BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION REGULAR MEETING
Board of Education Regular Meeting AT Tuesday, June 2, 2026
Hybrid Meeting - Board of Education and Virtual

1. Establishment of a Quorum and Call to Order
   L. Easmon
2. Pledge of Allegiance
   L. Easmon
3. Opening Statement
   F. Bogle-Assegai
4. Consent Agenda
   L. Easmon
   A. Approval of Minutes - Regular Meeting - May 12, 2026 3
      L. Easmon
5. Presentations
   A. CAPSS Superintendent's Student Awards
      School Principals
   B. Junior Achievement 2026 Master of Ceremonies - Trinity Davis
      T. Youngberg
   C. Student Representative Report - Bloomfield High School
6. Superintendent's Report
   A. Superintendent's Update 10
      T. Youngberg
   B. End of Year Report 21
      T. Youngberg
   C. Adult Education Report 34
      M. Bailey
   D. Human Resources - Staffing Report 36
      G. Martinez
   E. Financial Report - May 2026 40
      D. Greco
7. Board Committee Reports
   A. Finance Committee
      K. Dunbar
   B. Curriculum Committee
      T. Mack-Mohammed
8. Public/PTO Comment

L. Easmon

9. Old Business
   A. Second Reading and Possible Adoption of Policies
      T. Youngberg
      1. Transportation - 3541 47
      2. Bus Conduct - 5131.1 55
      3. Student Dress Code - 5132 58
      4. Suspension and Expulsion - 5114 62
      5. Orientation of Board Members - 9230 94
10. New Business
   A. Review and Possible Action on the district Curriculum Maps 96
      N. Jones and L. Lamenzo
   B. Reivew and Possible Action of Employee Request for School Attendance under Policy 5118.111 - Children of Out-of-Town Board of Education Employees 97
      T. Youngberg
   C. Instructional Coaches and Deans: Impact, Reflection, and Next Steps 98
      L. Lamenzo
11. Board Comments
    L. Easmon
12. Other Business
    L. Easmon
   A. Discussion Regarding Board of Education Critical Incident Response (discussion proposed for Executive Session)
   B. Discussion of the Superintendent's Evaluation for 2025-2026 (discussion proposed for Executive Session)
13. Adjournment
    L. Easmon

Board of Education Regular Meeting
Tuesday, May 12, 2026 at 7:00 P.M.
**Hybrid Meeting**
In-Person Location: Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue, Bloomfield, CT 06002
Virtual Option: Zoom
https://us02web.zoom.us/j/88336607959?pwd=Ovtn4EqMcKjqG0YokUBRT8hniiUsUf.1
Meeting ID: 883 3660 7959 Passcode: 551914

| | | |
|---|---|---|
| **Attendance:** | L. Easmon, Chair | Present |
| | T. Mack-Mohammed, Vice Chair | Present |
| | F. Bogle-Assegai, Secretary | Present *(online)* |
| | K. Dunbar | Present |
| | H. Frydman | Present |
| | C. Jones | Present |
| | L. Simone | Absent |

**Also Present:** T. Youngberg, Superintendent of Schools
L. Lamenzo, Executive Director of Teaching, Learning, and Leadership
D. Greco, Director of Accounting
G. Martinez, Executive Director of Talent Management & Community Partnerships
N. Jones, District Teaching & Learning Specialist
J. White, Principal, Bloomfield High School
L. Curley-Colon, Principal, Global Experience Magnet School
A. Wright, Interim Principal, Carmen Arace Middle School
D. Bunting, Principal, Carmen Arace Intermediate School

1. **Establishment of a Quorum and Call to Order**
   L. Easmon determined a quorum was present and the Bloomfield Board of Education Special meeting was called to order at 7:01 p.m.

2. **Pledge of Allegiance**
   All rose to recite the Pledge of Allegiance.

3. **Opening Statement**
   F. Bogle-Assegai welcomed all attendees. The purpose and process of the Board of Education meeting were stated.

4. **Consent Agenda**
   A. **Approval of Minutes – Regular Meeting – April 7, 2026**
      A motion was made by T. Mack-Mohammed and seconded by K. Dunbar for the Bloomfield Board of Education to approve the consent agenda, as presented.

| | |
|---|---|
| L. Easmon | Aye |
| T. Mack-Mohammed | Aye |
| F. Bogle-Assegai | Aye |
| K. Dunbar | Aye |
| H. Frydman | Aye |
| C. Jones | Aye |

The motion passed unanimously 6-0-0.

**5. Presentations**

**A. CABE Student Leadership Award Recipients**

The Connecticut Association of Boards of Education, Student Leadership Awards were presented to students from Carmen Arace Middle School, Global Experience Magnet School and Bloomfield High School. Dr. Youngberg noted that this annual

award program recognizes students in the middle and high schools who exhibit exemplary leadership skills. To qualify as a recipient of this award, students must demonstrate concern for others, be willing to take on challenges, possess the ability to work with others, and have the capability to make difficult decisions. A brief statement about the achievements of each student was read by the school principal.

**B. Student Representative Report – Responsive Classrooms (CAIS and CAMS Students)**

Students from Carmen Arace reported on how Responsive Classrooms methodology is being used in their school and classrooms. The Responsive Classroom approach is an evidence-based, student-centered teaching method designed to integrate academic, social, and emotional learning. Morning Meeting is the foundational daily practice at the heart of the Responsive Classroom approach. A video as shared by students at Carmen Arace that highlighted the impact Morning Meeting has had on their school experience.

**C. Student Representative Report – Bloomfield BOTS at Arace (CAMS Students)**

Bloomfield Public Schools students collaborated with MakerspaceCT for the Bloomfield BOTS program. Through this partnership, students created remote-controlled robots for battling in an arena. Students shared highlights of the program and demonstrated for the Board of Education members. MakerspaceCT is a collaborative workspace for education, exploration and innovation in downtown Hartford, Connecticut.

**6. Superintendent's Report**

**A. Superintendent's Report**

Dr. Tracy Youngberg, Superintendent shared updates on the following items:

- Response to the 2026-2027 budget and its impact on employees, facilities and the Bloomfield community.
- She discussed the moving of the Alternative Learning Center to Carmen Arace and the impact of not funding the Capital Improvement Projects (CIP). She further discussed the relocation of Grade 5 and timeline for moving Central Office to Arace.

- Dr. Youngberg noted some employees have received the Reduction in Force (RIF) letters in response to the 2026-2027 budget.

- In terms of the community, Dr. Youngberg noted there would be a letter going out to community once the district knows if there will or will not be a referendum. In addition, there will be a community meeting, a video presentation and encouraged families to reach out if they have questions.
- Dr. Youngberg announced the Teachers of the Year for Bloomfield. She also shared information relative to the Education Celebration on June 10, 2026. This year the Education Celebration will also honor Paraeducators of the Year, retirees and service milestones.
- Dr. Youngberg provided a list of end-of-year events to all Board of Education members. She highlighted the 2nd Annual Literacy Night on June 4, 2026 at the Prosser Library.
- Bloomfield High School students Class of 2026 graduation will be held on June 16, 2026 and the senior parade will be held on June 12, 2026. GEMS graduation will also be on June 16, 2026.

**B. Human Resources – Staffing Report**

Grace Martinez, Executive Director of Talent Management & Community Partnerships, provided a staffing update. The report provided updates for the month of April 2026 including new hires, transfers, resignation and/or retirements. A vacancy report was also shared.

L. Easmon inquired about the summer positions and if they are available to our teachers. Ms. Martinez noted the positions are posted internally first and then externally.

**C. Financial Report – April 2026**

Domenic Greco, Executive Director of Finance and Operations reported financials as of May 8, 2026. He noted that 2.84% of the adopted budget has yet to be expended or encumbered.

Mr. Greco noted on the one-page summary report, major account 01 Certified Salaries is overbudget by almost $850,000 dollars. Transfers to offset the negative balances of this line will be made in June 2026. Major object 03 Employee Benefits still shows a balance of 1.7 million dollars as funds for pension contributions have yet to be encumbered. Of the 1.7, 1.5 million is for the annual pension contribution. Major object is 11 Operations is overbudget by about $307,000 as the district expects to receive funds from the Town for the 1% set aside account.

Mr. Greco pointed out page 1 of the six-page detail report, salaries clerical is overbudget by $80,000 due to a new position at Vogad. On page 2, object 01290, Overtime, Support is overbudget by $36,000 due to overtime from snowstorms.  has been running overbudget but the district received eRate reimbursements and these have been reflected. The Business Department is working to close out the 2025-2026 fiscal year. The cost center managers and directors are reviewing open purchase orders and grants.

L. Easmon asked if the grant funds have been allocated for planned expenditures.

**D. Sharing of the 1% Set Aside Account Report**

Domenic Greco, Executive Director of Finance and Operations, noted he presented an analysis to the Finance Committee on April 28, 2026. He provided an account overview as of July 1, 2023 to current, including expenditures and the current balance.

He noted $382,000 has been spent in the current fiscal year. These include water issues at Bloomfield High School, and the gym floor at Bloomfield High School. It was noted there is a balance of $127,000.

Dr. Youngberg noted the facilities Request for Proposals (RFP) is on hold due to funding.

H. Frydman inquired if those funds can ever be placed into a money market to make interest. D. Greco will need to do further research.

**7. Board Committee Reports**

**A. Finance Committee**

K. Dunbar Committee Chair expressed her gratitude to community members who supported the district during the budget conversations. The Finance Committee met on April 28, 2026 and the committee discussed the current and future budget outlook and possible options for reductions. The committee reviewed the 1% Set Aside account report. The committee also discussed the School-Based Health Centers. An overview was provided on how services are being utilized and there currently no expenses incurred by the district.

**B. Curriculum Committee**

T. Mack-Mohammed, Committee Chair noted they did not meet in April 2026.

**C. Policy Committee**

F. Bogle-Assegai noted the committee met at a special meeting on May 7, 2026 and reviewed the policies for an initial reading and those for a second reading.

**8. Public/PTO Comment**

James McGovern, 25 Diana Drive

He attended Bloomfield Public Schools and had two children who also attended Bloomfield Public Schools. Mr. McGovern shared his disappointment with what he has seen through the budget process, noting Dr. Youngberg had to stand and advocate for the school. He noted that elected officials should demonstrate support for district leadership during budget meetings and that the Board of Education should maintain a stronger visible presence. Mr. McGovern noted growing frustration that, despite having capable educators, political challenges were creating obstacles to progress.

Lynn Weisel, 17 Maple Edge Drive

She shared her appreciation for Dr. Youngberg and the Board of Education. She is very disappointed of the budget cuts. Ms. Weisel noted the strong communication with families regarding the budget and inquired whether there has also been communication with older students about the budget situation. She shared that discussions among students about potential staffing changes may be contributing to some anxiety. She also noted an open house

would be helpful. She inquired about shared spaces at Arace with the Alternative Learning Center.

**9. Old Business**

**A. Reading and Possible Adoption of Policies**

1. **Curriculum Policy – 6141**
2. **Nondiscrimination - 0521**
3. **Title IX Sexual Harassment – 4000.1/5145.44 – Personnel/Students**
4. **Work Release – 5113.13**

Dr. Tracy Youngberg reviewed the policies that are on the agenda for a second reading and possible adoption. Curriculum Policy - 6141 is recommended and was drafted from a model policy from the Connecticut Association of Boards of Education (CABE).

Dr. Tracy Youngberg, Superintendent of Schools, noted there are three additional policies before the Board of Education. These are all mandated policies. Policy 0521 and 4000.1/5145.44 are both being updated due to new legislation that aligns these policies with 2020 legislation.

A motion was made by T. Mack-Mohammed and seconded by K. Dunbar for the Bloomfield Board of Education to adopt the following policies as listed under agenda items 9A:

- Curriculum Policy – 6141
- Nondiscrimination - 0521
- Title IX Sexual Harassment – 4000.1/5145.44 – Personnel/Students
- Work Release – 5113.13

| | |
|---|---|
| L. Easmon | Aye |
| T. Mack-Mohammed | Aye |
| F. Bogle-Assegai | Aye |
| K. Dunbar | Aye |
| H. Frydman | Aye |
| C. Jones | Aye |

The motion passed unanimously 6-0-0.

**10. New Business**

**A. Initial Reading of Policies**

1. **Transportation – 3541**
2. **Bus Conduct – 5131.1**
3. **Dress and Grooming – 5132**
4. **Suspension and Expulsion/Due Process – 5114**
5. **Orientation of Board Members – 9230**

Dr. Tracy Youngberg, Superintendent, shared a revised draft of the Transportation Policy – 3541 which was last updated in 2015. Some considerations for Board of Education members as they review this is eligible limits for walking distance to school and the age of students who are required to have an adult waiting on the bus stop.

The second policy is Bus Conduct - 5131.1 which is a new policy. This policy ensures bus safety by clearly outlining behavior expectations (in the administrative regulations).

