BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION REGULAR MEETING
Board of Education Regular Meeting AT Tuesday, April 7, 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 - Special Meeting - March 4, 2026 3
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5. Presentations
   - A. Student Representative Report — SOAR Program
     L. Easmon
6. Superintendent's Report
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     T. Youngberg
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7. Board Committee Reports
   - A. Finance Committee
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   - B. Curriculum Committee
     T. Mack-Mohammed
   - C. Policy Committee
     F. Bogle-Assegai
8. Public/PTO Comment
   L. Easmon
9. Old Business

A. Discussion Regarding School Uniforms and Possible Action on Board of Education Policy 5132 — 35
T. Youngberg

10. New Business

A. Review and Possible Action on the 2026-2027 Healthy Food Certification — 39
N. Carambelas

B. Discussion and Possible Action on the District Safe School Climate Plan — 44
T. Youngberg

C. Initial Reading of Policies

1. Curriculum Policy - 6141 — 76
N. Jones

2. Nondiscrimination — 0521 — 78
T. Youngberg

3. Title IX Sexual Harassment - 4000.1/5145.44 - Personnel/Students — 88
T. Youngberg

4. Work Release - 5113.13 — 96
T. Youngberg

11. Board Comments
L. Easmon

12. Other Business

A. Personnel Matters: Periodic discussion of Superintendent's Performance (discussion proposed for Executive Session)
Crumbie Law Attorneys

13. Adjournment
L. Easmon

Board of Education Special Meeting
Wednesday, March 4, 2026 at 7:00
P.M. Hybrid Meeting
In person: Bloomfield Board of Education, Board
Room 1133 Blue Hills Avenue
Bloomfield, CT 06002
Virtual: Click below to join the Zoom meeting:
https://us02web.zoom.us/j/86730993304?pwd=CxuKkvxTDrmwEzIvT02XIo4dMHtbQK.1
Meeting ID: 867 3099 3304 Passcode: 265748

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

Also Present: T. Youngberg, Superintendent of Schools
D. Greco, Executive Director of Finance and Operations
L. Lamenzo, Executive Director of Teaching, Learning, and Leadership

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 7:00 p.m.

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

3. **Public/PTO Comment**
   A. **Public Comment on Superintendent's Proposed 2026-2027 Budget**
      L. Easmon, Chair reviewed the procedures for public comments in-person and virtually. Dr. Youngberg addressed some questions that were submitted by email and noted these were posted online as a Q&A document.

      Gail Jorden, Metacomet Elementary School teacher and BEA President. Gail shared her appreciation for the Board of Education and Dr. Youngberg and their attention to the 2026-2027 budget. She is hopeful through communication that students will return to the Bloomfield Public Schools. She noted her appreciation for the hard work that went into to budget and Board's thorough review of the budget.

Dr. Youngberg aloud some of the questions asked and responses provided. (Budget Questions and Answers).

Anthony C. Harrington, 3 Boysen Drive, Bloomfield
Mr. Harrington received a letter from Congressman Larson for grant funding for FY 2026-2027, grants that funds specific projects in every jurisdiction, such as playground, and streetscape improvements. He noted there may be other areas of consideration. The application is due at 5:00 p.m. on March 10, 2026.

Dr. Youngberg continue through the Budget Questions and Answers submitted online providing the district's responses. Specifically, she noted the recent RFP for a Facilities Comprehensive Assessment will provide more data on what updates are needed throughout the district. H. Frydman asked a follow-up question regarding the district's 1% set aside account, and how many funds are available. Mr. Greco noted once the facilities assessment contract is paid, the account will be depleted.

Amanda Levine, ABAA at Carmen Arace Intermediate school (CAIS) When looking at the line item budget there is no line specific for the ABAA positions. Mr. Greco noted there are no more position budgeted at CAIS. Amanda clarified there are no specific line items for ABAA. Mr. Greco noted they are inclusive in the Special Education budget lines.

Anthony C. Harrington, 3 Boysen Drive, Bloomfield
Mr. Harrington spoke to the rising cost across the state for Special Education and transportation. The state is looking if there is any way additional funding can be provided to the district, specifically Bloomfield. They are looking at other means of receiving funding.

The Board Chair took a short break to allow the in-person and virtual attendees to assemble any additional questions (7:42 p.m. – 7:47 p.m.)

Anthony C. Harrington, 3 Boysen Drive, Bloomfield
Mr. Harrington asked what type of cost saving will there potentially be with moving Central Office to Carmen Arace school. Dr. Youngberg noted there will an initial cost for moving items over such as furniture. They anticipate about $100,000 in utility costs and any necessary maintenance, while reducing the footprint overtime.

They received a question regarding shared services with the Town of Bloomfield. Dr. Youngberg referred to the shared IT services referenced in the budget booklet. The Town and Board of Education will be sharing the cost of a Director of Information Technology and there is devices updates and infrastructure updates that is needed.

The Board Chair called a break at 7:51 p.m. to allow for additional comments or questions. The meeting resumed at 7:52 p.m.

Wendy Williams, 48 Gabb Road, Bloomfield, CT
Wendy Williams thanked Dr. Youngberg for a well thought out budget in support of Bloomfield students. She would like to see students return to Bloomfield Public Schools. Her comment was in reference to a statement by Mrs. Mack-Mohammed regarding marketing and selling Bloomfield Public Schools to the community. She would like to see high school students supporting the district on social media. She stated getting information out to the community will help the mission of bringing students back into the district.

The Board Chair called a break at 7:55 p.m. to allow for additional comments or questions. The meeting resumed at 8:00 p.m.

The Board Chair called for comments or questions again.

B. Board of Education Comments on the Superintendent's Proposed 2026-2027 Budget
The Board of Education did not have any comments.

4. Adjournment
At 8:01 p.m. a motion was made by T. Mack-Mohammed and seconded by L. Simone.

The motion passed unanimously.

_____
F. Bogle-Assegai, Secretary

_____
T. Youngberg, Superintendent

Board of Education Special Meeting
Thursday, March 5, 2026 at 7:00 P.M.
Hybrid Meeting
In person: Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002
Virtual: Click the link below to join Zoom meeting
https://us02web.zoom.us/j/87976376329?pwd=ZhdUbH9buwBFYtM8cYogURIVtMu8wK.1
Meeting ID: 879 7637 6329 Passcode: 653524

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

Also Present: T. Youngberg, Superintendent of Schools
D. Greco, Executive Director of Finance and Operations
L. Lamenzo, Executive Director of Teaching, Learning, and Leadership

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 7:00 p.m.

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

3. **New Business**
   A. **Deliberation and Possible Action on the Superintendent's Proposed 2025-2026 Budget**
   Dr. Tracy Youngberg, Superintendent reviewed how she will present the budget to the community and the Town Council at Board of Education presentation on March 26, 2026. Dr. Youngberg noted she will include more detail about the challenges, the district has been facing including stabilizing the staffing structure. She noted that staffing is the largest part of the district school budget. Dr. Youngberg also stated any data included in the presentations is available to the public through EdSight. A link to EdSignt will be made available on our district website in the near future.

   A motion was made by T. Mack-Mohammed and seconded by L. Simone for the Bloomfield Board of Education to accept and adopt the Superintendent's Proposed Budget for Fiscal Year 2026-2027 in the amount of $56,900,414, as presented.

The Board of Education members provided final comments on the proposed budget.

Vote:	C. Jones	Aye
	K. Dunbar	Aye
	F. Bogle-Assegai	Aye
	L. Simone	Aye
	H. Frydman	Abstain
	T. Mack-Mohammed	Aye
	L. Easmon	Aye

The motion passed unanimously 6-0-1.

4. Adjournment

At 7:09 p.m. a motion was made by T. Mack-Mohammed and seconded by L. Simone.

The motion passed unanimously 7-0-0.

