DESPP/DEMHS template for such reports.

Instruction

Fire Emergency Drills/Crisis Response Drills

Legal Reference: Connecticut General Statutes

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

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

10-222n School security and safety plan standards

PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

DRAFT

Regulation approved:

rev 6/13

rev 3/16

Another version of this regulation.

Instruction

Fire Drills/Crisis Response Drills

Fire drills will be held at least once a month during the school year. The initial fire drill must be held not later than thirty days after the first day of each school year. Directions for egress of students from rooms are posted in each room.

A crisis response drill shall be substituted for the required fire drill once every three months in each District school. The local Police Department must be involved in the development of the crisis response drill format. A member of the Police Department may supervise and participate in the drill.

Local law enforcement and other local public safety officials, which include the local emergency management director, fire marshal, building inspector, and emergency medical services representative should evaluate and provide feedback on a representative sampling of fire/crisis drills each year.

1. Ringing the Fire Alarm

All fire alarms shall be rung by the Principal or someone designated by him/her. **NO OTHER PERSON** may ring the alarm, except as noted below.

If the fire alarm rings at any time and the Principal has not been responsible for ringing it, the Fire Department will respond immediately, since it will be assumed that there is a fire.

If a fire is discovered by an adult, he or she should sound the alarm without delay. If a student discovers a fire, he/she should notify the nearest adult who will ring the alarm.

2. General Rules

a. Teacher and School Personnel

- (1) During a fire drill all school personnel are to leave the building. The classroom teachers should be the last persons to leave their classrooms.
- (2) Teachers are responsible for the safe conduct of the students from their rooms to places of safety outside the building.
- (3) Teachers should instruct students to walk quietly to the exits. Classes then shall proceed to a safe distance from the building. Teachers and students should be positive they know where to go and how to get there.
- (4) Teachers should check that their whole class is out of the building. Windows and doors are shut by the teacher when rooms are emptied.

Instruction

Fire Drills (continued)

General Rules (continued)

- (5) Teachers should take their marking book with them during every fire drill, so that a roll may be taken.
- (6) The custodian checks the building.

b. Students

- (1) When the fire alarm sounds, all students should stop what they are doing; stand; form in line and walk out the proper exit in an orderly fashion.
- (2) Any student not in the classroom should immediately join the nearest line of students and pass with that line. The student then becomes the responsibility of the teacher who is in charge of that line.
- (3) No student is to go back into the building until the outside bell is rung signaling that it is safe to return.
- (4) Students are not to run, shove or monitor exit doors.
- (5) Silence must be maintained so that students may hear the teacher's directions.
- (6) Students and teachers should stay as low as possible to avoid the inhalation of smoke.

3. Fire Drill Procedures

Building administrators are responsible for fire drill procedures in their own school. These procedures should be known by all staff and teachers.

4. Required Report

The Board of Education shall annually submit a report to the Department of Emergency Services and Public Protection/Division of Emergency Management and Homeland Security (DESPP/DEMHS) regarding types, frequency and feedback related to the fire drills and crisis response drills. Such report, utilizing the DESPP/DEMHS template is to be filed annually by July 1.

Legal Reference: Connecticut General Statutes
10-231 Fire drills (as amended by PA 00-220 and PA 09-131)
10-222m – School security and safety plans. School Security and safety committees.
10-222n – School security and safety plan standards
PA 13-3 An Act Concerning Gun Violence Prevention and Children's Safety

Regulation approved:

rev. 3/16

Instruction

Emergency Closings

Every attempt will be made to keep schools open according to the calendar approved by the Board of Education. However, there are times when emergency closing of schools is necessary.

Closing of schools, late opening, or early dismissal for inclement weather or emergency conditions will be decided by the Superintendent of Schools or designee based upon the best possible information available.

The Superintendent will consult with Newtown Police Department, Department of Public Works, local meteorologists, local Superintendents and Newtown Public School's Director of Facilities to determine the need to close or delay school.

The Superintendent or designee will notify the Building Principals, the Bus Company, and the Maintenance Department/Head Custodian as soon as a decision is reached. They will be responsible for informing their staff.

In the case of closing the schools for weather or emergencies, administrators and non-certified personnel should make every effort to reach their assigned duties as soon as roads are passable or the emergency condition is deemed safe by school administrators.

Emergency or discretionary leave may be used for those unable to reach a building unless the Superintendent or designee feels conditions are severe enough that all employees are dismissed from attending work.