The new Student Dress Code Policy – 5132 will replace the uniform policy that was rescinded on April 7, 2026. This draft policy is based on the Connecticut Association of Boards of Education (CABE) model policy and current Bloomfield High School dress code guidelines.

The Suspension/Expulsion Due Process Policy – 5114 will replace the current Board of Education Policy 5131 – Conduct and Discipline. This new policy is required due to PA 25-93 & 25-67 and is inclusive of due process.

The last policy is the New Board Member Orientation – 9230. This is a recommended policy based on PA 23-167and the language has been updated by the Policy Committee.

H. Frydman inquired about bus monitors. Dr. Youngberg noted some of the buses have monitors but not all buses. He inquired about disciplinary actions based upon behaviors on the bus.

L. Easmon stressed for the Board of Education members to thoroughly review these policies so they can discuss them.

**11. Board Comments**

C. Jones thanked the staff and students for their presentations. He noted coordination between the Town Council and school district during the school transitions, specifically Global Experience Magnet Schools so the building does not sit empty.

K. Dunbar thanked everyone for attending the meeting tonight. The CABE Student Leadership Award is great honor as it demonstrates student leadership attributes. She also thanked Dr. Youngberg and the district team for their advocacy on behalf of students and teachers throughout the budget process. She encouraged families to continue showing their support and acknowledged the many school activities taking place across the district.

H. Frydman shared that he will be saddened when the Central Office building is vacated, as he attended kindergarten there. He expressed his hope to see the district continue to grow while providing a high-quality education. He encouraged graduates to ensure they are prepared for their next steps. He also noted his interest in presenting the rocking chair gift to Thomas Moore's family.

F. Bogle-Assegai echoed the sentiments of her fellow Board members. In response to the public comments, she noted the importance of having a Superintendent who can communicate directly with parents and the community. She also stated that, as a Board member, she does not wish to engage in political conflict and wants the public to know that the Board supports the Superintendent.

T. Mack-Mohammed shared that she has been reflecting on the meetings surrounding the 2026–2027 budget and expressed appreciation to the Superintendent and her team. She also wanted the public to know of her appreciation and commitment to moving forward.

L. Easmon recognized the challenges presented during the budget process and also expressed appreciation for the teachers and staff during Teacher Appreciation Week. She wanted to thank everyone for their hard work and support. She noted the Global Experience Magnet School high school graduation on June 16, 2026 at 1:30 p.m. and the Bloomfield High School graduation is on June 16, 2026 at 5:00 p.m. She congratulated the student scholars who received awards and the student presenters. She thanked Dr. Youngberg for her detailed budget presentations and for effectively sharing information with the community and Town Council regarding the budget. She also noted that Mr. Moore would be honored with a gift presented to his family.

**12. Adjournment**

At 8:44 p.m. a motion to adjourn was made by T. Mack-Mohammed and seconded by K. Dunbar.

The motion passed unanimously 6-0-0.

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F. Bogle-Assegai, Board Secretary

_____

T. Youngberg, Superintendent of Schools

# Bloomfield Public Schools

## Board of Education Meeting
## Superintendent's Report

## June 2, 2026

**Dr. Tracy Youngberg, Superintendent**
**Ms. Lynette Easmon, Board of Education Chair**

"Building Our Legacy One Student At A Time"

# Bloomfield Public Schools

## Superintendent's Report:

- 2026 District Teacher of the Year
- Paraeducators of the Year
- Meeting with the Class of 2026 (GEMS & BHS)
- 2026 June National Superintendents Forum
- Farewell Events: GEMS & CAIS
- Communication Plan Alternative Learning Center (ALC)
- District Cell Phone Policy

# Bloomfield Public Schools

**2026 District Teacher of the Year:**

Ms. Jennifer McPhee

Grade 2, Laurel Literacy Academy

# Bloomfield Public Schools

**Paraeducators of the Year:**

- Wintonbury- Sarah Greenlaw
- Laurel-Michelle Robinson
- Metacomet -Ki'Lon Stoddart
- CAIS-Barbara Nemirow
- CAMS-Susan Eady & Sandra Simms
- BHS- William Powell
- GEMS-Gloria Jenkins

# Bloomfield Public Schools

## Meeting with the Class of 2026:

- May 26th GEMS
- May 27th BHS
- Graduation Ceremony Requests
- Plans After High School
- GEMS June 16th (1:30pm) BHS Auditorium
- BHS June 16th (5:00pm) BHS Football Field

# Bloomfield Public Schools

## June National Superintendents Forum:

- Sponsored by RTM
- Orlando, Florida
- June 7th-9th
- Professional Development & Networking
- Review of Educational Products
- No Cost to the District
- Lisa Lamenzo In Charge: June 8th & 9th

# Bloomfield Public Schools

## Farewell Events:

- June 3rd GEMS (5-6pm) Cafeteria
- June 11th CAIS (5-6pm) Library
- All Are Welcome
- Opportunities for Guest to Share Memories
- School Artifacts & Photos
- Light Refreshments

# Bloomfield Public Schools

**Education Celebration June 10th (4:00pm)**

- Retirees
- Service Milestones
- Teachers of the Year
- Paraeducators of the Year
- Extraordinary Service Awards

**"Building Our Legacy One Student At A Time"**

# Bloomfield Public Schools

## Communication Plan Alternative Learning Center (ALC):

- June 3rd Staff Meeting (ALC & Arace )
- June 5th Community Letter
- June 12th Narrated Video Presentation
- July District Newsletter
- August Open House

**"Building Our Legacy One Student At A Time"**

# Bloomfield Public Schools

## District Cell Phone Policy:

- Currently the district is cell phone free, with the exception of GEMS lunch and transitions
- Bloomfield does not currently have a cell phone policy, but does have a Technology Acceptable Use Agreement that includes cell phones
- As a result of the state not moving forward with the state wide cell phone ban in schools, BPS will need to develop a formal policy
- Policy approval process September & October 2026

Bloomfield Public Schools

# Questions, Comments or More Information Needed

"Building Our Legacy One Student At A Time"

# Bloomfield Public Schools

## Board of Education Meeting

## Superintendent's End of Year Report

## June 2, 2026

**Dr. Tracy Youngberg, Superintendent**
**Ms. Lynette Easmon, Board of Education Chair**

**"Building Our Legacy One Student At A Time"**

# Bloomfield Public Schools

# Bloomfield Public Schools

**Priority # 1: Building/Sustaining Effective Teams (Relationships, Communication & Perspectives)**

- ❖ Within and Across Schools
- ❖ Between Schools and Departments
- ❖ Schools, Departments & Central Office
- ❖ Adult Learning/ Professional Development

## Notable Accomplishments:

- ❖ Created and Supported School Based MTSS Teams in our K-8 Schools
- ❖ “PLC Style” Professional Development Sessions and Collaborative Problem Solving
- ❖ Staff Meeting Visits & Monthly Staff Emails from Superintendent
- ❖ District Protocols (Suspected Drugs on Campus, Injuries As a Result of Dysregulated Students)
- ❖ Teaching, Learning & Leadership (TLL) Compass
- ❖ Communication during the DATTCO Transportation Situation
- ❖ Central Office Team serving as Mentors to BHS students
- ❖ Superintendent Meetings with the Graduating Class (BHS & GEMS)

# Bloomfield Public Schools

**Priority # 1: Building/Sustaining Effective Teams (Relationships, Communication & Perspectives)**

## SMART Goals Next Level of Work:

- By November, 1, 2027, the district will begin the Strategic Planning process with participation from BPS staff, students, families, community members and town leaders.

- By the spring of 2027, the district will increase the number of student teachers, interns and/or practicum students by at least 10% as compared to the previous year's data.

- By the end of the 2026-2027 school year, all 5 schools will achieve no less than a satisfactory rating on the assessment of their data team process.

- By the spring of 2027, the district will formally present to the Board of Education the new MTSS platform and its benefits to tracking student progress over time.

# Bloomfield Public Schools

## Priority #2: Student Outcomes (Teaching, Learning & Leadership)

- ❖ Access, opportunity and learning environment
- ❖ Growth and proficiency
- ❖ Literacy
- ❖ Numeracy
- ❖ Social Emotional Development
- ❖ Evaluation and Support

## Notable Accomplishments:

- ❖ BPS Curriculum Revival (Maps, Instructional Playbook & Policy)
- ❖ Reinstating Elementary Science Instruction; NGSS Alignment
- ❖ Responsive Classroom PD; District Safe School Climate Plan
- ❖ Improved Supervision Practices (Non-Certified Evaluations, PDEC)
- ❖ Spotlight on Excellence: Celebration of Academic Growth (Accountability Index)
- ❖ Academic Competitions (Geography Bee, Invention Convention, Robotics, History Day)
- ❖ Career Exploration, Credentialing & Increased Collaboration w/ Universities
- ❖ Calibration Observations Superintendent and District Leaders

# Bloomfield Public Schools

**Priority #2: Student Outcomes (Teaching, Learning & Leadership)**

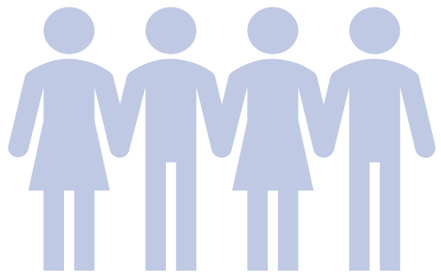
## SMART Goals Next Level of Work:

- The district will ensure Reading and Math proficiency scores on the Spring, 2027, Smarter Balanced Assessment (SBA) increase by at least 3% at all tested grade levels when compared to the Spring, 2026 scores.
- The district will ensure Science proficiency scores on the Spring, 2027, NGSS Assessments increase by at least 3% at all tested grade levels when compared to the Spring, 2026 scores.
- The district will ensure proficiency scores on the Spring, 2027, SAT increase by at least 3% when compared to Spring, 2026 scores.
- The district will reduce the number of in and out of school suspensions during the 2026-2027 school year by at least 10% when compared to the 2025-2026 data.
- The district will reduce the number of Chronically Absent students in 2026-2027 by at least 10% when compared to 2025-2026 data.
- During the 2026-2027 school year, the district will reduce operational costs associated with staff attendance by at least $100,000 as compared to 2025-2026.

# Bloomfield Public Schools

## Priority # 3: Family & Community (Engagement, Advocacy & Partnerships)

- Communication
- Voice
- Family and community partnerships linked to student outcomes
- Volunteers
- Academic Events and Celebrations

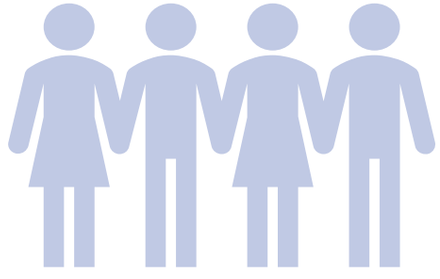


## Notable Accomplishments:

- District Parent Advisory Committee
- Consistent Student/Family Handbooks
- Community Forum on School Uniforms
- Community Forum on GEMS Closing; Communication and Support
- Parent Sessions Offered to Better Understand I-Ready Scores
- Career Day, Read Across America, Literacy Night Volunteers
- Senior Class Parade
- Public Comment during Budget Deliberations (Students, Staff & Families)
- Funding of the BHS Podcast Equipment

# Bloomfield Public Schools

**Priority # 3: Family & Community (Engagement, Advocacy & Partnerships)**



## SMART Goals Next Level of Work:

- By the summer of 2026, the district will begin a multi-year communication initiative designed to increase student enrollment in the BPS.

- By November of 2026, the district will initiate a Civics Experience that involves Bloomfield High School students participating in local government affairs (Board of Education, Town Council) with BPS staff.

- By February, 2027, the Board of Education and District Parent Advisory Committee will vet a communication platform that will allow the BPS families to more easily access their child's data (grades, attendance, physical forms, etc.).

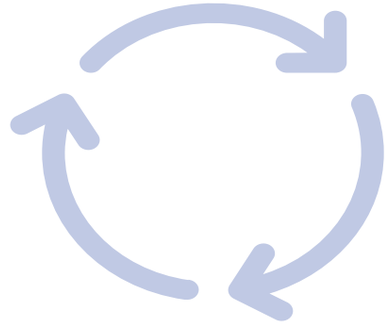
- By Spring of 2027, the district will introduce a Non-Certified Recruitment Plan that involves hiring Bloomfield High School students as Instructional Assistants in our elementary schools.

- By the end of the 2026-2027 school year, student participation in academic competitions will double from the year prior.