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F. Bogle-Assegai, Secretary

_____

T. Youngberg, Superintendent

Board of Education Regular Meeting
Tuesday, March 10, 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/86018262858?pwd=wAxb5o0FpnvFzN1ILnDv5s4RgqCJ2P.1
Meeting ID: 860 1826 2858 Passcode: 113492

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

Also Present: T. Youngberg, Superintendent of Schools
D. Greco, Executive Director of Finance and Operations
G. Martinez, Executive Director of Talent Management & Community Partnerships
L. Lamenzo, Executive Director of Teaching, Learning, and Leadership
N. Jones, District Teaching & Learning Specialist
M. Sutton, Director of Student Support Services
J. White, Principal, Bloomfield High School
L. Curley-Colon, Principal, Global Experience Magnet School
L. Gambardella, Board of Education Attorney, Crumbie Law

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 7:00 p.m.

2. **Pledge of Allegiance**
   All rose to recite the Pledge of Allegiance. The Board Chair asked for a moment of silence for the family of Bloomfield affected by the recent home explosion.

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

4. **Recognitions**
   A. **Board of Education Appreciation Month**
   Tracy A. Youngberg, Ed.D., Superintendent recognized Bloomfield's Board of Education members for their service, time and commitment to the school district. She presented a token of appreciation to each Board member.

5. **Presentations**
   A. **Student Representative Report – Student from Global Experience Magnet School**
   Two student representatives from Global Experience Magnet School (GEMS) shared a Power Point providing updates from the school. The students shared information about fall and winter sports, recent student activities and honor ceremonies. Upcoming GEMS events were also shared including the trip to Puerto Rico in April.

   B. **Presentation and Community Forum on the Uniform Policy**
      1. **Overview of the district Uniform Policy**
      Dr. Tracy Youngberg, Superintendent shared some background information relative to the district's Uniform Policy 5132. There was a survey shared in July 2025 and the results were relative split with a little more than half of families wanting to eliminate the Uniform Policy. The district decided to keep for one school year. Comparative data to the District Reference Group (DRG), Alliance districts and national statistics was shared.

      2. **Public Comments on the Uniform Policy**
      Students, parents, and staff had an opportunity to share thoughts and feelings regarding continuing with a district uniform policy versus a district dress code policy. (Comments from March 10, 2026 start time 18:37 end time 37:51) Dr. Youngberg noted she will share the comments she received in writing with the Board of Education.

      A short break was taken from 7:38 to 7:40 p.m.

6. **Consent Agenda**
   A. **Approval of Minutes – Special Meeting – February 17, 2026**
   B. **Approval of Minutes – Special Meeting – February 26, 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, Chair	Aye
T. Mack-Mohammed, Vice Chair	Aye
F. Bogle-Assegai, Secretary	Aye
H. Frydman	Abstain
K. Dunbar	Aye

The motion passed 5-0-0.

7. **Superintendent's Report**

A. Superintendent's Update

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

- Budget Timeline – Budget was delivered to the Town on March 9, 2026 and the Superintendent is scheduled to present on March 26, 2026 at 4:30 p.m.
- United Way Read Across America Day on March 5, 2026
- BPS Literacy Week is March 2 – 6, 2026 and partnered with Bloomfield Public Library
- Farewell to GEMS will be held on June 3, 2026 and CAIS event will be held on June 11, 2026. Communications will be going out.

B. Human Resources – Staffing Report

G. Martinez provided a staffing update. The report provided updates for the month of February 2026 including new hires, transfers, resignation and/or retirements. A vacancy report was also shared.

L. Easmon asked if before we post positions, if it is shared in-district. Dr. Youngberg noted that staff are welcome to apply to open positions.

R Bogle-Assegai inquired if there was a reason for a high number of ABAA resignations.

L. Easmon requested a turnover report, if available.

C. Financial Report – February 2026

Domenic Greco, Executive Director of Finance and Operations reported financials as of March 4, 2026. He noted that 3.22% 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 $760,000 dollars. This overage is a result of new positions added at the beginning of the school year. Major object 03 Employee Benefits still shows a balance of 1.6 million dollars as funds for pension contributions have yet to be encumbered. Mr. Greco noted major object 08 Tuition is showing over budget. The variance is primarily driven by special education out-placement tuition, which is also on page 4 of the six-page report. The district anticipates this overage to be offset by Excess Cost Grant. The other major object is 11 Operations is overbudget by about $330,000 as the district expects to receive funds from the Town for the 1% set aside account.

On page 3 of the six-page detail report, the balance of object 03500, Technical Services is showing over budget by about $34,000 but the district did receive eRate reimbursements and will be reflected in the March report.

H. Frydman inquired about the 1% set aside account. He asked for a report as of July 2023 to current.

T. Mack-Mohammed asked to clarify what positions were added at the beginning of the year. Special Education positions and others were added that were not budgeted. Mr. Greco clarified he believes this was a total of seven positions.

8. Public/PTO Comment

No public comment.

9. Old Business

A. Review and Possible Action on the 2025-2026 Academic Calendar

Dr. Tracy Youngberg shared proposed district calendar adjustments for 2025-2026 due to the six (6) snow days. The last day of school was June 11, 2026. Friday, June 19, 2026 is not available as a school day due to the Juneteenth holiday. Dr. Youngberg proposes changing the May 20 full day professional development to an early dismissal day.

A motion was made by T. Mack-Mohammed and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to approve the following changes to the 2025-2026 academic calendar, to accommodate for six school day closures due to inclement weather:

- Move the last day of school to Thursday, June 18, 2026
- Change the May 20, 2026 full day professional development day to an early dismissal professional development day.

L. Easmon, Chair	Aye
T. Mack-Mohammed, Vice Chair	Aye
F. Bogle-Assegai, Secretary	Aye
H. Frydman	Aye
K. Dunbar	Aye

The motion passed unanimously 5-0-0.

10. Board Comments

K. Dunbar thanked everyone for joining the meeting this evening. She gave a special thank you to the students who spoke this evening with their research and feedback around school uniforms. She thanked the Board Representatives from Global Experience Magnet School.

H. Frydman mentioned the main controversies over the years was around what students are wearing and eating. He would like to honor those Board of Education members who retire from their positions.

F. Bogle-Assegai thank you to all of those who showed up online and in-person to share thoughts on school uniforms. She would really like to see more participation from families and to share their thoughts and experiences.

T. Mack-Mohammed stated her heart was heavy as they lost a Bloomfield resident. She looks forward to voting on the school uniforms. She also wants to acknowledge Women's

history month and shared her appreciation from her colleagues for the voluntary work they do.

L. Easmon thanked the Board of Education members for their time and dedication to serving the students of Bloomfield. She also recognized the BHS students and the opening of the Lion King. She is looking forward to Shrek on March 27 and March 28. The Superintendent will be presenting the budget to the Town Council on March 26, 2026 and hopes all will come out in support. Ms. Easmon noted her attendance at the Read Across American event and recognized the artwork from the students at Global Experience Magnet School in the Board room.

11. Adjournment

At 8:07 p.m. a motion to adjourn was made by F. Bogle-Assegai and seconded by K. Dunbar.

The motion passed unanimously 5-0-0.

F. Bogle-Assegai, Board Secretary

T. Youngberg, Superintendent of Schools

Bloomfield Public Schools
2025-2026

Superintendent's Report

Board of Education Meeting

April 7, 2026

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

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools
2025-2026

Superintendent's Report:

- District Parent Advisory Meeting: Next Meeting April 8th at 6:30pm
- Budget Presentation to the Town Council: April 9th at 6:30pm
- Participation in a Multi-District School Climate & Student Support Forum
- Participation in a Regional School Safety Forum
- Visit to the Phoenix Academy in Windham
- Update on Strategic Planning
- Update Alliance District Symposium April 2nd SCSU (Lisa Lamenzo)
- Human Resources-Staffing Report (Grace Martinez)
- Financial Report (Dom Greco)

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools
2025-2026

Participation in a Multi-District School Climate & Student Support Forum (March 17th)

- Tracy Youngberg, Nicole Jones, Jaunice Edwards, Ryan McCormack, Allison Glenney, Felicia Johnson, Sarah Abdelrehim

- Positive feedback on the soft launch of Responsive Classroom, K-8
  - ➢ Restorative philosophy aligned to legislation
  - ➢ Consistent structures & language
  - ➢ Developmentally appropriate responses (Yardsticks)

- Strengths noted in all Bloomfield schools
- Learning from other districts
  - ➢ Clear examples of inconsistencies across schools

- District plan to ensure consistency in our response to students and our focus on school climate; This work is tied to the Safe Schools Climate Plan