Every effort will be made to notify employees of the status of opening, by phone, by posting on the District web site, by email and through television and radio broadcasts.

(cf. 6111 - School Year/School Calendar)

Legal Reference: Connecticut General Statutes
10-15 Towns to maintain schools.

Policy adopted:

Instruction

School Security and Safety

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff, or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

Each school's School Security and Safety Committee (**SSSC**) will review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property with the exception of approved security personnel;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The Board shall **direct the Superintendent and/or his designee to** conduct a security and vulnerability assessment of each school ~~annually~~ **every two years** and use the results to maintain the District's Emergency Operations Plan and each school's security and safety plan.

Development of the District's Emergency Operations Plan and each school's security and safety plan will be the responsibility of the **Superintendent** ~~Director of Security~~ in partnership with the **Director of Security and the** District Security and Safety Committee (DSSC). The DSSC includes a variety of professionals with expertise in emergency management, (e.g., chief executive officer of the municipality, police, fire, district security, superintendent, and emergency medical services personnel), as well as community partners such as public and mental health professionals and school based staff. The DSSC shall work closely with school **Principals and their respective SSSC** ~~based crisis response teams~~ to develop ~~district-wide and~~ building-specific emergency ~~management~~ **response** plans. Such plans shall be compliant with the National Incident Management System (NIMS), ~~and~~ incorporate the Incident Command System (ICS), and remain compliant with the standards for such plans issued by the Department of Emergency Services and Public Protection (DESPP).

Instruction

School Security and Safety (continued)

The crisis management plan shall be developed within the context of the four recognized phases of crisis management:

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

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 5131 - Conduct at School and Activities)

(cf. 5131.5 - Vandalism)

(cf. 5131.6 - Drugs/Alcohol and Tobacco)

(cf. 5131.8 - Out of School Misconduct)

(cf. 5131.9 - Gang Action by or Association)

(cf. 5141.6 – Crisis Management Plan)

(cf. 5146 - Child Abuse and Neglect)

(cf. 5142 - Student Safety)

(cf. 5147 - Suicide Prevention)

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5144 - Administering Medications)

Instruction

School Security and Safety (continued)

(cf. 5145 - Communicable and Infectious Diseases)
(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)
(cf. 6114 - Emergencies)
(cf. 6161.11 - Drugs/Alcohol and Tobacco)

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-221 Boards of education to prescribe rules.
10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).
52-572 Parental liability for torts of minors. Damage defined.
53a-3 Firearms and deadly weapons.
53-206 Carrying and sale of dangerous weapons.
53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
PA 95-304 An Act Concerning School Safety.
PA 97-290 An Act Enhancing Educational Choices and Opportunities.
GOALS 2000: Education America Act.
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 Education Act of 1965 as amended by the Gun Free Schools Act of 1994.
New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Policy adopted: June 3, 2014
Policy revised: August 14, 2018

NEWTOWN PUBLIC SCHOOLS
Newtown, Connecticut

Mission-Goals-Objectives

Goals and Objectives

Goals of District

The Newtown Board of Education believes that the effectiveness of the educational program of Newtown Public Schools is based upon an agreed-upon set of goals, high expectations, continuous improvement, quality of instruction and learning environment, and civic responsibility.

Goals for Newtown Public Schools include:

1. Students develop and consistently demonstrate a skill set that includes problem-solving, critical and creative thinking, collaboration and application of technology.
2. In order to increase the quality of instruction and student knowledge, there needs to be a continuous process of evaluation of teaching and learning.

For both staff and students, continuous evaluation includes:

- Creating goals in collaboration with mentors
 - Defining timeframes by which goals will be completed
 - Defining measurement tools by which progress can be determined
 - Evaluating the effectiveness of goals and/or processes
3. In order to support a continuous evaluation of teaching and learning and chart a course for the future of Newtown Public Schools:
 - A strategic plan will be developed and evaluated at least every five (5) years.
 - The Newtown Board of Education and the Superintendent will develop, publish and evaluate district goals on a yearly basis.
 - The capital project planning will include providing the required facilities and technological infrastructure to support the staff and student body.
 4. Clear and concise communication will keep the community informed of the successes experienced in the Newtown Public Schools.
 5. Communication outside of the town of Newtown will provide students an opportunity for a broader perspective and appreciation of global affairs.
 6. To create an environment of optimal safety and security for teaching and learning.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

The Newtown Board of Education (the “Board”) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in an academic environment. Therefore, the Board endorses the goal to foster a culture of deliberate excellence to in which all students who have the capability, potential, or motivation ~~to~~ may access advanced academic curriculum and instruction. As a further part of that goal, the Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program, as may be provided by the Newtown Public Schools (the “District”).