# Bloomfield Public Schools

## Priority # 4: Efficient Operations (Safety, Systems and Accountability)

- ❖ School Safety
- ❖ Compliance (Professional Responsibilities, Policies, CSDE, Contracts, etc.)
- ❖ Efficient, Fiscally Responsible and Sustainable Practices
- ❖ Evaluation and Support



## Notable Accomplishments:

- ❖ July 1, 2025 Munis migration (Financial Modules).
- ❖ Implementation of the HR platform, Frontline.
- ❖ Facilities Improvements (RFP Document, FOB Access, Emergency Lighting, Bid Process for Maintenance, etc.).
- ❖ Reduced Central Office Positions; Shifts of Existing Staff to Meet Student Outcome and Fiscal Needs.
- ❖ Restructure of Vo-Ag Staffing ensure compliance and maximize student enrollment.
- ❖ BOE and Town Shared IT Department (60/40 Director split)
- ❖ Improved Management of FMLA and Workers Compensation

# Bloomfield Public Schools

**Priority # 4: Efficient Operations (Safety, Systems and Accountability)**

## SMART Goals Next Level of Work:

- By no later than April 1, 2027, the district will migrate the HR, Payroll & Benefits to Munis.
- By November 1, 2026, the district will ensure 100% of its Certified Staff have participated in a Professional Responsibilities PD session.
- By November of 2026, the district will implement a formal plan to effectively reduce the “Lives With” residency classification.
- By the summer of 2027, the district will reduce the number of documented fire code violations in our school buildings by 50% as compared to the previous year’s report.
- By January, 2027, the district will implement a self service Employee Benefits platform.
- By the spring of 2027, the district will have adopted 100% of the CABE mandated policies published in the summer of 2026.
- By October 15, 2026, all BPS Departments will have an Improvement Plan aligned to district SMART goals.

# Bloomfield Public Schools

## Ongoing District Challenges:

"Chaos Cycles"

- Quick Fixes vs. Long Range Planning
- Missing Context
- Inadequate Budgets and/or Inefficient Use of Budgets
- Stops and Starts
- Individuals vs. Systems

**Staffing**

Who is doing the work?

What do they need to be successful?

**Leadership & Supervision**

Who is monitoring the work?

Who is ensuring the team is successful?

**Compliance Measures & Improvement Targets**

How do you know what the work should look like?

What are your success criteria?

**Funding Source(s) & Sustainability**

How much will it cost to provide this service?

What are the estimated costs over the next 3-5 years?

What will be the Return On Investment?

**"Building Our Legacy One Student At A Time"**

Bloomfield Public Schools

# Questions, Comments or More Information Needed

"Building Our Legacy One Student At A Time"

# 2025-2026 District Priorities

## Adopted from the Superintendent's Transition Tracker

**Priority # 1: Building/Sustaining Effective Teams (Relationships, Communication & Perspectives)**

- Within and across schools
- Between schools and departments
- Schools, departments & Central Office
- Adult Learning/ Professional Development

**Priority #2: Student Outcomes (Teaching, Learning & Leadership)**

- Access, opportunity and learning environment
- Growth and proficiency
- Literacy
- Numeracy
- Social Emotional Development
- Evaluation and Support

**Priority # 3: Family & Community (Engagement, Advocacy & Partnerships)**

- Communication
- Voice
- Family and community partnerships linked to student outcomes
- Volunteers
- Academic Events and Celebrations

**Priority # 4: Efficient Operations (Safety, Systems and Accountability)**

- School Safety
- Compliance (Professional Responsibilities, Policies, CSDE, Contracts, etc.)
- Efficient, Fiscally Responsible and Sustainable Practices
- Evaluation and Support

# Update Report on Blomfield Adult Education, FY 25-26

Adult Education successfully completed its fall and spring programs and continues to plan for the next fiscal year. We faced some ups and downs, especially with winter weather; however, the program has continued to provide a stable and viable connection within the Bloomfield community. We serve roughly 50 residents per year focusing on English Language Learners, Adult Literacy, High School Equivalency, and Citizenship Preparation.

**Number of Students/Offerings**

The Adult Education program completed its 12-week-long spring semester on May 20, 2026. We finished within our operating budget and served a combined number of 45 students in our state-mandated programs. Adult students also enrolled in our Leisure & Enrichment classes offered in small 4-6 week blocks for those interested in Genealogy, Mindfulness, Crochet, and Playing the Ukulele. Combined attendance for Adult Leisure was 22 students in the past year.

**Program Strengths**

Bloomfield Adult Education is one of the comparatively smaller program entities in the state. All staff is part-time including the director, office manager, and school counselor. Certified instructors for ESL, GED, and Citizenship work two evenings per week during the spring and fall. We are conscious of leveraging our small size for building strong, trusting relationships with our students, celebrating successes and remediating weaknesses along the way. Non-teaching staff is versatile, adapting to multiple roles: testing, attendance, job counseling, and data management.

**Program Needs**

Attendance and Retention are two areas of concern for Adult Education. About half of those students enrolled are “returning” through back-to-back fall and spring semesters. Currently, we are following up with past students, reaching out to encourage their return to our program. This past year our enrollment reports showed a slight drop. Attendance was slowed by weather factors, job conflicts, and adult family responsibilities. As Director, I have pursued community collaboration to improve our visibility, especially with Bloomfield Public Library. Also, we are re-visiting our marketing and promotional materials. Our web page is part of the district website; however, we are looking to improve our online presence.

In September Adult Ed will be hosting for the first time a 3-night program on Career Navigation. This will be presented by a representative of the American Job Center. The program’s focus will include job search and exploration skills, emphasizing a school-to-work connection and helping with immediate employment needs.

**Program Costs**

Our total annual budget of combined state and local funds has been holding at $84,207. The greatest portion of these funds (about 70 %) is spent on teacher payroll at $46.25 per hour, followed by textbook, testing, and administrative costs. A complete itemization of the budget figure was submitted in our state grant report, ED-245, on March 15, 2026. We are still waiting for final approval from the State Department of Education of our allocations request for Fiscal Year 2027. Our thanks to Domenic Greco for his assistance with the processing of the Adult Ed state grant.

Respectfully yours,

Michael Bailey

Director, Program Facilitator

# Human Resources Report

## Effective May 1, 2026 - May 31, 2026

## New Hires

| First Name | Last Name | Position | Location | |
|---|---|---|---|---|
| | | | | |
| | | Certified | | |
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| | | Non-Certified | | |
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# Reassignments / Transfers

| First Name | Last Name | Reassignment Position | Location | |
|---|---|---|---|---|
| | | | | |
| | | Certified | | |
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| | | | | |
| | | | | |
| | | Non-Certified | | |
| Katherine | Schworm | Human Resources Generalist | District | |
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# Resignations / Retirements

| First Name | Last Name | Position | Location | Topic |
|---|---|---|---|---|
| | | | | |
| | | Certified | | |
| Victoria | VonKaenel | Speech and Language Pathologist | Laurel | |
| Kaziya | Watson | LTS - Special Education Teacher | BHS | |
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| | | | | |
| | | | | |
| | | | | |
| | | Non-Certified | | |
| Joshuan | Khan-Jones | Campus Supervisor | BHS | |
| Shannen | Hyde | Program Counselor Extension Program | WECMS | |
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**Bloomfield Public Schools**
**Vacancy Report**

| Category | Position Type | Additional Title | Location |
|---|---|---|---|
| Food Services | General Worker | Food Service General Worker | Bloomfield High School |
| Support Staff | Instructional Assistant | Special Education Instructional Assistant | Carmen Arace Intermediate School |
| Support Staff | Instructional Assistant | Special Education Instructional Assistant | Carmen Arace Middle School |
| Food Services | General Worker | Food Services General Worker | CREC Museum Academy |
| Food Services | General Worker | Food Service General Worker - District Substitute | District Level |
| Part Time Non Certified | Extension Program Counselor | Before/After School Specialist | District Level |
| Student Support Services | Speech and Language Pathologist | Speech and Language Pathologist | District Level |
| Student Support Services | School Nurse | Substitute School Nurse | District Level |
| Elementary Teaching | Dean of Students | Dean of Students | Laurel Literacy Academy |
| Support Staff | Instructional Assistant | Instructional Assistant - Kindergarten | Laurel Literacy Academy |
| Support Staff | Instructional Assistant | Special Education Instructional Assistant | Laurel Literacy Academy |
| Support Staff | Applied Behavior Analysis Assistant | Applied Behavior Analyst Assistant (ABAA) | Wintonbury Early Childhood Magnet School |
| | | | |
| **5.29.2026** | | | |
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# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| 01110 SALARIES, TEACHER | $ 14,551,657.00 | $ 12,750,928.94 | $ 2,567,060.30 | $ (766,332.24) | -5.27% |
| 01115 SALARIES, ADMIN | $ 2,017,396.00 | $ 1,858,093.38 | $ 148,976.48 | $ 10,326.14 | 0.51% |
| 01119 SALARIES TEACHER #2 | $ 4,001.00 | $ 4,000.64 | $ - | $ 0.36 | 0.01% |
| **01 Certified Salaries** | **$ 16,573,054.00** | **$ 14,613,022.96** | **$ 2,716,036.78** | **$ (756,005.74)** | **-4.56%** |
| 01210 SALARIES, PROFESSIONAL S | $ 332,730.00 | $ 224,063.31 | $ 47,852.48 | $ 60,814.21 | 18.28% |
| 01211 SALARIES,PROFESSIONAL ST | $ 2,720.00 | $ 2,719.58 | $ - | $ 0.42 | 0.02% |
| 01212 PROFESSIONAL STAFF PRIOR | $ 1,897.00 | $ 1,896.26 | $ - | $ 0.74 | 0.04% |
| 01215 SALARIES, JROTC | $ 124,840.00 | $ 106,871.74 | $ 17,967.44 | $ 0.82 | 0.00% |
| 01217 SALARIES, SPEECH ASST | $ 156,166.00 | $ 127,871.44 | $ 28,293.69 | $ 0.87 | 0.00% |
| 01218 SALARIES, OT ASST | $ 54,325.00 | $ 45,633.00 | $ 8,692.00 | $ - | 0.00% |
| 01220 SALARIES, TUTOR | $ 329,552.00 | $ 218,917.18 | $ 31,448.47 | $ 79,186.35 | 24.03% |
| 01230 SALARIES, PARA | $ 1,992,277.00 | $ 1,449,083.28 | $ 217,981.65 | $ 325,212.07 | 16.32% |
| 01231 ABAA | $ 24,029.00 | $ 24,028.49 | $ - | $ 0.51 | 0.00% |
| 01235 SALARIES, NURSES | $ 399,755.00 | $ 332,512.84 | $ 64,823.76 | $ 2,418.40 | 0.60% |
| 01240 SALARIES, CLERICAL | $ 1,502,623.00 | $ 1,338,966.01 | $ 192,463.11 | $ (28,806.12) | -1.92% |
| 01250 SALARIES, BUSINESS OFFIC | $ 815,372.00 | $ 731,779.85 | $ 76,229.04 | $ 7,363.11 | 0.90% |
| 01255 SALARIES, TECHNICAL SUPP | $ 339,784.00 | $ 290,767.50 | $ 30,275.60 | $ 18,740.90 | 5.52% |

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| 01257 SALARIES, RESIDENCY OFFI | $ 80,649.00 | $ 74,445.23 | $ 6,203.77 | $ - | 0.00% |
| 01260 SALARIES, CUSTODIAN | $ 1,560,448.00 | $ 1,271,540.89 | $ 176,977.51 | $ 111,929.60 | 7.17% |
| 01265 SALARIES, MAINTENANCE | $ 649,489.00 | $ 561,532.20 | $ 67,223.65 | $ 20,733.15 | 3.19% |
| 01270 SALARIES, MONITOR | $ 248,788.00 | $ 230,410.39 | $ 18,012.59 | $ 365.02 | 0.15% |
| 01275 SALARIES, CROSSING GUARD | $ 31,029.00 | $ 23,253.61 | $ 4,912.83 | $ 2,862.56 | 9.23% |
| 01280 SALARIES, SUPPORT | $ 15,600.00 | $ 5,664.29 | $ - | $ 9,935.71 | 63.69% |
| 01290 OVERTIME, SUPPORT | $ 285,135.00 | $ 353,577.81 | $ - | $ (68,442.81) | -24.00% |
| **02 Non-Certified Salaries** | **$ 8,947,208.00** | **$ 7,415,534.90** | **$ 989,357.59** | **$ 542,315.51** | **6.06%** |
| 02100 HEALTH INSURANCE | $ 7,413,083.00 | $ 5,921,422.64 | $ 1,435,253.77 | $ 56,406.59 | 0.76% |
| 02150 LIFE INSURANCE | $ 301,799.00 | $ 289,599.16 | $ 12,199.30 | $ 0.54 | 0.00% |
| 02170 INSURANCE BUY-OUT | $ 62,300.00 | $ 46,900.00 | $ 15,300.00 | $ 100.00 | 0.16% |
| 02200 SOCIAL SECURITY | $ 1,336,390.00 | $ 1,098,898.85 | $ 159,811.77 | $ 77,679.38 | 5.81% |
| 02300 PENSION | $ 1,498,014.00 | $ 84,768.35 | $ - | $ 1,413,245.65 | 94.34% |
| 02310 OPEB - MEDICAL | $ 866,889.00 | $ 866,889.00 | $ - | $ - | 0.00% |
| 02410 SEVERANCE | $ 200,840.00 | $ 200,839.40 | $ - | $ 0.60 | 0.00% |
| 02500 COURSE REMUNERATION | $ 50,000.00 | $ 22,748.00 | $ 1,836.00 | $ 25,416.00 | 50.83% |
| 02600 UNEMPLOYMENT COMP | $ 31,254.00 | $ 16,014.54 | $ 15,000.00 | $ 239.46 | 0.77% |