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools
2025-2026

Regional School Safety Forum (March 26th):

- Art Jasper joined me for the final session
- Held in West Hartford
- Involves a variety of regional school districts and municipalities
- Regional support, professional development, collaborative processing through scenarios
- Plans to attend all sessions in 26-27

Bloomfield Public Schools
2025-2026

Visit to Windham's Phoenix Academy (March 27th):

- Thank you to Dr. Gomero for sharing her team and schools with us!
- Thank you to Principal Matt Harnett for sharing his time and expertise!
- Laura Curley-Colon & Melissa Sutton joined me
- Reviewed their processes for things like: entrance and exit, monitoring credit attainment, staff expectations and engagement and working with students and families in an alternative setting
- Toured their building

Bloomfield Public Schools
2025-2026

Strategic Planning:

- Decision made to move the Strategic Planning process into 26-27

✓ Fiscal

✓ Prioritizing Multiple Initiatives

✓ Organizational Changes

- Still planning to engage students, staff, families and community business and university partners

Bloomfield Public Schools
2025-2026

- Update Alliance District Symposium April 2nd SCSU (Lisa Lamenzo)
- Human Resources-Staffing Report (Grace Martinez)
- Financial Report (Dom Greco)

“Building Our Legacy One Student At A Time”

Bloomfield Public Schools
2025-2026

Closing CAIS & 26-27 Grade Level Configurations:

- Enrollment
- Developmental and instructional benefits
- Eliminated one transition
- More efficient use of resources

Pre K	Pre K-2	Grades 3-5	Grades 6-8	Grades 9-12	Alternative Learning Center Grades 6-12
Wintonbury Early Childhood Magnet School	**Laurel Literacy Academy**	**Metacomet Elementary School**	**Carmen Arace Middle School**	**Bloomfield High School**	**Official Name TBD**
Principal: Samantha Straker	Principal: Jennifer Dwyer	Principal: Paul Guzzo	Principal: Diana Bunting	Principal: Jesse White	Director: Laura Curley-Colon

*CAIS Farewell Event: June 11th 5:00pm
*GEMS Farewell Event: June 3rd 5:00pm

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools
2025-2026

Old Business: Next Steps on School Uniforms (Policy 5132):

Option # 1	Option #2	Option # 3
Leave the School Uniform Policy In Place, K-12.	Leave the School Uniform Policy In Place, K-8 only.	Eliminate the School Uniform Policy, K-12.
Eliminate the BHS Dress Code Pilot.	Revise the School Uniform Policy to state K-8 only and include the BHS Dress Code within the revised policy. Committee, 1st Reading & 2nd Reading.	Adopt a Dress Code Policy, K-12. Committee, 1st Reading & 2nd Reading.
Communicate with families before the school year ends (Websites, All Call Messages, Handbooks, etc.).	Communicate with families before the school year ends (Websites, All Call Messages, Handbooks, etc.).	Communicate with families before the school year ends (Websites, All Call Messages, Handbooks, etc.).

- April 28th Board Committees
- May 12th Board Meeting
- May 26th Board Committees
- June 3rd Board Meeting

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools

New Business: Initial Reading of Policies:

- Curriculum Policy #6141

✓ Recommended

- Nondiscrimination #0521

✓ Required

✓ Policy updated to align to Title IX 2020 legislation

✓ Added specific protected classes

- Title IX Sexual Harassment # 4000.1/5145.44 Personnel/Students

✓ Required

✓ Returning to the 2022 Policy that is aligned to the 2020 legislation

- Work Release #5113.13

✓ Required

✓ CABE revised to align to Section 26 of Public Act 24-45

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 (10 Month Role)	Carmen Arace Intermediate School
Food Services	Charge Person	Food Services Charge Person	Carmen Arace Intermediate/MS
Support Staff	Applied Behavior Analysis Assistant	Applied Behavior Analyst Assistant (ABAA)	Carmen Arace Intermediate/MS
Support Staff	Instructional Assistant	Special Education Instructional Assistant (10 Month Role)	Carmen Arace Middle School
Central Office	Benefits Coordinator	Benefits Coordinator (Human Resources) Anticipated	Central Office
Central Office	Human Resources Generalist	Human Resource Generalist	Central Office
Food Services	General Worker	Food Services General Worker	CREC Museum Academy
Food Services	General Worker	Food Service General Worker - District Substitute	District Level
Maintenance/Custodial	Custodian	Custodian II and III- Second Shift (Split Assignment)	District Level
Part Time Non Certified	Extension Program Counselor	Before/After School Specialist	District Level
Student Support Services	School Nurse	Substitute School Nurse	District Level
Summer School Positions	Certified Teachers	Special Education Teacher - Extended School Year (ESY)	District Level
Summer School Positions	School Nurse	School Nurse (RN) - Extended School Year (ESY)	District Level
Summer School Positions	Summer Non-Certified Positions	Applied Behavior Analyst Assistant (ABAA) - Extended School Year (ESY)	District Level
Summer School Positions	Summer Non-Certified Positions	Special Education Instructional Assistant - Extended School Year (ESY)	District Level
Summer School Positions	Summer Positions Certified/Classified	Board Certified Behavior Analyst (BCBA) - Extended School Year (ESY)	District Level

Bloomfield Public Schools Vacancy Report

Summer School Positions	Summer Positions Certified/Classified	District School Psychologist- Extended School Year (ESY)	District Level
Summer School Positions	Summer Positions Certified/Classified	Occupational Therapist - Extended School Year (ESY)	District Level
Summer School Positions	Summer Positions Certified/Classified	Physical Therapist - Extended School Year (ESY)	District Level
Summer School Positions	Summer Positions Certified/Classified	School Social Worker - Extended School Year (ESY)	District Level
Summer School Positions	Summer Positions Certified/Classified	Speech and Language Pathologist - Extended School Year (ESY)	District Level
Middle School/High School	Science	Science Teacher	Global Experience Magnet School (Grades 6-12)
Support Staff	Applied Behavior Analysis Assistant	Applied Behavior Analyst Assistant (ABAA) - Laurel Elementary	Laurel Elementary School
Support Staff	Instructional Assistant	Instructional Assistant - Kindergarten	Laurel Elementary School
Support Staff	Instructional Assistant	Special Education Instructional Assistant - 10 Month	Laurel Elementary School
Support Staff	Applied Behavior Analysis Assistant	Applied Behavior Analyst Assistant (ABAA)	Wintonbury Early Childhood Magnet School
Support Staff	Instructional Assistant	Early Childhood Instructional Assistant (ECIA) - Wintonbury Early Childhood Magnet School	Wintonbury Early Childhood Magnet School
Support Staff	Instructional Assistant	Special Education Instructional Assistant (10 Month Role)	Wintonbury Early Childhood Magnet School

4.6.2026

Human Resources Report

Effective March 1, 2026 - March 31, 2026

New Hires

First Name	Last Name	Position	Location
		Certified	
Dominic	Talotta	Long Term Substitute (LTS) Music Teacher	BHS
		Non-Certified	
Tanisha	Fredericks	Special Education - Instructional Assistant (SPED IA)	Metacomet
Andrea	Bolton	Applied Behavior Analysis Assistant (ABAA)	Laurel
James	Henry	Food Services Charge Person	Carmen Arace
Tashiba	Knowlin	Food Services Substitute Cafe Worker	District
Tenisha	James	Food Services Substitute Cafe Worker	District
Travis	Morant	Food Services Substitute Cafe Worker	District
Christine	Santa	School Nurse	Wintonbury
Roy	Roberts	Coach	BHS

Reassignments / Transfers

First Name	Last Name	Reassignment Position	Location	
		Certified		
		Non-Certified		

Resignations / Retirements

First Name	Last Name	Position	Location	Topic
		Certified		
Adam	Koropatkin	Board-Certified Behavior Analyst (BCBA)	District	Resigned
Julie	Vo	Long Term Substitute (LTS) Culinary Arts Teacher	BHS	Resigned
		Non-Certified		
Kamar	Blake	Special Education - Instructional Assistant (SPED IA)	Laurel	Resigned