To better realize such a goal, and in accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Cambridge International program” is an internationally recognized academic program for students aged five (5) to nineteen (19). High school level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the United States and abroad.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

“International Baccalaureate (“IB”) program” is a program that offers international education through four programs for students aged three (3) to nineteen (19). The four programs are: Primary Years, Middle Years, Diploma Program, and Career-related Program. Schools must be authorized to teach IB programs. Every authorized school is known as an IB World School.

“Prior academic performance” means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student's prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- A student's prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program.
- GPA improvement over time
- Student interests and persistence
- The District administration may, in its discretion, identify and publicize additional criteria, including but not limited to student or parent request. Any such criteria shall be established prior to the commencement of an academic term.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan will be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student's student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

A student, or the student's parent or guardian, may decline to implement the provisions of an academic plan created for such student.

The academic plan may be part of the student's success plan, required for each student by Conn. Gen. Stat. §10-221a, if the student success plan's academic component intentionally focuses on advanced course and program participation.

IV. Guiding Principles and Implementation

The Board is aware that marginalized groups may be ~~are~~ chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation or failure to identify students with potential, and fear of social isolation may prevent marginalized groups from enrolling in such courses or programs.

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria. An emphasis on equity must include a focus on increasing student's access to rigorous learning opportunities to assist all students to be prepared for success after high school. The proceeding eligibility criteria will contribute to fostering greater equity in student participation in advanced courses or programs.

Instruction

Enrollment in an Advanced Course or Program and Challenging Curriculum

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, *District Guidance for Developing an Advanced Course Participation Policy* (March 2022 Draft)

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Instruction

Gifted and Talented Students Program

The Newtown Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a each child identified by the Screening Team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Screening Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The Newtown Public Schools (the "District") shall provide educational programs for the gifted and talented, within budgetary constraints, which include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Programs (IEP) or Section 504 Plans, shall be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

Instruction

Gifted and Talented Students Program (continued)

The final determination in the identification of students as gifted and/or talented must be done by a Screening Team. The Screening Team charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs, who participate equally in the decision making process.

Upon the identification of a student as gifted and talented, the District shall provide a paper copy and electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the contact information for the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

If a parent/guardian disagrees with the results of the evaluation conducted by the Screening Team, the parent/guardian has a right to a hearing.

As per state statute, the District may identify up to ten (10) percent of the total student population for the District as gifted and talented.

The school district shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing gifted and talented-related services to those eligible students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Instruction

Gifted and Talented Students Program (continued)

Legal Reference: Connecticut General Statutes
10-76a-(e) Definitions.
10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.
Conn. Gen. Stat. § 10-76xx Notification of students identified as gifted and talented. Adoption of policy re equitable identification of gifted and talented students.
Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.
Connecticut State Department of Education Guidance Regarding Identification and Service. SDE Guidance, March 2019,
P.A. 21 199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2

DRAFT

Instruction

Pilot Programs and Research Projects

Recognizing that research projects often furnish a sound basis for substantiating and /or improving the instructional program, it is the policy of the Board of Education to encourage the development and operation of soundly designed research projects and pilot programs by its professional staff and other professionals outside of the school district. Such projects and programs may be financed by the school district, state and federal agencies, private foundations and other groups, or a combination of sources.

Before the implementation of any research project or pilot program within the Newtown schools, the approval of the Board of Education Curriculum and Instruction Subcommittee shall be required. Research projects and pilot programs are defined as those which do not affect

- Total educational program;
- Program of the total grade level;
- Total grade level of any one school; or
- Program of the total department of any one school.

The Curriculum and Instruction Subcommittee's approval shall be based upon

- Documented need;
- Available research on program effectiveness;
- Alignment with the core beliefs and mission of the Newtown Public Schools;
- Collaboration with building-based leadership and the Curriculum and Instruction Subcommittee during the proposal development stage;
- Staffing and student selection implications;
- Projected costs for planning and future implementation; and
- Program evaluation criteria.

The foregoing shall be outlined in writing and presented to the Board of Education Curriculum and Instruction Subcommittee, which shall provide notice to the Board of Education.

A report of all research projects and pilot programs being carried on within the school system shall be provided to the Board of Education and Curriculum and Instruction Subcommittee for review of progress, with a final determination of next steps after one year of implementation.