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| 02700 WORKERS' COMP | $ 293,222.00 | $ 277,992.00 | $ - | $ 15,230.00 | 5.19% |
| 02800 PERSONAL PROPERTY LOSS - | $ 1,000.00 | $ 638.96 | $ - | $ 361.04 | 36.10% |
| **03 Employee Benefits** | **$ 12,054,791.00** | **$ 8,826,710.90** | **$ 1,639,400.84** | **$ 1,588,679.26** | **13.18%** |
| 00141 TUITION | $ 84,523.00 | $ 33,944.45 | $ 50,578.55 | $ - | 0.00% |
| 03100 ADMIN SERVICES | $ 158,643.00 | $ 135,835.49 | $ 12,013.25 | $ 10,794.26 | 6.80% |
| 03200 PROF EDUCATIONAL SERVICE | $ 1,427,861.00 | $ 1,078,065.68 | $ 243,735.70 | $ 106,059.62 | 7.43% |
| 03260 TESTING | $ 117,578.00 | $ 79,879.58 | $ 19,803.18 | $ 17,895.24 | 15.22% |
| 03300 PROF DEVELOPMENT | $ 14,046.00 | $ 12,143.89 | $ - | $ 1,902.11 | 13.54% |
| 03400 OTHER PROF SERVICES | $ 204,689.00 | $ 169,029.43 | $ 33,038.57 | $ 2,621.00 | 1.28% |
| 03500 TECHNICAL SERVICES | $ 197,079.00 | $ 171,104.29 | $ 24,193.04 | $ 1,781.67 | 0.90% |
| 03520 COPIER COSTS | $ 96,455.00 | $ 65,643.08 | $ 19,970.88 | $ 10,841.04 | 11.24% |
| 04000 PURCHASED SERVICES | $ 5,000.00 | $ - | $ - | $ 5,000.00 | 100.00% |
| 04009 PURCH SERV NON-PUB HEALT | $ 57,867.00 | $ 51,454.80 | $ 5,717.20 | $ 695.00 | 1.20% |
| 04300 MAINTENANCE & REPAIR | $ 37,710.00 | $ 22,793.96 | $ 12,097.85 | $ 2,818.19 | 7.47% |
| 04310 PURCHASED SERVICES BUILD | $ 395,432.00 | $ 325,803.33 | $ 55,707.36 | $ 13,921.31 | 3.52% |
| 04320 VEHICLE MAINTENANCE & RE | $ 45,500.00 | $ 33,218.38 | $ 3,281.62 | $ 9,000.00 | 19.78% |
| **04 Contracted Services** | **$ 2,842,383.00** | **$ 2,178,916.36** | **$ 480,137.20** | **$ 183,329.44** | **6.45%** |

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| 05100 TRANSPORTATION, PUPIL | $ 3,945,484.00 | $ 3,683,680.79 | $ 248,640.29 | $ 13,162.92 | 0.33% |
| 05820 FIELD TRIPS | $ 73,417.00 | $ 27,586.02 | $ 17,450.57 | $ 28,380.41 | 38.66% |
| **05 Pupil Transportation** | **$ 4,018,901.00** | **$ 3,711,266.81** | **$ 266,090.86** | **$ 41,543.33** | **1.03%** |
| 05200 PROPERTY/LIABILITY INSUR | $ 182,020.00 | $ 181,419.02 | $ 600.00 | $ 0.98 | 0.00% |
| 05290 OTHER INSURANCE | $ 25,885.00 | $ 25,885.00 | $ - | $ - | 0.00% |
| **06 Insurance** | **$ 207,905.00** | **$ 207,304.02** | **$ 600.00** | **$ 0.98** | **0.00%** |
| 05300 TELEPHONE | $ 80,840.00 | $ 66,699.78 | $ 11,292.51 | $ 2,847.71 | 3.52% |
| 05310 POSTAGE | $ 21,340.00 | $ 16,081.60 | $ - | $ 5,258.40 | 24.64% |
| 05400 ADVERTISING | $ 2,046.00 | $ 757.00 | $ - | $ 1,289.00 | 63.00% |
| 05500 PRINTING | $ 12,584.00 | $ 5,210.87 | $ 1,347.89 | $ 6,025.24 | 47.88% |
| **07 Communications** | **$ 116,810.00** | **$ 88,749.25** | **$ 12,640.40** | **$ 15,420.35** | **13.20%** |
| 05600 TUITION, PUBLIC | $ 3,971,389.00 | $ 1,707,082.49 | $ 2,247,475.15 | $ 16,831.36 | 0.42% |
| 05630 TUITION, PRIVATE | $ 1,730,097.00 | $ 1,353,113.11 | $ 373,983.27 | $ 3,000.62 | 0.17% |
| 05690 TUITION, MAGNET | $ 1,754,675.00 | $ 122,529.00 | $ 1,632,146.00 | $ - | 0.00% |
| **08 Tuition** | **$ 7,456,161.00** | **$ 3,182,724.60** | **$ 4,253,604.42** | **$ 19,831.98** | **0.27%** |
| 05810 STAFF TRAVEL | $ 20,960.00 | $ 15,022.35 | $ 4,785.07 | $ 1,152.58 | 5.50% |
| 05814 CONFERENCES & MEETINGS | $ 30,043.00 | $ 16,986.35 | $ 2,286.84 | $ 10,769.81 | 35.85% |

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| **09 Other Purchased Service** | **$ 51,003.00** | **$ 32,008.70** | **$ 7,071.91** | **$ 11,922.39** | **23.38%** |
| 06110 INSTRUCTIONAL SUPPLIES | $ 282,130.00 | $ 197,315.36 | $ 34,517.47 | $ 50,297.17 | 17.83% |
| 06115 OFFICE SUPPLIES | $ 34,863.00 | $ 21,031.52 | $ 3,375.44 | $ 10,456.04 | 29.99% |
| 06116 LIBRARY / AV SUPPLIES | $ 2,223.00 | $ 2,129.95 | $ - | $ 93.05 | 4.19% |
| 06117 COMPUTER SUPPLIES | $ 7,000.00 | $ 2,987.52 | $ 1,067.46 | $ 2,945.02 | 42.07% |
| 06120 SOFTWARE | $ 95,185.00 | $ 95,184.56 | $ - | $ 0.44 | 0.00% |
| 06900 OTHER SUPPLIES | $ 21,470.00 | $ 10,690.85 | $ 6,164.37 | $ 4,614.78 | 21.49% |
| **10 Supplies** | **$ 442,871.00** | **$ 329,339.76** | **$ 45,124.74** | **$ 68,406.50** | **15.45%** |
| 06125 FACILITY SUPPLIES | $ 124,505.00 | $ 106,814.34 | $ 12,465.51 | $ 5,225.15 | 4.20% |
| 06130 FACILITY MATERIALS | $ 114,050.00 | $ 80,006.18 | $ 24,261.97 | $ 9,781.85 | 8.58% |
| 06200 HEAT | $ 412,302.00 | $ 291,479.34 | $ 80,797.72 | $ 40,024.94 | 9.71% |
| 06220 ELECTRICITY | $ 920,992.00 | $ 681,328.26 | $ 184,093.72 | $ 55,570.02 | 6.03% |
| 06290 WATER SERVICES | $ 92,043.00 | $ 70,243.36 | $ 13,367.10 | $ 8,432.54 | 9.16% |
| 07200 BUILDING IMPROVEMENTS | $ (316,277.00) | $ 68,240.00 | $ - | $ (384,517.00) | 121.58% |
| **11 Oper/Maint of Bldg** | **$ 1,347,615.00** | **$ 1,298,111.48** | **$ 314,986.02** | **$ (265,482.50)** | **-19.70%** |
| 06410 TEXTBOOKS | $ 44,668.00 | $ 35,090.33 | $ 345.40 | $ 9,232.27 | 20.67% |
| 06420 LIBRARY BOOKS, PERIODICA | $ 1,516.00 | $ 678.46 | $ 125.22 | $ 712.32 | 46.99% |

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| 06430 PROF BOOKS | $ 2,450.00 | $ 724.02 | $ - | $ 1,725.98 | 70.45% |
| **12 Text/Library Books/Supply** | **$ 48,634.00** | **$ 36,492.81** | **$ 470.62** | **$ 11,670.57** | **24.00%** |
| 07300 NEW EQUIPMENT | $ 26,602.00 | $ 14,819.51 | $ 1,306.34 | $ 10,476.15 | 39.38% |
| 07320 REPLACEMENT EQUIPMENT | $ 8,660.00 | $ 7,929.24 | $ - | $ 730.76 | 8.44% |
| 07340 COMPUTER EQUIP | $ 512.00 | $ 511.77 | $ - | $ 0.23 | 0.04% |
| **13 Equipment** | **$ 35,774.00** | **$ 23,260.52** | **$ 1,306.34** | **$ 11,207.14** | **31.33%** |
| 08100 DUES & FEES | $ 47,770.00 | $ 41,911.00 | $ 325.00 | $ 5,534.00 | 11.58% |
| 08800 ATHLETIC PROGRAMS | $ 98,730.00 | $ 88,194.50 | $ 7,996.05 | $ 2,539.45 | 2.57% |
| 08900 STUDENT ACTIVITIES | $ 32,284.00 | $ 22,541.15 | $ 5,232.25 | $ 4,510.60 | 13.97% |
| **14 Misc** | **$ 178,784.00** | **$ 152,646.65** | **$ 13,553.30** | **$ 12,584.05** | **7.04%** |
| **Grand Total** | **$ 54,321,894.00** | **$ 42,096,089.72** | **$ 10,740,381.02** | **$ 1,485,423.26** | **2.73%** |

# Bloomfield

## BOE EXPENDITURE REPORT BY MAJOR OBJECT

| ACCOUNT NUMBER / DESCRIPTION | REVISED BUDGET | EXPENSES YTD | ENCUMBRANCES / REQUSITIONS | AVAILABLE BUDGET | PERCENT REMAINING |
|---|---|---|---|---|---|
| 01 Certified Salaries | $ 16,573,054.00 | $ 14,613,022.96 | $ 2,716,036.78 | $ (756,005.74) | -4.56% |
| 02 Non-Certified Salaries | $ 8,947,208.00 | $ 7,415,534.90 | $ 989,357.59 | $ 542,315.51 | 6.06% |
| 03 Employee Benefits | $ 12,054,791.00 | $ 8,826,710.90 | $ 1,639,400.84 | $ 1,588,679.26 | 13.18% |
| 04 Contracted Services | $ 2,842,383.00 | $ 2,178,916.36 | $ 480,137.20 | $ 183,329.44 | 6.45% |
| 05 Pupil Transportation | $ 4,018,901.00 | $ 3,711,266.81 | $ 266,090.86 | $ 41,543.33 | 1.03% |
| 06 Insurance | $ 207,905.00 | $ 207,304.02 | $ 600.00 | $ 0.98 | 0.00% |
| 07 Communications | $ 116,810.00 | $ 88,749.25 | $ 12,640.40 | $ 15,420.35 | 13.20% |
| 08 Tuition | $ 7,456,161.00 | $ 3,182,724.60 | $ 4,253,604.42 | $ 19,831.98 | 0.27% |
| 09 Other Purchased Service | $ 51,003.00 | $ 32,008.70 | $ 7,071.91 | $ 11,922.39 | 23.38% |
| 10 Supplies | $ 442,871.00 | $ 329,339.76 | $ 45,124.74 | $ 68,406.50 | 15.45% |
| 11 Oper/Maint of Bldg | $ 1,347,615.00 | $ 1,298,111.48 | $ 314,986.02 | $ (265,482.50) | -19.70% |
| 12 Text/Library Books/Supply | $ 48,634.00 | $ 36,492.81 | $ 470.62 | $ 11,670.57 | 24.00% |
| 13 Equipment | $ 35,774.00 | $ 23,260.52 | $ 1,306.34 | $ 11,207.14 | 31.33% |
| 14 Misc | $ 178,784.00 | $ 152,646.65 | $ 13,553.30 | $ 12,584.05 | 7.04% |
| **Grand Total** | **$ 54,321,894.00** | **$ 42,096,089.72** | **$ 10,740,381.02** | **$ 1,485,423.26** | **2.73%** |

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 3541(a)**

**RE: Transportation - Students**

**Adopted: 11/12/2002**
**Revised: 10/6/2015**
**Revised:**

## Statement of Policy

The Board of Education will provide transportation for students under provisions of state law and regulations. In determining the provision of transportation, the superintendent of schools shall consider the guidelines contained in this policy and shall administer the operation so as to:

1. provide for the safety of students.
2. supplement and reinforce desirable student behavior patterns.
3. assist disabled students appropriately.
4. enrich the instructional program through carefully planned field trips as recommended by the staff.