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01 Certified Salaries	$ 16,575,290.00	$ 11,775,832.30	$ 5,527,719.93	$ (728,262.23)	-4.39%
02 Non-Certified Salaries	$ 9,178,860.00	$ 6,075,808.53	$ 2,418,894.10	$ 684,157.37	7.45%
03 Employee Benefits	$ 12,140,519.00	$ 6,734,511.42	$ 3,734,372.45	$ 1,671,635.13	13.77%
04 Contracted Services	$ 2,559,275.00	$ 1,501,491.81	$ 748,539.63	$ 309,243.56	12.08%
05 Pupil Transportation	$ 4,068,319.00	$ 3,367,586.26	$ 607,771.73	$ 92,961.01	2.28%
06 Insurance	$ 207,981.00	$ 161,945.02	$ 43,439.72	$ 2,596.26	1.25%
07 Communications	$ 121,585.00	$ 78,188.01	$ 24,974.14	$ 18,422.85	15.15%
08 Tuition	$ 7,404,486.00	$ 1,249,783.75	$ 6,131,481.91	$ 23,220.34	0.31%
09 Other Purchased Service	$ 59,233.00	$ 28,036.14	$ 9,123.73	$ 22,073.13	37.26%
10 Supplies	$ 440,130.00	$ 271,302.25	$ 82,625.79	$ 86,201.96	19.59%
11 Oper/Maint of Bldg	$ 1,302,965.00	$ 1,068,235.88	$ 570,185.73	$ (335,456.61)	-25.75%
12 Text/Library Books/Supply	$ 48,634.00	$ 34,564.52	$ 1,450.45	$ 12,619.03	25.95%
13 Equipment	$ 36,036.00	$ 20,493.92	$ 2,766.60	$ 12,775.48	35.45%
14 Misc	$ 178,581.00	$ 135,090.22	$ 28,190.37	$ 15,300.41	8.57%
Grand Total	**$ 54,321,894.00**	**$ 32,502,870.03**	**$ 19,931,536.28**	**$ 1,887,487.69**	**3.47%**

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01110 SALARIES, TEACHER	$ 14,590,807.00	$ 10,211,691.24	$ 5,080,790.48	$ (701,674.72)	-4.81%
01115 SALARIES, ADMIN	$ 1,980,482.00	$ 1,560,140.42	$ 446,929.45	$ (26,587.87)	-1.34%
01119 SALARIES TEACHER #2	$ 4,001.00	$ 4,000.64	$ -	$ 0.36	0.01%
01 Certified Salaries	**$ 16,575,290.00**	**$ 11,775,832.30**	**$ 5,527,719.93**	**$ (728,262.23)**	**-4.39%**
01210 SALARIES, PROFESSIONAL S	$ 332,730.00	$ 205,110.83	$ 109,304.96	$ 18,314.21	5.50%
01211 SALARIES,PROFESSIONAL ST	$ 2,720.00	$ 2,719.58	$ -	$ 0.42	0.02%
01212 PROFESSIONAL STAFF PRIOR	$ 1,896.00	$ 1,896.26	$ -	$ (0.26)	-0.01%
01215 SALARIES, JROTC	$ 124,840.00	$ 70,936.85	$ 53,902.33	$ 0.82	0.00%
01217 SALARIES, SPEECH ASST	$ 156,166.00	$ 102,111.05	$ 54,054.08	$ 0.87	0.00%
01218 SALARIES, OT ASST	$ 54,325.00	$ 36,941.00	$ 17,384.00	$ -	0.00%
01220 SALARIES, TUTOR	$ 366,467.00	$ 172,101.23	$ 90,103.54	$ 104,262.23	28.45%
01230 SALARIES, PARA	$ 2,157,015.00	$ 1,146,783.83	$ 574,273.86	$ 435,957.31	20.21%
01231 ABAA	$ 24,029.00	$ 24,028.49	$ -	$ 0.51	0.00%
01235 SALARIES, NURSES	$ 429,755.00	$ 268,189.05	$ 128,647.55	$ 32,918.40	7.66%
01240 SALARIES, CLERICAL	$ 1,502,623.00	$ 1,127,121.92	$ 461,809.04	$ (86,307.96)	-5.74%
01250 SALARIES, BUSINESS OFFIC	$ 815,372.00	$ 612,345.42	$ 218,963.35	$ (15,936.77)	-1.95%
01255 SALARIES, TECHNICAL SUPP	$ 339,784.00	$ 230,216.29	$ 90,826.81	$ 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	$ 62,037.69	$ 18,611.31	$ -	0.00%
01260 SALARIES, CUSTODIAN	$ 1,560,448.00	$ 1,046,803.76	$ 369,951.71	$ 143,692.53	9.21%
01265 SALARIES, MAINTENANCE	$ 649,489.00	$ 464,278.26	$ 164,477.59	$ 20,733.15	3.19%
01270 SALARIES, MONITOR	$ 248,788.00	$ 183,885.08	$ 59,790.17	$ 5,112.75	2.06%
01275 SALARIES, CROSSING GUARD	$ 31,029.00	$ 17,458.60	$ 6,793.80	$ 6,776.60	21.84%
01280 SALARIES, SUPPORT	$ 15,600.00	$ 3,163.61	$ -	$ 12,436.39	79.72%
01290 OVERTIME, SUPPORT	$ 285,135.00	$ 297,679.73	$ -	$ (12,544.73)	-4.40%
02 Non-Certified Salaries	**$ 9,178,860.00**	**$ 6,075,808.53**	**$ 2,418,894.10**	**$ 684,157.37**	**7.45%**
02100 HEALTH INSURANCE	$ 7,470,826.00	$ 4,182,175.22	$ 3,192,619.99	$ 96,030.79	1.29%
02150 LIFE INSURANCE	$ 301,799.00	$ 233,030.07	$ 68,768.39	$ 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	$ 893,810.66	$ 352,936.57	$ 89,642.77	6.71%
02300 PENSION	$ 1,498,014.00	$ 68,158.57	$ 2,812.50	$ 1,427,042.93	95.26%
02310 OPEB - MEDICAL	$ 866,889.00	$ 866,889.00	$ -	$ -	0.00%
02410 SEVERANCE	$ 153,860.00	$ 200,839.40	$ -	$ (46,979.40)	-30.53%
02500 COURSE REMUNERATION	$ 50,000.00	$ 18,931.00	$ 1,067.00	$ 30,002.00	60.00%
02600 UNEMPLOYMENT COMP	$ 46,391.00	$ 14,644.54	$ 31,370.00	$ 376.46	0.81%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
02700 WORKERS' COMP	$ 353,050.00	$ 208,494.00	$ 69,498.00	$ 75,058.00	21.26%
02800 PERSONAL PROPERTY LOSS -	$ 1,000.00	$ 638.96	$ -	$ 361.04	36.10%
03 Employee Benefits	**$ 12,140,519.00**	**$ 6,734,511.42**	**$ 3,734,372.45**	**$ 1,671,635.13**	**13.77%**
00141 TUITION	$ 52,000.00	$ 33,944.45	$ 1,055.55	$ 17,000.00	32.69%
03100 ADMIN SERVICES	$ 123,203.00	$ 104,027.91	$ 5,531.33	$ 13,643.76	11.07%
03200 PROF EDUCATIONAL SERVICE	$ 1,231,080.00	$ 645,294.66	$ 395,240.27	$ 190,545.07	15.48%
03260 TESTING	$ 118,703.00	$ 41,575.45	$ 58,904.38	$ 18,223.17	15.35%
03300 PROF DEVELOPMENT	$ 14,046.00	$ 8,391.97	$ 3,751.92	$ 1,902.11	13.54%
03400 OTHER PROF SERVICES	$ 192,979.00	$ 129,890.39	$ 59,619.61	$ 3,469.00	1.80%
03500 TECHNICAL SERVICES	$ 194,491.00	$ 155,845.79	$ 34,801.83	$ 3,843.38	1.98%
03520 COPIER COSTS	$ 96,455.00	$ 43,790.57	$ 41,415.39	$ 11,249.04	11.66%
04000 PURCHASED SERVICES	$ 5,000.00	$ -	$ -	$ 5,000.00	100.00%
04009 PURCH SERV NON-PUB HEALT	$ 59,088.00	$ 40,020.40	$ 17,151.60	$ 1,916.00	3.24%
04300 MAINTENANCE & REPAIR	$ 40,298.00	$ 18,128.84	$ 14,112.97	$ 8,056.19	19.99%
04310 PURCHASED SERVICES BUILD	$ 395,432.00	$ 252,313.41	$ 108,722.75	$ 34,395.84	8.70%
04320 VEHICLE MAINTENANCE & RE	$ 36,500.00	$ 28,267.97	$ 8,232.03	$ -	0.00%
04 Contracted Services	**$ 2,559,275.00**	**$ 1,501,491.81**	**$ 748,539.63**	**$ 309,243.56**	**12.08%**