## Definitions

1. "**School transportation**" means the procedure, program, or implemented plan by which a pupil is transported to and/or from school from his/her residence or the bus stop at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to C.G.S. Section 10-220c.
2. "**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 or private road nearest the pupil's residence to a point at the entrance of the school, or a safe entrance to the school grounds located within one hundred feet of the school building entrance or the bus pick-up area, or the route from the point on the public thoroughfare nearest the residence to the school bus or vehicle embarkation point established by the Bloomfield Board of Education.
3. "**One mile walking distance**" means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet. regulations designed to effectively and respectfully address family responsibility for unpaid meals.
4. "**Grade K**" means kindergarten, or a school program appropriate to a beginning pupil.
5. "**Hazard**" means a thing or condition, as prescribed in this policy under "Hazardous Conditions" that affects the safety of pupils walking to and from school and/or a designated bus pick-up area.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 3541(b)**

**RE: Transportation - Students**

**Adopted: 11/12/2002**
**Revised: 10/6/2015**
**Revised:**

**Definitions** (continued)

6. "**Sidewalk**" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.

7. "**Raised walk area**" means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.

8. "**Pupil**" means any individual of school age enrolled in a public or nonprofit private school located within the school district or contiguous school district as the case may be.

**Provision of Transportation**

Transportation by private carrier may be provided whenever such practice is more economical than using school district-owned/leased facilities. If parents volunteer, and the administration permits, parents may be reimbursed for transportation of eligible students whenever such practice is more economical or convenient for the school district.

In determining the provision of transportation for resident public and eligible private school students, the following guidelines regarding walking distances will be considered. Distance measurements will be based on the most direct route from the student's home beginning at a point at the curb or edge of a public road or highway nearest the home to the edge of the school property or bus pickup areas.

| Grade | Limit |
|---|---|
| K | 1 mile |
| 1-3 | 1 mile |
| 4-6 | 1 ¼ miles |
| 7-12 | 1 ½ miles |

Students living within the stated distance limits will receive transportation when, in the opinion of the Board, it is in the best interests of the district to provide transportation.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 3541(c)**

**RE: Transportation - Students**

**Adopted: 11/12/2002**
**Revised: 10/6/2015**
**Revised:**

## Hazardous Conditions

Priorities in the arrangement of bus routes include: safety, efficiency and the cost factor. Safety factors may vary with pickup and drop off and so be reflected in the bus route regarding service.

The administration shall consider the following guidelines for hazardous conditions when making decisions regarding the transportation of children:

1. A street or road having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any one of the following conditions exist:
    a. For pupils under age ten, or enrolled in grades K through 3:
        i. the absence of a pedestrian crossing light or crossing guard where three or more streets intersect; OR
        ii. street crossings where there are no stop signs or crossing guards and the traffic count during the time that pupils are walking to or from school exceeds sixty vehicles per hour at the intersection.
    b. For pupils over age ten, or enrolled in grades 4 through 12, the absence of a traffic light or stop signs or crossing guard at an intersection where three or more streets intersect which has a traffic count which exceeds ninety vehicles per hour during the time that pupils are walking to or from school;
    c. For all pupils:
        i. any street, road, or highway with speed limits in excess of forty miles per hour which does not have pedestrian crossing lights or crossing guards or other safety provisions at points where pupils must cross when going to or from school or the bus stop; OR
        ii. the usual or frequent presence of any nuisance such as open manholes, construction, snow plowed or piled on the walk area making walkways unusable, loading zones where delivery trucks are permitted to park on walkways, commercial entrances and exits where cars are crossing walking areas at speeds in excess of five miles per hour, and the like, including such nuisances which are hazardous or attractive to children.
2. Any street, road, or highway that has no sidewalks or raised walk areas shall be deemed hazardous if any one of the following conditions exist:

**Hazardous Conditions** (continued)

a. For pupils under age ten, or enrolled in grade K through 3:

i. any street, road, or highway possessing a traffic count of sixty or more vehicles per hour at the time that pupils are walking to or from school; OR

ii. any street, road, or highway possessing a speed limit in excess of thirty miles per hour.

b. For all pupils:

i. the presence of man-made hazards including attractive nuisances, as stated in 1(c)(ii) above; OR

ii. any roadway available to vehicles that does not have a minimum width of approximately twenty-two feet; OR

iii. any roadway available to vehicles that, when plowed free of snow accumulations, does not have a minimum width of approximately twenty feet; OR

iv. any street, road, or highway where the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design Standard, or other reasonable standard.

3. Any walkway, path, or bridge in an area adjacent or parallel to railroad tracks shall be considered hazardous unless a suitable physical barrier along the entire pedestrian route is present and fixed between pupils and the track; and any crossing of railroad tracks carrying moving trains during hours that pupils are walking to or from school or to and from a designated bus pick-up area shall be deemed hazardous unless:

a. a crossing guard is present; OR

b. for pupil under age ten, an automatic control bar is present at crossings; OR

c. for pupils over age ten, a bar or red flashing signal light is operational.

4. For pupils in grades K through 4, the following conditions shall be deemed hazardous:

**Hazardous Conditions** (continued)

a. a lake, pond, stream, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the pupil and the water; OR

b. any area adjacent to a roadway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established lanes, in the absence of a fence or other suitable barrier.

5. For pupils in grades K through 8, walking to or from school or the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed hazardous.

6. For all students, walking along any street, road, walkway, sidewalk, or path designated as a walking route which passes through an area which has a history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when pupils ordinarily walk to or from school shall be deemed hazardous.\

**Applicability and Exceptions**

1. This policy is applicable to public roads approved and maintained by the municipality or State of Connecticut, or private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c. ~~This policy is applicable to private roads approved for passage of school transportation vehicles in accordance with C.G.S. Section 10-220c~~.

2. Special Education pupils and pupils eligible for accommodations under Section 504 of the Rehabilitation Act shall be judged on an individual basis, and appropriate transportation provided.

3. The Board of Education may grant an exception to any guideline set forth in this policy where a peculiar condition or combination or conditions renders such condition(s) a hazard based upon reasonable judgment; or where under the circumstances, other conditions exist under which the safety of students necessitates a variance with the guidelines within this policy.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 3541(f)**

**RE: Transportation - Students**

**Adopted: 11/12/2002**
**Revised: 10/6/2015**
**Revised:**

## Access to Bus Stops/Transportation

Parents and/or guardians are responsible for ensuring the safety of their children up until the, point when students board the school bus or other school provided transportation, and after students get off the bus after school. This responsibility includes the selection of walking routes to/from any bus stop and/or the school building and the provision of supervision that is appropriate to the student's age, maturity and conditions along the walking route and/or at the bus stop at all times.

Given that bus pick up times may vary, the Board expects that parents and/or guardians will ensure that their children arrive at the bus stop 10 minutes in advance of any scheduled pick-up time.

Bus drivers are required to maintain a regular time schedule and pupils are required to be at a designated stop on time. Driver will stop only at designated places.

Students in grades PreK through 2 shall be released from school bus transportation only when an authorized adult or parent-designated individual is present at the bus stop. If no authorized individual is present at the time of drop-off, the student shall not be released and shall be returned to the school.

Requests to extend, add or change existing bus routes, or to add or change a bus stop, should be made in writing to the school office or Principal who shall confer with the appropriate personnel, i.e. the district Transportation Coordinator and bus contractor.

## Alternate Care Requests

Requests to have a student picked up and/or dropped off at-a home childcare must be made in writing to the Transportation Coordinator. These requests will be honored provided the there is an existing bus route assigned to that location in the district and there is seating space available on the bus. Seating priority will be given to students who residences are located on an existing bus route. (These requests will only be granted for Bloomfield residents for a home or childcare site located in the Town of Bloomfield)

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 3541(g)**

**RE: Transportation - Students**

**Adopted: 11/12/2002**
**Revised: 10/6/2015**
**Revised:**

## Eligibility for Out-of-Town Transportation

Bloomfield Public Schools will not provide transportation to out-of-town schools except as required by State Statutes.

- Any resident of the school district under twenty-one years of age who is not a high school or vocational school graduate and who is attending a state vocational school shall be eligible for transportation.
- A student who is placed by a Planning and Placement Team for special education reasons in either a public or private educational institution out-of-town shall be provided the necessary transportation.

## Transportation Dispute and Appeal

When a decision regarding transportation services is disputed, the Board of Education shall provide an appeal process and conduct any required hearing in accordance with Connecticut General Statutes §10-186.

Any parent, guardian, student who is 18 years of age or older, or any official responsible for enforcing school attendance laws may appeal a transportation decision by following these steps:

1. The matter shall first be discussed with the Principal of the school to which the student is assigned.

2. If the matter is not resolved at the school level, it shall be referred to the Transportation Coordinator.

3. If the matter remains unresolved, it shall be submitted to the Superintendent of Schools or designee for review.

Any parent, guardian, student who is 18 years old or older, or any official responsible for enforcing school attendance laws may request a hearing in writing if they believe the Superintendent or their designee is not providing required school services—such as transportation—in accordance with Connecticut law or Board regulations. The hearing will be held before the Board of Education or an impartial hearing officer to review the concern and determine whether the required services have been properly provided.

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

## Transportation Dispute and Appeal (continued)

Transportation hearings will be conducted in accordance with Connecticut General Statutes, Section 10-186, and with Connecticut General Statutes, Sections 4-177 to 4-180, inclusive upon written request.

## Safety Complaint Procedure

The superintendent of schools shall develop and implement a procedure for the reporting of all complaints relative to school transportation safety and shall cause to be maintained a written record of all such complaints received. (See Policy 3541.5)

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional boards of education.

10-220 Duties of boards of education.

10-221c Development of policy for reporting complaints regarding school transportation safety

14-275b Transportation of mobility impaired students.

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

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 5131.1(a)**

**RE: Bus Conduct**

**Approved: Date**

Transportation provided by the district is a privilege contingent upon satisfactory student behavior while riding school buses and while waiting at bus stops.

The bus driver shall be responsible for maintaining order and addressing student conduct while the bus is in operation. Instances of misconduct shall be reported to the appropriate school administrator, who shall be responsible for reviewing the matter and determining any necessary disciplinary action in accordance with district policy. School buses shall be considered an extension of the school environment; accordingly, school administrators shall be responsible for overseeing and addressing student conduct on buses serving their respective schools.

Students shall be informed that misconduct while awaiting or receiving transportation to and from school, which endangers persons or property or violates Board policy or administrative regulations, may result in suspension of transportation privileges. School administrators shall implement such suspensions in accordance with Policy 5131, Student Conduct and Discipline.

Standards for appropriate student behavior on school buses shall be established in the administrative regulations associated with Policy 5131. These rules shall be communicated to students and parents/guardians at the beginning of each school year.

Bus drivers shall interact with students in a professional, respectful, and consistent manner. Students are expected to respond in a similar manner. Communication between drivers and students shall be limited to that which supports the safe operation of the vehicle and appropriate student conduct.

Legal Reference: Connecticut General Statutes

10-186 Duties of local and regional Boards of education re school attendance.

10-220 Duties of boards of education.

10-221 boards of education to prescribe rules.

10-233c Suspension of students.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**ADMINISTRATIVE REGULATION** **No. 5131.1(a)**

**RE: Bus Conduct**

**Approved: Date**

The following list of rules are to be observed by all students riding school buses and are to be strictly enforced by all bus drivers:

1. The driver is in complete charge of the bus and the children being transported. The driver may make changes in seating and may take all reasonable steps to ensure the safety of his/her bus and its passengers. They will report misconduct to the appropriate school administrator.

2. Students must remain seated at all times while the bus is in motion. Students may leave their seats only when the bus is stopped and directed by the driver or stopped at their destination.

3. No student shall leave the bus without permission from the driver or school administrator except at the student's regular bus stop or at the school.

4. Conduct on the buses will be like classroom conduct where reasonable conversation is permissible. Inappropriate behavior of any form or manner is not permissible.

5. Students who refuse to comply with regulations will be advised that they may be suspended from transportation services under the conditions set forth in the Conduct and Discipline policy and regulation at 5131 of this manual. Suspensions may only be issued by the School Administrator.

6. Students who damage or deface bus or equipment on the bus will be held liable for such damage.

7. Conversation with the driver while the bus is in motion is not permitted except to call the driver's attention to any inappropriate behavior or conduct that might jeopardize the safety of one of its riders.

8. Students must not, at any time, extend their arms or heads out of a bus window.

9. The use of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics, alcoholic beverages or any controlled substance in any form on a school bus is prohibited by state law.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**ADMINISTRATIVE REGULATION** **No. 5131.1(b)**

**RE: Bus Conduct**

**Approved: Date**

**Bus Conduct – Rules (continued)**

10. No indecent or profane language will be permitted, and there will be no loud or disturbing talking.

11. Bus windows shall not be opened without the driver's permission.

12. Upon entering or leaving a school bus, students will avoid crowding or disturbing others. Students boarding a bus at a point where others debark from it will always stand back away from the door and let those who are getting off out before they attempt to Board the bus.

13. Students must not throw any articles away in or about the bus.

14. Students shall not eat food or consume beverages while riding on school buses or other school-provided transportation.

15. The bus must be kept clean, and students must cooperate in this by not leaving waste paper or trash of any kind that will clutter up the bus.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 5132(a)**

**RE: Student Dress Code**
**Students**

**Adopted: 3/23/2010**
**Approved: 10/6/2015**
**Revised: Date**

The Board of Education encourages students to dress in clothing appropriate to the school situation. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The District is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.

Restrictions on freedom of student dress may be applied whenever the mode of dress in question:

1. is unsafe either for the student or those around the student.
2. is disruptive to school operations and the education process in general.
3. is contrary to law.

Any restriction to the way a student dresses must be necessary to support the District's over-all educational goals.

The administration is encouraged to establish any needed regulations consistent with this policy through cooperative planning with staff, students and parents.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**ADMINISTRATIVE REGULATION** **No. 5132(a)**

**RE: Student Dress Code**

**Approved: Date**

This administrative regulation provides guidance to schools regarding the implementation of Board of Education Policy 5132 – Dress and Grooming.

**Definitions**

1. **Attire:** Clothing, including outerwear, headwear, accessories such as scarves or jewelry, and shoes.
2. **Grooming:** Makeup, tattoos, and hair style.
3. **Dress Code**: A set of parameters determined by the District that describes standards for student attire and grooming.

**Basic Dress Code**

1. **Minimum Safe Attire:** Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school personnel.
    a. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (dresses, leggings, yoga pants, shorts, sweatpants).
    b. Shirts and dresses must have fabric in the front and on the sides (under the arms).
    c. Clothing must cover undergarments and must not be see-through.
    d. Shoes which are safe and appropriate for weather, course assignments, athletic and other conditions (no bare feet or slippers).
    e. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, shop and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.
    f. The following attire is prohibited:
        - Accessories that could be considered dangerous weapons or could be used as a weapon
        - Sunglasses inside the school building (except for medical reasons)
        - Headphones/earbuds during class time (unless indicated in student plan as allowed)
        - Pajamas

Prohibited attire continued:

- Any hat, scarf or head covering, including those that obscure the face (except as a religious observance or for medical reasons, such as a medical face mask)
- No pants hanging below the waistline, exposing buttocks/underwear or shorts worn under pants ("no sagging").
- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.
- Clothing, including gang identifiers, must not pose a threat to the health or safety of any other student or staff.

Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

3. **Parent Responsibility:** Board Policy #5132 provides: "The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians." Parents or guardians are responsible for ensuring student compliance with the school dress code.

4. **Student Responsibility:** All students at all schools are responsible for complying with the district dress code during school hours and school activities.

5. **Staff Responsibility:** To equitably enforce the District dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year with a refresher in early spring in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the District dress code.

6. **Enforcement:** When a school staff member or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. Unless there is an immediate concern, a student should not be spoken to about a dress code violation in front of other students.

**ADMINISTRATIVE REGULATION** **No. 5132(c)**

**RE: Student Dress Code**

**Approved: Date**

Enforcement is to be consistent with a school's overall discipline plan. Violations should be treated as minor on the continuum of school rule violations. No student is to be disproportionately affected by dress code enforcement because of gender, race, body size or body maturity.

**Training for School Administrators, Teachers & Students**

A dress code is most effective when school administrators and teachers are trained to understand and embrace the intent of the code, how to apply and enforce the code equitably, and how to talk about the dress code and the reasoning behind it. Therefore:

1. School administrators and teachers should be trained to understand the purpose/spirit of the code, the actual code, and how to enforce with the least impact on student learning and self-confidence.
2. School administrators and teachers must enforce the District dress code consistently. School administration and staff do not have discretion to vary the requirements in ways that lead to discriminatory enforcement.
3. School staff must be trained and able to use student/body-positive language to explain the code and to address code violations.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 5114(a)**

**RE: Suspension and Expulsion/Due Process**

**Adopted: DATE**

## Suspension and Expulsion/Due Process

The Bloomfield Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the need to maintain safety and order in our schools with progressive discipline and restorative practices, which address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.

Students are expected to comply with school rules and Board policies and may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized Board policy. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive to the educational process and violates Board policy.

## Policy Objectives

1. **Ensure Safety and Order**: Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.
2. **Promote Equity and Fairness**: Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.
3. **Support Progressive Discipline**: Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.
4. **Implement Restorative Practices**: Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.
5. **Encourage Personal Responsibility**: Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.
6. **Engage Families and Communities**: Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 5114(b)**

**RE: Suspension and Expulsion/Due Process**

**Adopted: DATE**

**Policy Guidelines**

1. **Clear Expectations and Communication**:
    - Establish and communicate clear behavioral expectations and the consequences of violating them.
    - Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.
2. **Progressive Discipline Framework**:
    - Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.
    - Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.
3. **Restorative Practices**:
    - Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
    - Encourage students to take responsibility for their actions and to actively participate in the resolution process.
4. **Consistent and Fair Application**:
    - Ensure that disciplinary measures are applied consistently and fairly across all student populations.
    - Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.
5. **Supportive Interventions**:
    - Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
    - Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. **Engagement and Collaboration**:
    - Engage families in the disciplinary process through regular communication and involvement in restorative practices.
    - Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.
7. **Training and Professional Development**:
    - Provide ongoing training for staff on progressive discipline, restorative practices, and culturally responsive approaches to student behavior.
    - Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

**Review and Accountability**

The Bloomfield Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Bloomfield Public Schools aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

**A. Definitions**

1. "**Exclusion**" shall be defined as any denial of public-school privileges to a student for disciplinary purposes.
2. "**Removal**" shall be defined as an exclusion from a classroom for all or a part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. "**In-School Suspension**" means an exclusion from regular classroom activity for no more than five consecutive days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in any school building within the Board of Education's jurisdiction.
4. "**Suspension**" means an exclusion from school privileges or from transportation services, provided such exclusion shall not extend beyond the end of the school

year in which suspension was imposed. An out-of-school suspension for students in grades 3-12 shall not exceed ten days. An out-of-school suspension imposed for children in preschool to second grade shall not exceed five days.

All suspensions shall be in-school unless the administration determines for any student in grades three through twelve that (1) the student being suspended poses such anger to persons or property or such disruption of the educational process that the student (grades three to twelve) shall be excluded from school during the period of the suspension, or (2) that an out-of-school suspension is appropriate based on evidence pf previous disciplinary issues that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary issues through means other than out-of-school suspension or expulsion, including positive support strategies.

A student in grades preschool to two, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.

5. "**Expulsion**" shall be defined as an exclusion from school privileges for any student in grades three to twelve, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such a period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property. Unless an emergency exists, no student shall be expelled without a formal hearing. Whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent

or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

6. "**Emergency**" shall be defined as a situation under which the continued presence of the student in the school imposes such danger to persons or property or such disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

7. "**Days**" is defined as days when school is in session.

8. "School-sponsored activity" is defined as any activity sponsored, recognized, or authorized by the Board of Education and includes activities conducted on or off school property.

9. "**Possess**" means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. "**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. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such a weapon is designed for violence and is capable of inflicting death or serious bodily harm.

11. "**Firearm**" as defined in 18 U.S.C.§921, means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearms. For purposes of this definition, "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine, or device similar to any of the weapons described herein. A "destructive device" does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

12. "**Vehicle**" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

13. "**Martial arts weapon**" means a nunchaku kama, Kesari-fundo, octagon sai, tonfa, or Chinese star.

14. "**Dangerous Drugs and Narcotics**" is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

15. "**Alternate education**" means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral, and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).

16. "**Dangerous Instrument**" means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

17. "**Seriously disruptive of the educational process**" means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

**B. Removal from Class**

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.

2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for the removal.

   ~~No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the Building Principal or his/her designee and granted an informal hearing in accordance with the provisions of this policy.~~

3. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self-harm, or caused physical harm to a teacher, another student, or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such

parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.

Staff members who become aware of behavior that causes a serious disruption to instruction should refer the student to the Multi-Tiered System of Supports (MTSS) process and remain actively engaged in supporting the student's academic, social, and emotional needs.

~~Any teacher of record in a classroom may request a behavior intervention meeting with the school's crisis intervention team for any student whose behavior has caused a serious disruption to the instruction of other students or has caused self-harm or physical harm to such teacher, another student, or a staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meetings shall identify resources and support to address such students' social, emotional, and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.~~

**C. Exclusion from Co-Curricular and Extra-Curricular Activities**

Participation in co-curricular and extracurricular activities is a privilege, not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and out-of-state and abroad school trips.

**D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension, and/or Expulsion**

Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension, and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff, or other persons.

2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images, or the unauthorized or inappropriate possession and/or display of images, pictures, or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin, or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening, or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.

14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit, or other electronic, chemical, or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use, or consumption is illegal under state and/or federal law.

16. Sale, distribution, or consumption of substances contained in household items, including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed, or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic, or mind-altering effect.

17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale, or distribution of drugs, alcohol, or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or

designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.

18. The destruction of real, personal, or school property, such as cutting, defacing, or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members, and/or law enforcement authorities.
23. Throwing snowballs, rocks, sticks, and/or similar objects, except as specifically authorized by school staff.
24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation, or a school-sponsored activity without authorization.
26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating, or plagiarism.
27. Possession and/or use of a cellular telephone, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.
29. Unauthorized use of any school computer, computer system, computer software, Internet connection, or similar school property or system, or the use of such property or system for inappropriate purposes.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. "Bullying" is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone, or other mobile electronic devices, or any electronic communications.

34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording acts of violence by electronic means for purposes of later publication.

36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.

37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

**E. Scope of the Student Discipline Policy**

**a. Conduct on School Grounds, on School Transportation or at a School-Sponsored Activity**

Students may be disciplined for conduct on school grounds, school transportation or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board.

**b. Conduct off School Grounds**

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In determining whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to the following factors:

1. whether the incident occurred within close proximity of a school;
2. whether other students from the school were involved or whether there was any gang involvement;
3. whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and
4. whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

**F. Mandatory Expulsion**

It shall be the policy of the Board to expel a student, in grades preschool, and kindergarten to twelve, inclusive, for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

2. Such student shall be expelled for one calendar year if the Board of Education or impartial hearing officer finds that the student did so possess or so possess and use, as appropriate, such weapon or firearm, instrument or weapon or did so offer for sale or distribution such controlled substance.

3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.

4. A firearm, as defined by C.G.S. 53a-3, includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, blackjack, bludgeon, or metal knuckles.

5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or inter-district magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.

**G. Suspension Procedure**

Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.

***A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.***

If an emergency arises, the hearing outlined above shall be held as soon as possible after the student's exclusion.

Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined

in 42 USC 11343a, as amended from time to time. If it is determined that the student is a homeless child or youth, the administration shall consider the impact of homelessness on the student's behavior during the hearing.

In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension, including the name of the student who has been suspended and the reason for the suspension. Any student who is suspended shall be given an opportunity to complete any class work, including, but not limited to, examinations that such student missed during the period of his/her suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend any student from school in the event of an emergency, as that term is defined in paragraph A above.

**Out-of-School Suspensions**

All suspensions shall be in-school suspensions, except that the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student in:

1. Grades preschool to two, if during the informal hearing outlined above, the administration:

    a. Determines that an out-of-school suspension is appropriate for such students based on evidence that such students ' conduct on school grounds is behavior that causes physical harm;

    b. Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and

    c. Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.

2. Grades three to twelve, inclusive, if, resulting from a due process hearing:

a. The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process (as defined above in section E) that the student shall be excluded from school during the period of suspension.

b. The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:

   i. previous disciplinary problems that have led to suspensions or expulsion of such student; and

   ii. efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.

**Length of Suspension Period**:

In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems that have led to removal from a classroom, in-school suspension, or expulsion.

An out-of-school suspension shall not exceed ten school days for students in grades 3-12.

An out-of-school suspension shall not exceed five school days for children in preschool through 2nd grade.

**General provisions**:

No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to subsections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below is first granted.

No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing pursuant to subsections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below is first granted.