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
05100 TRANSPORTATION, PUPIL	$ 3,994,944.00	$ 3,344,579.62	$ 587,590.96	$ 62,773.42	1.57%
05820 FIELD TRIPS	$ 73,375.00	$ 23,006.64	$ 20,180.77	$ 30,187.59	41.14%
05 Pupil Transportation	**$ 4,068,319.00**	**$ 3,367,586.26**	**$ 607,771.73**	**$ 92,961.01**	**2.28%**
05200 PROPERTY/LIABILITY INSUR	$ 182,096.00	$ 136,060.02	$ 43,439.72	$ 2,596.26	1.43%
05290 OTHER INSURANCE	$ 25,885.00	$ 25,885.00	$ -	$ -	0.00%
06 Insurance	**$ 207,981.00**	**$ 161,945.02**	**$ 43,439.72**	**$ 2,596.26**	**1.25%**
05300 TELEPHONE	$ 80,840.00	$ 58,072.69	$ 22,119.60	$ 647.71	0.80%
05310 POSTAGE	$ 25,840.00	$ 14,591.23	$ 1,114.65	$ 10,134.12	39.22%
05400 ADVERTISING	$ 2,321.00	$ 757.00	$ -	$ 1,564.00	67.38%
05500 PRINTING	$ 12,584.00	$ 4,767.09	$ 1,739.89	$ 6,077.02	48.29%
07 Communications	**$ 121,585.00**	**$ 78,188.01**	**$ 24,974.14**	**$ 18,422.85**	**15.15%**
05600 TUITION, PUBLIC	$ 3,900,286.00	$ 376,506.05	$ 3,591,848.11	$ (68,068.16)	-1.75%
05630 TUITION, PRIVATE	$ 1,727,364.00	$ 750,748.70	$ 907,487.80	$ 69,127.50	4.00%
05690 TUITION, MAGNET	$ 1,776,836.00	$ 122,529.00	$ 1,632,146.00	$ 22,161.00	1.25%
08 Tuition	**$ 7,404,486.00**	**$ 1,249,783.75**	**$ 6,131,481.91**	**$ 23,220.34**	**0.31%**
05810 STAFF TRAVEL	$ 28,960.00	$ 11,259.79	$ 7,417.01	$ 10,283.20	35.51%
05814 CONFERENCES & MEETINGS	$ 30,273.00	$ 16,776.35	$ 1,706.72	$ 11,789.93	38.95%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
09 Other Purchased Service	**$ 59,233.00**	**$ 28,036.14**	**$ 9,123.73**	**$ 22,073.13**	**37.26%**
06110 INSTRUCTIONAL SUPPLIES	$ 279,286.00	$ 151,364.39	$ 62,652.56	$ 65,269.05	23.37%
06115 OFFICE SUPPLIES	$ 34,863.00	$ 16,782.76	$ 5,563.43	$ 12,516.81	35.90%
06116 LIBRARY / AV SUPPLIES	$ 2,326.00	$ 2,129.95	$ -	$ 196.05	8.43%
06117 COMPUTER SUPPLIES	$ 7,000.00	$ 1,272.73	$ 2,782.25	$ 2,945.02	42.07%
06120 SOFTWARE	$ 95,185.00	$ 93,002.60	$ 2,181.96	$ 0.44	0.00%
06900 OTHER SUPPLIES	$ 21,470.00	$ 6,749.82	$ 9,445.59	$ 5,274.59	24.57%
10 Supplies	**$ 440,130.00**	**$ 271,302.25**	**$ 82,625.79**	**$ 86,201.96**	**19.59%**
06125 FACILITY SUPPLIES	$ 124,505.00	$ 87,798.92	$ 24,130.71	$ 12,575.37	10.10%
06130 FACILITY MATERIALS	$ 113,050.00	$ 70,718.23	$ 39,003.51	$ 3,328.26	2.94%
06200 HEAT	$ 378,452.00	$ 230,007.40	$ 147,307.56	$ 1,137.04	0.30%
06220 ELECTRICITY	$ 920,992.00	$ 557,384.75	$ 332,919.98	$ 30,687.27	3.33%
06290 WATER SERVICES	$ 82,243.00	$ 54,086.58	$ 26,823.97	$ 1,332.45	1.62%
07200 BUILDING IMPROVEMENTS	$ (316,277.00)	$ 68,240.00	$ -	$ (384,517.00)	121.58%
11 Oper/Maint of Bldg	**$ 1,302,965.00**	**$ 1,068,235.88**	**$ 570,185.73**	**$ (335,456.61)**	**-25.75%**
06410 TEXTBOOKS	$ 44,668.00	$ 33,840.50	$ 619.30	$ 10,208.20	22.85%
06420 LIBRARY BOOKS, PERIODICA	$ 1,516.00	$ -	$ 831.15	$ 684.85	45.17%

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**	**$ 34,564.52**	**$ 1,450.45**	**$ 12,619.03**	**25.95%**
07300 NEW EQUIPMENT	$ 26,864.00	$ 14,819.51	$ -	$ 12,044.49	44.84%
07320 REPLACEMENT EQUIPMENT	$ 8,660.00	$ 5,162.64	$ 2,766.60	$ 730.76	8.44%
07340 COMPUTER EQUIP	$ 512.00	$ 511.77	$ -	$ 0.23	0.04%
13 Equipment	**$ 36,036.00**	**$ 20,493.92**	**$ 2,766.60**	**$ 12,775.48**	**35.45%**
08100 DUES & FEES	$ 47,670.00	$ 40,452.00	$ 1,684.00	$ 5,534.00	11.61%
08800 ATHLETIC PROGRAMS	$ 98,730.00	$ 78,237.20	$ 15,953.35	$ 4,539.45	4.60%
08900 STUDENT ACTIVITIES	$ 32,181.00	$ 16,401.02	$ 10,553.02	$ 5,226.96	16.24%
14 Misc	**$ 178,581.00**	**$ 135,090.22**	**$ 28,190.37**	**$ 15,300.41**	**8.57%**
Grand Total	**$ 54,321,894.00**	**$ 32,502,870.03**	**$ 19,931,536.28**	**$ 1,887,487.69**	**3.47%**

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

RE: Student Dress
Students

Adopted: 3/23/2010
Approved: 10/6/2015

The Bloomfield Board of Education believes that reasonable regulation of student attire in the schools furthers important educational interests. Accordingly, the Board has established a dress code for all students enrolled in the Bloomfield Public Schools.

GRADES K-8

Uniforms are mandatory for all students enrolled in the Bloomfield Public Schools in kindergarten up to and including grade 8. The designated uniform shall be as follows:

a. Tops: Short- or long-sleeved collared (polo) shirts in either white or the designated color for the individual school the student attends. Shirts must be tucked into skirts or pants. Shirts with each school's logo may be purchased through the school, but shall not be required.

b. Bottoms:

    i) For boys and girls: casual or dress pants sized to fit the student, of twill or corduroy, in solid khaki, navy or black only. All other types of pants, including but not limited to jeans, overalls, sweatpants, velour or other athletic pants, and tight fitting or sagging pants, are not permitted. From May through the end of October, students may wear shorts sized to fit the student, of twill or corduroy, in solid khaki, navy or black only.

    ii) For girls: skirts or jumpers that are not more than 3" above the middle of the knee (front and back), sized to fit the student, of twill or corduroy, in solid khaki, navy or black only, may be worn. Tight fitting skirts and/or jumpers are not permitted.

c. Footwear: Dress shoes, sneakers or low cut boots only. Open toed shoes are not permitted.

d. Sweaters: Khaki, navy, black or school colors. No sweatshirts.

e. Exceptions for Physical Education classes and recess will be addressed in the student handbook by each school.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

Bloomfield High School

- Pants – Pants must be appropriately fitted at the waist and belted. Tan, navy blue or black pants are acceptable. Absolutely NO baggies, cargo pants, jeans or sweat suit pants, pajamas, logos, insignias, pictures or messages will be allowed on pants or shorts.
- Shorts – Shorts must be appropriately fitted at the waist and belted. Tan, navy blue or black shorts are acceptable. Shorts can be no more than 3 inches above the middle of the knee (front and back).
- Shirt – Shirts may be button down Oxford style shirt or Polo shirt. Shirts can be short or long sleeve. White or light blue are acceptable colors. Shirts must be tucked into the pants. Shirts with the Bloomfield High School logo may be purchased through the school store but shall not be required.
- Skorts – For girls: Only skorts purchased through designated uniform company will be accepted. Acceptable colors are tan, navy blue and black. Skorts can be no more than 3 inches above the middle of the knee (front and back).