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 5114(p)**

**RE: Suspension and Expulsion/Due Process**

**Adopted: DATE**

## H. Expulsion Procedures

The Board of Education or Impartial Hearing Officer may, upon the recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if, after holding a formal hearing, it is in the judgment of the Board of Education that such disciplinary action is in the best interest of the school system.

A special education student's handicapping condition shall be considered before a decision to expel is made. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions that violate Board of Education standards set forth in the policy governing suspension and expulsion are the result of the student's handicapping condition.

For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board-specified program and meets any other conditions required by the Board. Such Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

Prior to conducting formal hearing, as required by PA 25-93 Section 38 subsection 3, an administrator, school counselor or school social worker at the school in which the student is enrolled shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to make a determination whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time.

If it is determined that such student is a homeless child or youth:

i. The local or regional board of education, or the impartial hearing board established pursuant to subsection (b) of this section, shall consider the impact of homelessness on the behavior of the student during the hearing.

ii. No such student may be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the behavior of the student.

iii. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.

iv. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.

Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice as detailed below in section K Notification, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

Expulsion hearings (formal hearings) conducted the Board may appoint Impartial Hearing officer, composed of one or more persons, to hear and decide the expulsion matter, provided that no member of the Board may serve on such a panel.

An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

**I. Formal Hearings/Due Process**

**1. Any hearing conducted under this paragraph shall at least include the right to:**

a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing and a statement of the legal jurisdiction under which the hearing is to be held and a statement that students under sixteen years old who are expelled and students between sixteen and eighteen who have been expelled for the first time and who comply with conditions set by the Board of Education, must be offered an alternative educational opportunity;

b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;

c. The opportunity to be heard in the student's own defense;

d. The opportunity to present witnesses and evidence in the student's defense;

e. The opportunity to cross-examine adverse witnesses;

f. The opportunity to be represented by counsel at the parents'/student's own expense; and

g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;

h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;

i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

2. **Record keepin**g:

The record of the hearing held in any expulsion case shall include the following:

a. All evidence received and considered by the Board of Education;

b. Questions and offers of proof, objections, and ruling on such objections;

c. The decision of the Board of Education rendered after such hearing; and

d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing, and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. **Rules of evidence at hearings**:

Rules of evidence at expulsion hearings shall ensure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

a. Any oral or documentary evidence may be received by the Board of Education, but, as a matter of policy, irrelevant, immaterial, or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-

school suspension, suspension, or expulsion may be considered for the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;

b. The Board of Education shall give effect to the rules of privilege by law;

c. To expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;

d. Documentary evidence may be received in the form of copies or excerpts;

e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a complete and accurate disclosure of the facts;

f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge, provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;

g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made, provided, however, that a transcript of such proceedings shall be furnished upon request of a party, with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

**J. Expunging Records Suspension**:

Whenever a student is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so

chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Sec. 10-233d., whichever is earlier.

**Expulsion**:

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Sec. 29-38 of the general statutes.

1. shall be expunged from the cumulative educational record by the board of education if a student graduates from high school, or
2. may be expunged from the cumulative educational record by the board of education before a student graduates from high school if:
    a. in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Sec. 10- 233d., such board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such board pursuant to subdivision (2) of subsection (c) of Sec. 10-233d., or
    b. such student has demonstrated to such board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The board of education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to the removal of such student from a classroom, suspension, or expulsion.

**K. Notification**

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student, either expelled or suspended, shall be given notice of such disciplinary action no later than 24 hours after the institution of the period of expulsion or suspension.

3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning the parent's/guardian's and the student's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT legal services as a source of such services) and how to access such services. The notification shall reference the maximum number of suspension days before the expulsion days proceed. 5 consecutive days for students in pre-school to second grade, 10 consecutive days for students in grades 3-12, and a statement that an attorney/ advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

**L. Stipulated Agreements**

In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.

If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

**M. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")**

If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

**N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")**

**A. Suspension of IDEA students**

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.

2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond those which are provided to all students suspended by the school district.

**B.** Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students Notwithstanding any provision to the contrary, if the administration recommends expulsion of an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply to students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by

mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.

2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or suspension, which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.

4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

5. During any period of expulsion or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.

6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.

**C. Transfer of IDEA Students for Certain Offenses:**

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or

2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or

3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XII. C.

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.

2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional, or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

**O. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")**

A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.

2. The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for

expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.

4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

**P. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center**

A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.

B. If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

**Q. Alternative Educational Opportunity**

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled, an alternative educational opportunity which shall be

equivalent to alternative education, as defined, by C.G.S. 10-74j with an individualized learning plan, (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided, during the period of expulsion.

Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational opportunity shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen (18), not previously expelled, and who wishes to continue his or her education shall be offered such alternative educational opportunity if he or she complies with conditions established by the Board of Education. other than the one from which the student has been excluded.

Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is seventeen (17) years of age or older) to any such adult education program or placement of such student in a regular classroom program of a school.

Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. 10-184. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary issues that have led to removal from a classroom, suspension, or expulsion. The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older.

The Board of Education is also required to offer such alternative educational opportunity, as defined, to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and involved the following, on school grounds or at a school-sponsored event:

1. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, or
2. Offering an illegal drug for sale or distribution.
3. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm, deadly

weapon, dangerous instruments (those that can be used to cause death or serious injury), or martial arts weapons, the Board shall report the violation to the local police department.

4. This provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

**R. Other Considerations**

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for the notice of an expulsion of a student in grades nine through twelve, inclusive, based on possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement or if the student graduates from high school.

2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

3. If a student in grades preschool to eight, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.

4. The Board may adopt the decision of a student expulsion hearing conducted by another school district, provided such Board of Education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.

5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.

6. A student expelled for possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon shall have the violation reported to the local police department.

7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.

8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.

9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.

10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the board of education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.

    A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.

    Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted, or such plan was not developed or updated.

**S. Change of Residence During Expulsion Proceedings**

**A. Student moving into the school district**

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.

2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

**B. Student moving out of the school district:**

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record, and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

**T. Compliance with Documentation and Reporting Requirements**

1. The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).

2. The Board of Education shall report all suspensions and expulsions to the State Department of Education.

3. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local

agency for rehabilitation, intervention, or job training and inform the agency of its action.

4. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.

**Readmission of Student from a Residential Placement**

A District student who has committed an expellable offense who seeks to return to a District school, after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-74j Alternative education (PA 15-133)

10-222d Safe school climate plans. Definitions. Safe school climate assessments.

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111, PA 11-126, PA 14-229, PA 15-96, PA 16-147, PA 17-220, PA 19-91, PA 25-67 and PA 25-93.

10-233l Expulsion and suspension of children in preschool programs

19a-342a Use of electronic nicotine delivery system or vapor product prohibited.

29-38 Weapons in vehicles

53a-3 Definitions.

53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.

53-206 Carrying of dangerous weapons prohibited.

PA 15-96 An Act Prohibiting Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two.

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

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

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.

18 U.S.C. §921 – Definitions of "firearms"

18 U.S.C. §930(g)(2) – Definition of "dangerous weapon"

18 U.S.C. §1365(h)(3) – Identifying "serious bodily injury"

21 U.S.C. §812(c) – Identifying "controlled substances"

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14

Public Act 24-93 An Act Concerning Various and Assorted Revisions to the

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 5114(ff)**

**RE: Suspension and Expulsion/Due Process**

**Adopted: DATE**

Education Statutes, Section 11 and Section 12

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 13)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 38 & 39)

**BLOOMFIELD PUBLIC SCHOOLS**
**Bloomfield, Connecticut**

**BOARD POLICY** **No. 9230(a)**

**RE: New Board Member Orientation**

**Approved:**

The Board of Education and the administrative staff shall assist each new Board member-elect to become familiar with and to understand the Board of Education's functions, policies, procedures, and operation of the school district before the member takes office. The following methods shall be employed:

1. Each new member will receive an orientation packet from the Superintendent's office and will be notified of and given the opportunity to attend sessions of the Connecticut Association of Boards of Education or similar new Board member orientation.

   The packet will include:

   - A copy of the Board's policies, rules, and regulations.
   - A copy of the current school budget and the latest financial statement.
   - A new Board Member packet from CABE.
   - Any other materials relevant to duties and responsibilities as members of the Bloomfield Public Schools.

2. The incoming member shall be invited to attend Board meetings and functions and to participate in its discussions.

3. The Superintendent shall arrange a meeting of the Board Chairperson, the Superintendent, and the new member to answer questions and acquaint the member with the district.

4. The incoming member shall be provided with a copy of the Board's policies and bylaws, administrative regulations, and copies of pertinent materials developed by the State School Board Association, Board minutes for the past year, and other helpful information explaining the Board's roles and responsibilities.

5. The Board Chairperson or designee shall arrange a meeting with the new Board member(s) to explain and answer questions about Board processes and procedures.

6. The Board Chairperson may request a veteran Board member to mentor a new member.

7. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.

8. First-time elected board members are to complete a training program that minimally includes the following:

- The role and responsibilities of a board member;
- The duties and obligations of a board of education;
- School district budgeting and education finance.

This training must be completed at a time determined by the Connecticut Department of Education (CSDE), but not later than one year after assuming office.

**Candidates**

The Superintendent or his/her designee shall invite all current candidates for the office of Board of Education member to attend (1) Board meetings, except that this invitation shall not extend to any executive sessions, and (2) pre-election workshops for candidates.

Legal Reference: Public Act 23-167, An Act Concerning Transparency in Education requires first-time board members to complete a prescribed training program at a time determined by CSDE, but no later than one year after assuming office. Sections 2 and 3

# Bloomfield Public Schools
# English Language Arts & Math Curriculum Maps

| English Language Arts | Math |
|---|---|
| Kindergarten<br>Grade 1<br>Grade 2<br>Grade 3<br>Grade 4<br>Grade 5<br>Grade 6<br>Grade 7<br>Grade 8<br>Freshman English<br>Sophomore English<br>Junior English<br>Senior English<br>Honors - Freshman English<br>Honors - Sophomore English<br>Honors - Junior English<br>Honors - Senior English<br>AP Language and Composition<br>AP Literature and Composition | Kindergarten<br>Grade 1<br>Grade 2<br>Grade 3<br>Grade 4<br>Grade 5<br>Grade 6<br>Grade 7 - Academic<br>Grade 7 - Accelerated<br>Grade 8 - Academic<br>Grade 8 - Accelerated<br>Algebra I - MS<br>Algebra I - HS<br>Algebra II<br>Calculus AB<br>Calculus BC- ECE<br>College Algebra<br>Computer Science Principles<br>Geometry<br>Pre-Calculus<br>Honors - Algebra I<br>Honors - Algebra II<br>Honors - Geometry |

Pre-K T.1
Pre-K T.2
Pre-K T.3

5.26.2026

Dear Dr. Youngberg and Bloomfield Board of Education Members,

I am writing to respectfully request consideration for my son, [redacted], to attend Bloomfield High School. As a staff member of 26 years, I truly believe in what Bloomfield High School has to offer my son. I want to make certain he has the best possible environment to grow academically, socially, and personally, and I believe Bloomfield High School will provide that opportunity for him.

[redacted] is a motivated young man who is eager to challenge himself and become involved in school activities. He has interest in sports, the arts, and would like to look into some of the honors classes that are offered. I feel that the curriculum and course offerings at Bloomfield High School would help him continue to succeed and reach his full potential.

I appreciate the school's reputation for strong academics, supportive staff, many different athletics to choose from, a strong arts program, leadership opportunities, and various afterschool offerings. I believe this environment would be an excellent fit for his learning style and future goals.

As his parent, I am committed to supporting his education and working closely with the school. I kindly ask that you consider my request for enrollment and give [redacted] the opportunity to become part of Bloomfield High School.

Thank you very much for your time, consideration, and dedication to ensuring students get the very best they can from Bloomfield Public Schools. I truly appreciate your attention to this request and look forward to the opportunity for [redacted] to attend Bloomfield High.