Optional Accessories:

- Sweaters/Vests – Acceptable solid colors (no overt design or artwork) are black, navy blue, light blue, white, grey or tan. No patterns including argyles. Sweaters/vests can include cardigans, v-neck sweaters, pullovers or zippered varieties. No fleece garments or sweatshirts allowed.
- Undershirts – Considered garments worn under the uniform shirts. These can be long or short sleeved. These shirts can be crewneck, v-necked, collared or turtleneck. Acceptable solid colors (no overt design or artwork) are black, navy blue, light blue, white, grey or tan.
- No sweatshirts or hoodies will be permissible.

GRADES K-12

In order to maintain an environment conducive to the educational process, the Board of Education prohibits the following from wear during the academic school day at all schools:

a. Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Clothing or outer wear shall not be worn, carried or kept in the classroom during regular school hours.

b. Head coverings of any kind, including but not limited to scarves, bandanas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.

c. Items a. and b. above, must be secured in the student's locker before school starts. Items not stored will be confiscated by Principal.

d. Footwear which mars floors or is a safety hazard.

e. Sunglasses, whether worn or carried.

f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.

g. Spiked or studded bracelets, chains, chain wallets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.

h. Attire or accessories which contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute “fighting words.”

i. Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.

j. Shirts and/or blouses which reveal the abdomen, chest, or undergarments.

k. See-through clothing, tank tops or sleeveless shirts.

l. Shorts, miniskirts, or pants which reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.

m. Pants that do not remain at the hips or above at all times.

n. Pants and shirts that are not properly sized.

o. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

p. Pajama pants/nightwear.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

Compliance

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

TO: Sponsors of the National School Lunch Program

FROM: Shannon K. Yearwood, Bureau Chief
Bureau of Child Nutrition Programs

DATE: January 30, 2026

SUBJECT: Operational Memorandum No. 03-26
Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2026-27

The Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that every year, local boards of education or governing authorities (BOE) for public schools participating in the National School Lunch Program (NSLP) must determine and certify whether all food items sold to students separately from reimbursable meals will or will not meet the Connecticut Nutrition Standards (CNS).These standards also apply to all foods offered in reimbursable snacks for the Afterschool Snack Program (ASP).

"Public schools" include all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies.

This memo provides the required BOE motion language and step-by-step instructions for submitting the HFC application for school year (SY) 2026-27. Please review this Operational Memorandum carefully to ensure accurate and timely submission of the HFC Statement.

HFC Eligibility Requirements for BOEs opting to implement HFC

To be eligible for HFC during SY 2026-27 (July 1, 2026, through June 30, 2027), the BOE must conduct the HFC votes by **July 1, 2026**. All votes must use the **exact motion language** provided in attachment 1.

All BOEs **must** vote on whether to participate in the healthy food option of HFC.

- If the BOE votes "yes" to the healthy food option, a vote on whether to allow food exemptions is **required**. The BOE may choose to vote on whether to allow beverage exemptions.

- If the BOE votes "no" to the healthy food option, a vote on whether to allow food exemptions is **not** required. The BOE may choose to vote on whether to allow beverage exemptions.

Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. If the BOE does not vote to allow beverage exemptions, only allowable beverages can be sold to students on school premises at all times.

Refer to attachment 1 for the required motion language and a summary chart of the required votes.

HFC Application Process for SY 2026-27

All public school sponsors of the NSLP must complete the steps below to meet the HFC application deadline of **July 1, 2026**, for school year 2026-27**.**

1. Schedule the required HFC votes at a BOE meeting **well before** July 1, 2026, to allow sufficient time for the BOE to approve the **draft** minutes before they are submitted to the CSDE. The HFC Statement must include the **final** BOE-approved minutes. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conducts the vote on beverage exemptions at the same time as the HFC votes.

2. Conduct the BOE votes and prepare the BOE minutes. The final BOE-approved minutes must: 1) include the required language in attachment 1; and 2) indicate the results of each vote. Do not submit the final BOE-approved minutes until requested by the CSDE (refer to step 3).

3. **May 2026:** Complete the online HFC application module in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the final BOE-approved minutes indicating the results of the HFC votes. The CSDE will notify sponsors when the HFC application module and instructions are available.

For more information, visit the "Annual HFC Application" section of the CSDE's HFC webpage. Training on the HFC application process is available in the CSDE's video, *Completing the Application Process for Healthy Food Certification*.

For HFC compliance resources, visit the "Guidance and Resources" section of the CSDE's HFC webpage. Training on the HFC requirements is available in the CSDE's training program, *Complying with Healthy Food Certification*.

For questions or additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

SKY:sff

Attachments: (1)

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's Operational Memoranda for School Nutrition Programs webpage.

Attachment 1

Required Motion Language for the Healthy Food Certification (HFC) Statement

School Year 2026-27

This attachment accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 03-26: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2026-27* and provides the required motion language for:

- the board of education or governing authority's (BOE) votes; and
- the final BOE-approved minutes.

The HFC Statement and final BOE minutes are due to the CSDE by July 1, 2026.

Use the **exact motion language** on pages 2-3 to conduct the required HFC votes and the optional vote for beverage exemptions (if applicable).

Summary of BOE Votes

Step 1: HFC Participation

All BOEs of public schools that participate in the National School Lunch Program (NSLP) must use the language in this attachment to conduct the required vote on participation in the healthy food option of HFC.

Step 2: Food and Beverage Exemptions

Conduct the votes on food and beverage exemptions using the required language in this attachment.

- If BOE votes "yes" to HFC, complete either one of the two requirements below.
    1. Conduct the required vote for food exemptions and the optional vote for beverage exemptions using the required language in this attachment.
    2. Conduct one vote for combined food and beverage exemptions using the required language in this attachment.
- If BOE votes "no" to HFC, conduct the optional vote for beverage exemptions using the required language in this attachment.

Required Motion Language for the Healthy Food Certification (HFC) Statement

Required Language for BOE Votes and Minutes for HFC

The required motion language for each BOE vote is below. All BOEs must use this exact language for each vote to be eligible for participation in HFC.

Vote 1: Required vote for participation in healthy food option of HFC

> Pursuant to C.G.S. Section 10-215f, the (*insert name of board of education or governing authority*) certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2026, through June 30, 2027. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Vote 2: Required vote for food exemptions for BOEs voting "yes" to the healthy food option of HFC

The motion and BOE-approved meeting minutes must reflect a "yes" or "no" vote to allow food exemptions.

> The (*insert name of board of education or governing authority*) will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food sales.

Note: If the BOE votes "no" to participation in the healthy food option, a vote on whether to allow food exemptions is **not** required.

Required Motion Language for the Healthy Food Certification (HFC) Statement

Required Language for BOE Vote and Minutes on Beverages

The state beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC.

Vote 3: Optional vote for beverage exemptions for all BOEs

> The (*insert name of board of education or governing authority*) will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. The "school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the beverage sales.

Required Language for Option to Combine Food and Beverage Exemptions

BOEs that vote "yes" to participate in the healthy food option may choose to combine the two separate food and beverage exemptions into one motion. This combined option replaces votes 2 and 3 above.

> **Required motion language for combined food and beverage exemptions:**
>
> The (*insert name of board of education or governing authority*) will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.