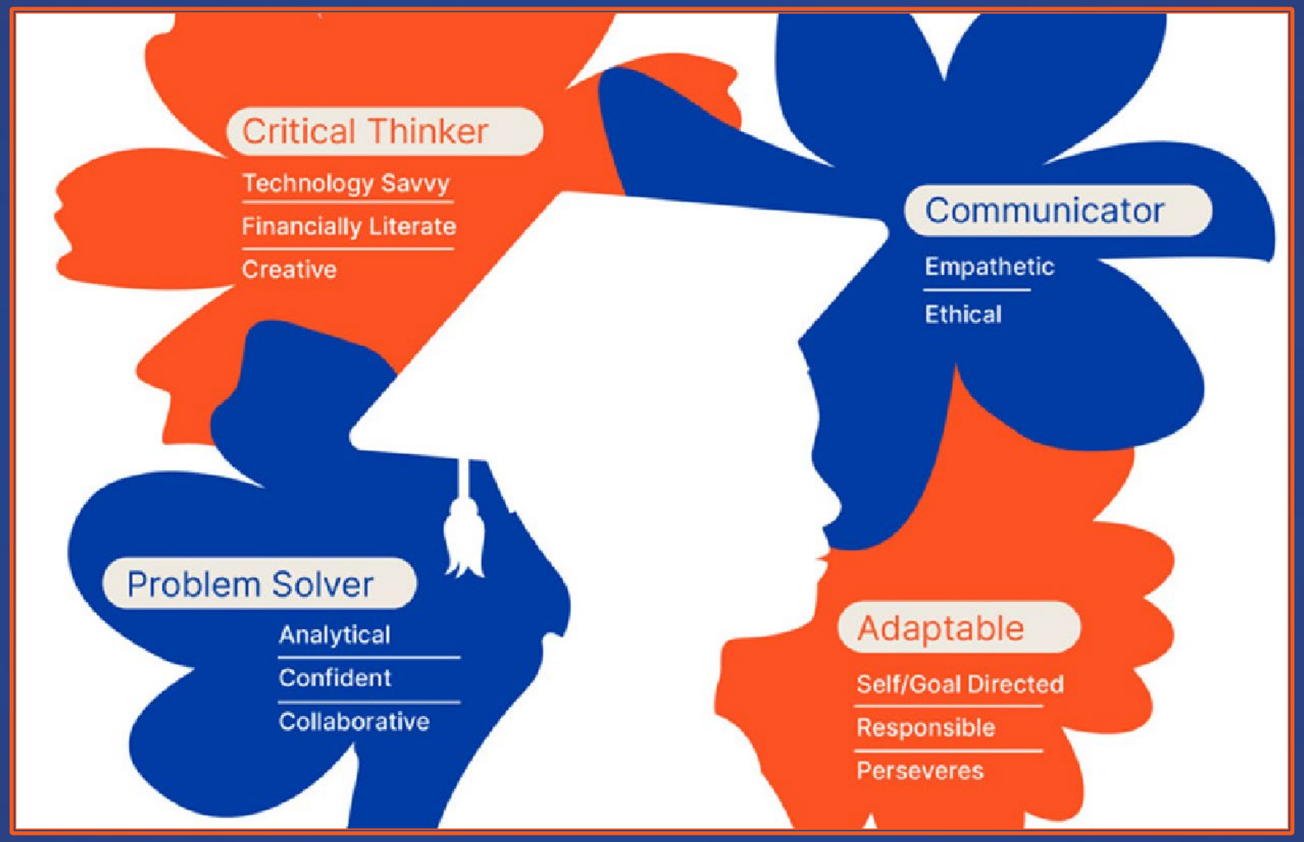
Sincerely,

Amy Paluska LMSW, SSW

(860) [redacted]

apaluska@blmfld.org

# Graduates In Bloom




*Board of Education*

*Coaches and Deans: Impact, Reflection, and Next Steps*

June 2, 2026

# 2025-26 Goals and Beyond

- Build a district MTSS system (Multi-Tiered System of Supports)
- Continue curriculum revival process PK-12
- Develop and implement a district coaching model
- Create a shared understanding of Tier I instruction and planning
- Launch Responsive Classroom K-8
- Expand professional learning opportunities
- Expand School to Career exploration opportunities, including credentialing

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# IMPACT IN NUMBERS

**1 Coaching Institute**

'FOUNDATIONAL INITIATIVE'

**7 Teaching and Learning Councils**

'COLLABORATIVE LEADERSHIP'

**2 full days of Jim Knight's Institute**

'INSTRUCTIONAL COACHING TRAINING'

**58 staff trained by Responsive Classroom**

STUDENT-CENTERED SEL APPROACH

**1 Community of Practice with Mansfield Public Schools**

PARTNERSHIP & KNOWLEDGE SHARING

**36 Coaching Cycles**

ONGOING TEACHER DEVELOPMENT

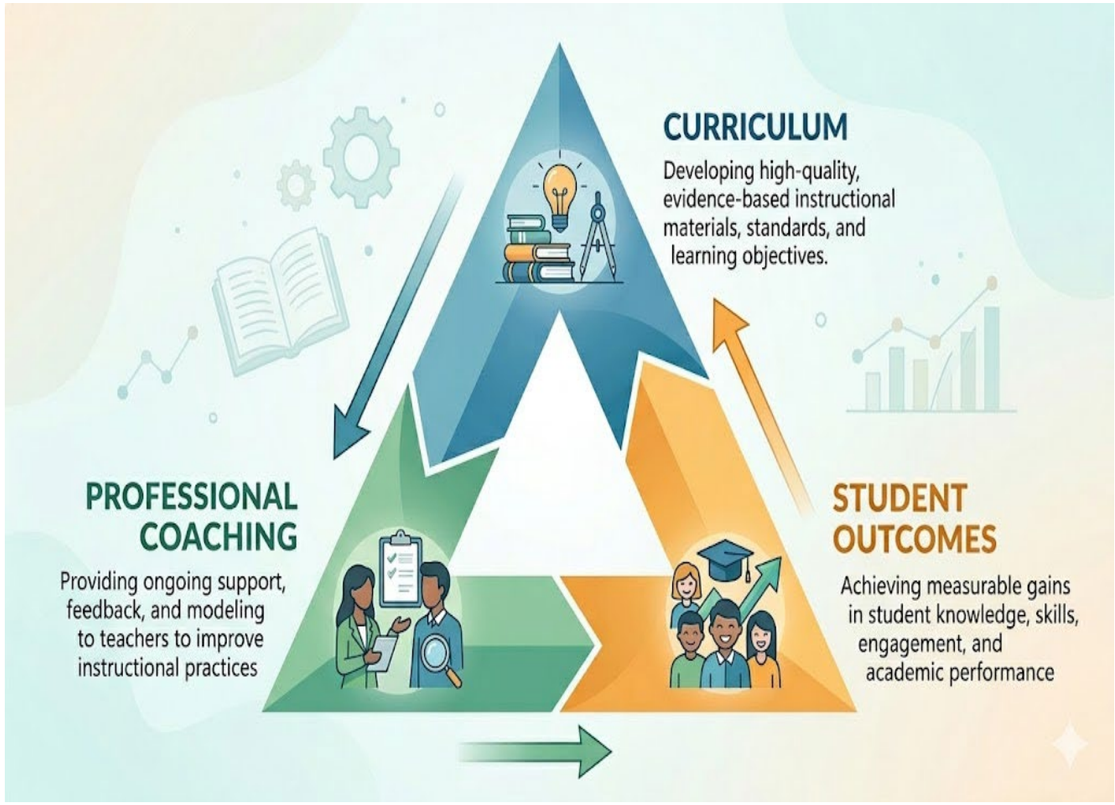
# Voices from The Field

***Erin Marella,*** *Laurel Literacy Academy, Numeracy Coach*

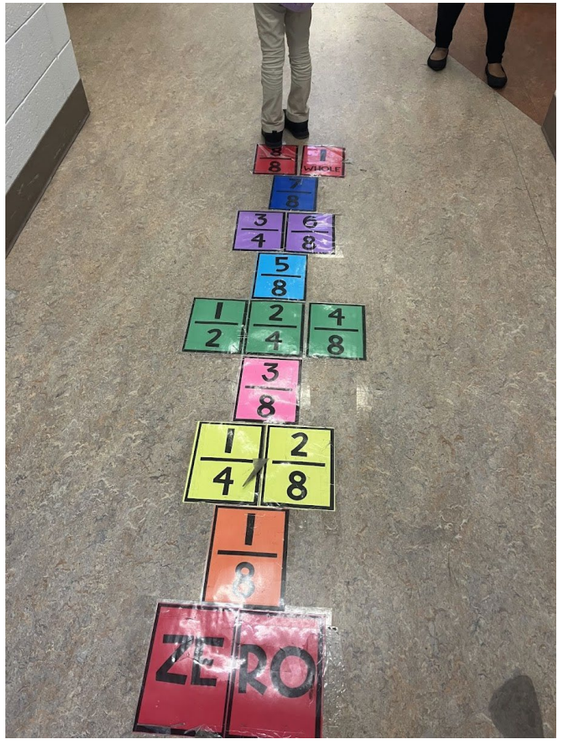
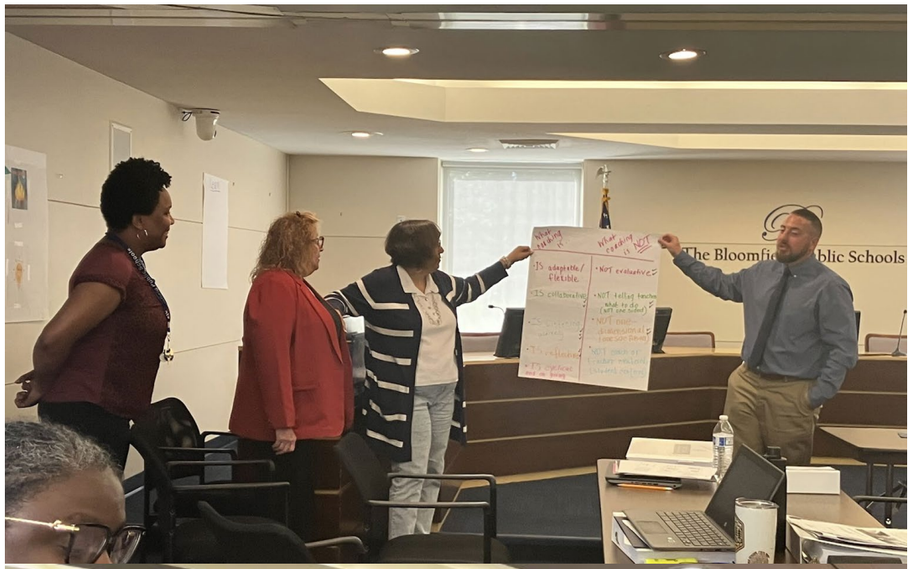
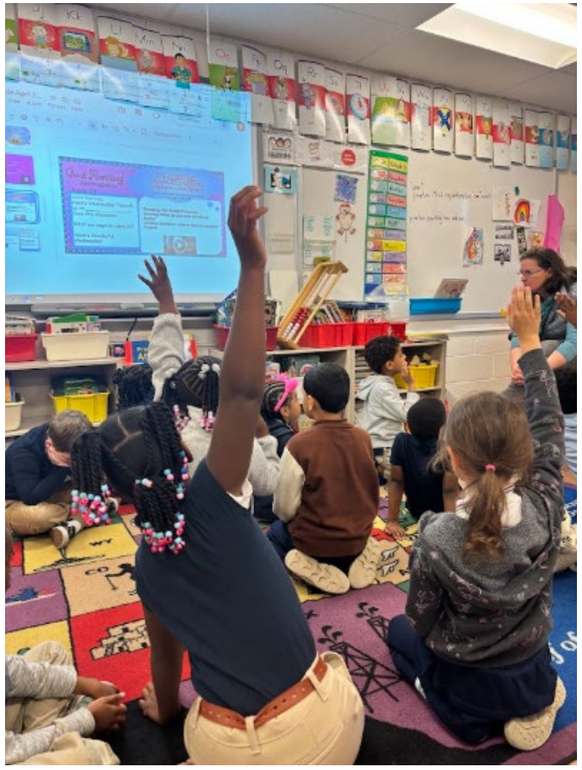
***Elka Spencer,*** *Metacomet School, Dean of Students*

# A Look Ahead

- Expand coaching cycles districtwide to deepen alignment with our coaching framework, and support teachers through the Partnership Principles and Impact Cycle.
- Enhance data reflection practices through coaching by using data to identify current realities, establish PEERS goals, and facilitate coaching conversations that advance instructional practice.
- Maintain and deepen our instructional framework through targeted coaching for high-quality Tier 1 instruction, curriculum development/implementation, and strategic implementation of the instructional playbook.



# Teacher Testimonials

- *“I liked having weekly meetings with my coach because we were able to preview lessons together beforehand and prepare any materials. Since I was new to the curriculum, I was able to ask any questions and learn the math workplace games before teaching them to the students.”*
- *“I would tell them to go for it because it is non-evaluative, and completely supportive in an area you feel you need to further develop your growth and knowledge in.”*
- *“Coaches give direct feedback on the specific areas we were trying to improve.”*
- *“The process is  positive and will certainly impact student outcomes for the better.  Instructional coaching isn't a short term fix or a fad.  There are long term benefits for students, staff, schools and districts for using”*
- *“Coaching is not about criticism, it's about collaboration and finding strategies that work best for you. Working with a coach helped me strengthen my classroom practices and become more intentional in my planning and instruction.”*
- *“I would definitely recommend taking advantage of coaching as a resource to improve your practice with a clearly defined  goal in mind. “*
- *“I would encourage another teacher to participate in instructional coaching because it provides valuable support, collaboration, and opportunities for professional growth.”*

# Thank You