Bloomfield Public Schools
2025-2026

District Safe School Climate Plan

April 7, 2026

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

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools
2025-2026

CSDE/Legislative Checklist (Public Act 23-167):

State Guidance Document:

- BPS Adopted #5131.911 on 11/12/24 ✓
- BPS Adopted Restorative Practices Policy 5144.12 on 6/3/25 ✓
- Superintendent-School Climate Coordinator ✓
- Each school currently has a Climate Specialist (Stipends 25-26) ✓
- Responsive Classroom Training K-8 & Soft Launch ✓
- School Level Climate Committees ✓
- Climate Survey biennially (Students, Staff & Families)
- Develop Climate Improvement Plans (Facilities, PD, Programming, etc.)
  *Informally started the process at each school

"Building Our Legacy One Student At A Time"

District Safe School Climate Plan, 2025-2028

Bloomfield Public Schools recognizes that a safe and productive school climate is necessary for:

- **Our students to meet academic and social/emotional goals**
- **Our staff members to maximize their impact, and**
- **Our families to feel like partners in their child's educational journey.**

We are working to develop school climates that ensure physical, emotional and intellectual safety for all members of the learning community.



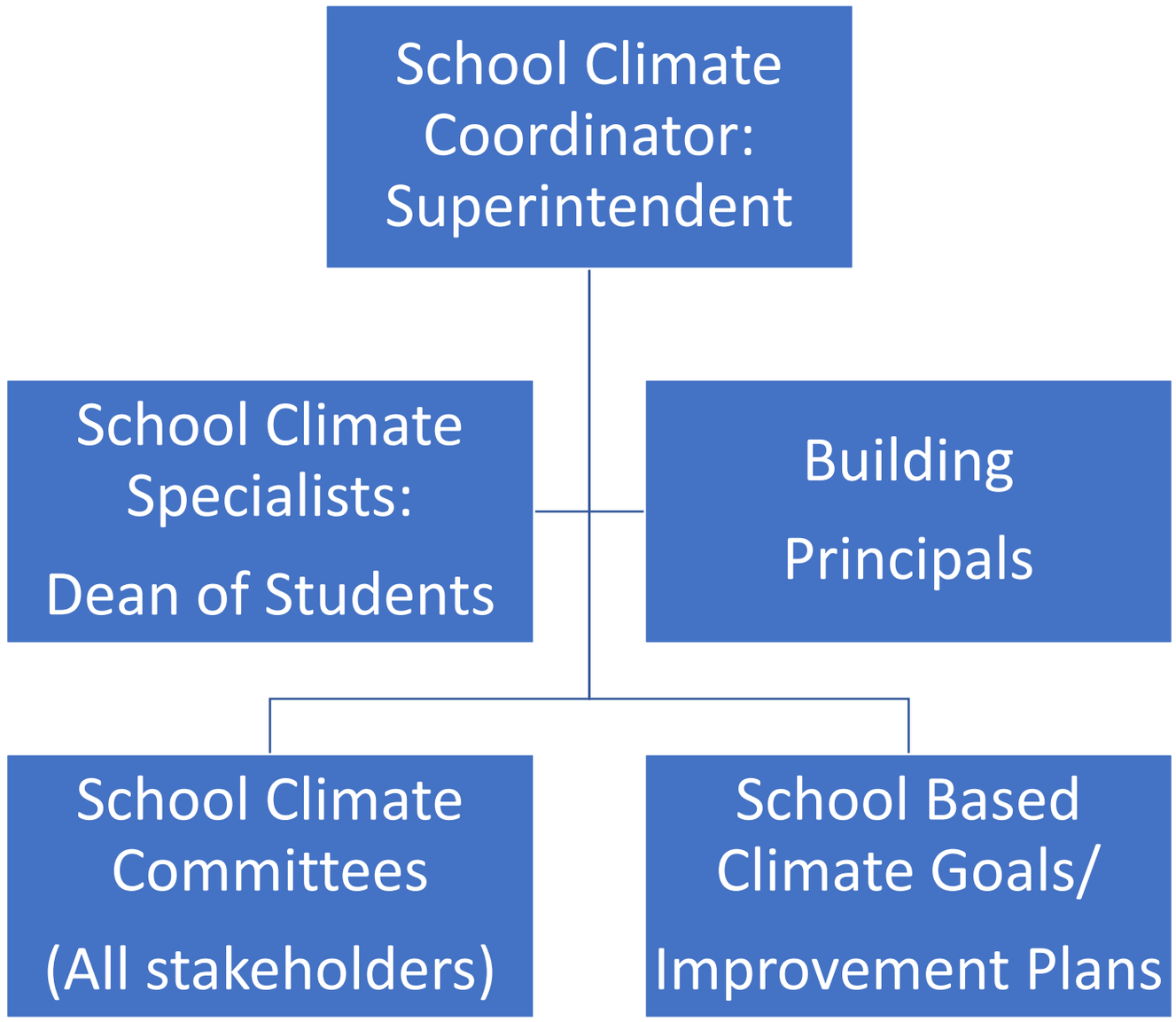
District Safe School Climate Plan, 2025-2028

Physical Safety	Emotional Safety	Intellectual Safety
Our commitment to ensuring our schools and workplaces are physically safe in terms of facilities infrastructure, accessibility and emergency protocols. A focus on physical safety ensures students and staff within our schools are free from physical harm or violence.	Our commitment to ensuring our schools and workplaces are environments where individuals feel safe to express emotions and vulnerability without judgment or punishment. A focus on emotional safety ensures students and staff feel secure, valued and respected as individuals.	Our commitment to ensuring all learners feel comfortable to think, ask questions, take risks in learning and view mistakes as opportunities to grow versus failures. Productive learning environments rely on intellectual safety.



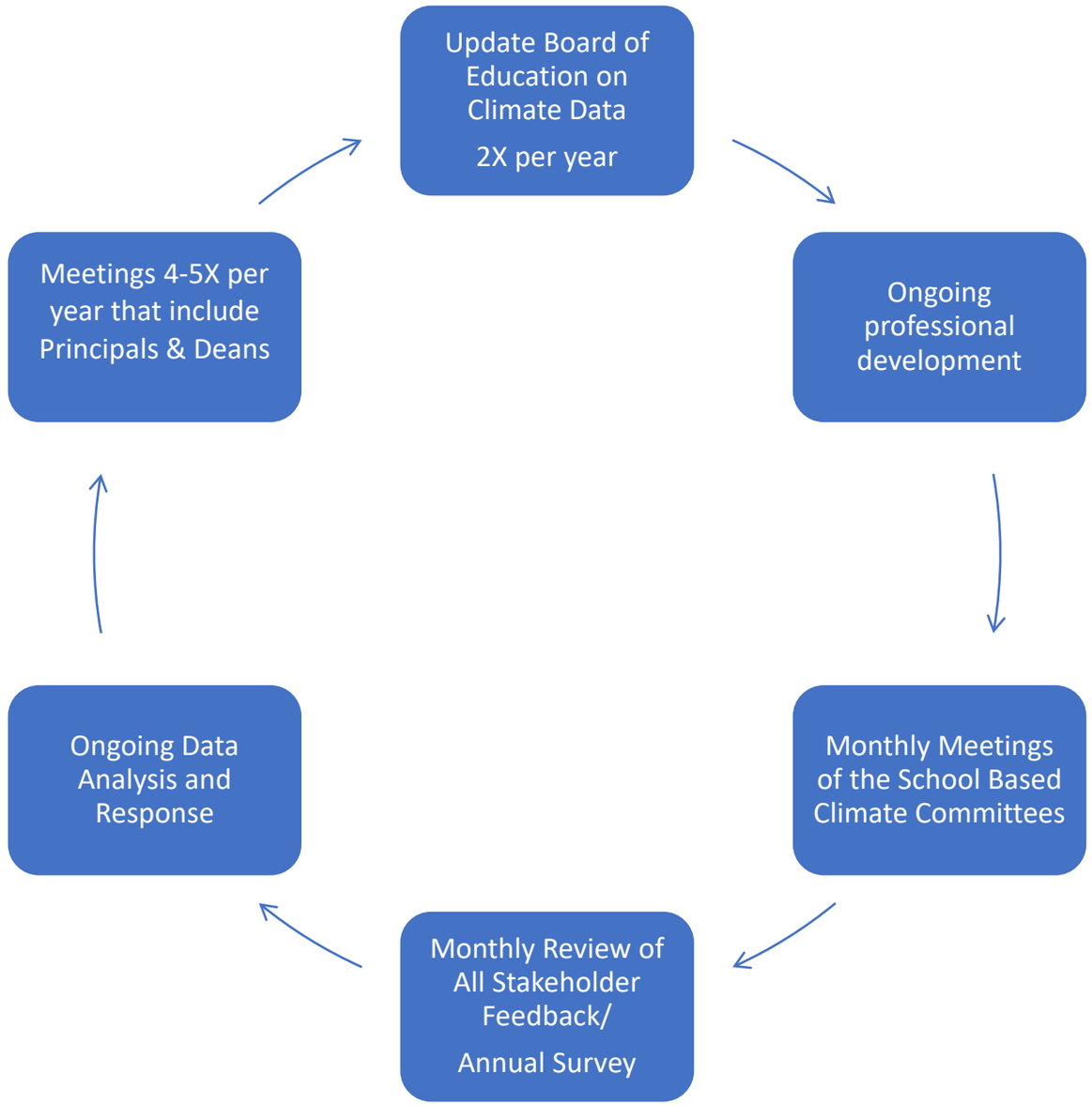
District Safe School Climate Plan, 2025-2028

Safe School Climate Staffing Structure:



District Safe School Climate Plan, 2025-2028

Safe School Climate Meeting Structure & Data Review



Bloomfield Public Schools
2025-2026

Ways We Gather Climate & Safety Data

- Monthly Staff & Leadership Meetings
- Monthly PTO Meetings & District Parent Advisory Council (4-6x per year)
- Monthly meetings w/ Bargaining Units
- Discipline Referrals, ISS, OSS & Expulsion Data
- Phone Calls, Emails & Social Media Posts
- Practice Drills (Evacuation, Lock Down & Shelter in Place)
- Climate Survey Information
- Student Support Services Needs Assessment
- 25-26 BEA Blitz
- HR Visits
- School Facilities Work Orders

"Building Our Legacy One Student At A Time"

Bloomfield Public Schools
2025-2026

Questions, Comments,
More Information Needed?

"Building Our Legacy One Student At A Time"

GUIDANCE

Connecticut School Climate Guidance

CONNECTICUT Education

CONNECTICUT STATE DEPARTMENT OF EDUCATION — APRIL 2025

The purpose of this guidance is to (1) provide an outline of new school climate legislation required to be implemented in school year 2025-26; (2) provide resources for schools to begin to assess current efforts, artifacts and procedures; (3) facilitate supports to ensure district compliance and best practice implementation; and (4) assist in building welcoming and supportive school climates and cultures.

Public Act 23-167 significantly modified existing school climate legislation and policy. Districts may choose to implement these modified provisions in the 2024-25 school year, but the new school climate provisions become mandatory for all districts in 2025-26. The following elements are included among the changes:

- Requires the adoption of a new School Climate policy
- Outlines expectations on responding to "challenging behavior"
- Redefines terms and responsibilities associated with school climate personnel
- Establishes new training requirements

What is School Climate?

Before outlining critical elements of legislation, it is critical to frame this law in the context of best practices around school climate. According to legislation, school climate is, *"the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community."*

School climate is comprehensive, which emphasizes the need to align and integrate efforts across the district and with the community. School climate efforts should be embedded in district improvement plans, and district artifacts, like a Vision of a Graduate. Districts are encouraged to utilize multiple data sources and demonstrate the interconnectedness of various initiatives and programming (i.e., behavior/discipline, family engagement, attendance, social emotional learning, school counseling, advisory, etc.). Connecticut's legislation supports districts in their attempts to align efforts, and work proactively with their community to co-create school environments that support student well-being and success.

Legislation at a Glance — Overview of Statutory Requirements

The new school climate legislation, inclusive of Connecticut General Statutes (C.G.S.) Sec. 10-222aa–Sec. 10-222jj, establishes the following necessary components: a new school climate policy, a district-level school climate coordinator, school climate specialist at each school, school climate committees, school climate survey, school climate improvement plan and tiered behavior response, training requirements, and a restorative practices response policy. The following provides an overview of the statutory requirements and is therefore not intended to be exclusive.

Legislative Components and Expectations at a Glance

School Climate Policy

Districtwide (Sec. 10-222cc(b))

- Schools must adopt and implement the Connecticut School Climate Policy developed, updated and approved by the Connecticut Association of Boards of Education (CABE) and adopted by the Social Emotional learning and School Climate Advisory Collaborative (Collaborative).

School Climate Coordinator

District Level (Sec. 10-222dd)

- Must be the superintendent, or an administrator appointed by the superintendent;
- responsible for providing district-level support on the implementation of each school's climate improvement plan;
- must collaborate with the school climate specialist for each school to develop and disseminate strategies to prevent, identify and respond to "challenging behavior" in the school environment, including alleged bullying and harassment; and
- must collect and maintain data regarding school climate improvement and meet, at least twice per year, with each school's climate specialist for the following purposes: (1) identifying strategies to improve school climate; (2) proposing recommendations for revisions to the school climate improvement plan; and (3) assisting with the completion of the school climate survey.

School Climate Specialist

School Level (Sec. 10-222ee)

- Must be the school principal or certified staff designated by the principal, trained in school climate improvement or restorative practices;
- responsible for leading in the prevention, identification and responses to challenging behavior, including alleged bullying and harassment;
- implementing evidence and research-based interventions, including restorative practices;
- leading and scheduling meetings of the school climate committee; and
- leading the implementation of the school climate improvement plan.

School Climate Committee

School Level (Sec. 10-222ff)

- Each school must have a committee that is racially, culturally and linguistically diverse and representative of various roles in the school community;
- membership must be reviewed and approved annually and include: the school climate specialist; a teacher selected by the union; demographically representative students, families, and other members identified by the School Climate Specialist;
- must assist in the development, administration, revision of the school climate survey for each school biennially; use survey data to advise on improving school climate; and
- must assist in the development and implementation of the school climate improvement plan; advise on strategies to improve school climate and implementing evidence- and research-based interventions; annually providing notice to the school community of a bullying complaint form; and holding meetings, at least twice per year, with the school community concerning the school climate improvement plan.

School Climate Survey

Districtwide (Sec. 10-222gg)

- Must be administered for each school biennially;
- must be administered to students, families of students, and school employees; and
- parents/guardians must receive prior written notice of the content and administration of the survey and be provided a reasonable opportunity to opt the student out of the survey.

School Climate Improvement Plan

School Level (Sec. 10-222hh)

- Each school must develop a school climate improvement plan, based on the results of their school climate survey, school climate committee recommendations, protocols and supports outlined in the law, and other relevant data;
- must be aligned with the Connecticut School Climate Standards; and
- must include protocols and supports to enhance classroom safety and be used to prevent, identify and respond to challenging behavior, along with other components outlined in the legislation.

See Appendix A for additional guidance.

Tiered Challenging Behavior Response

Districtwide (Sec. 10-222hh)

A tiered response is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury; or
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional).

See Appendix B for additional guidance.

Training Requirements

Districtwide (Sec. 10-222ii)

- Districts must provide resources and training to school employees in the following areas: social and emotional learning; school climate and culture; and evidence- and research-based interventions (including restorative practices). Training may be made available at each school and include technical assistance in the implementation of the school climate improvement plan.

Restorative Practices Response Policy

Districtwide (Sec. 10-222jj)

- School districts must adopt a restorative practices response policy, which school employees must implement for incidents of challenging behavior or student conflict that is nonviolent and not a crime; and
- the policy must not include the involvement of school resource officers or law enforcement — unless the conduct escalates to violence or constitutes a crime.

Conclusion

In the 2024-25 school year, districts may already be implementing Connecticut's new school climate policy, or they may be transitioning to that policy, which becomes mandatory for all districts beginning in the 2025-26 school year. We hope this document , including the following section that is based on district input, addresses questions districts may have about the new policy.

We encourage districts to assess your current school climate initiatives, behavioral response systems, data collection, and support structures.

For further questions or assistance, please contact:

Amanda Pickett, Education Consultant
860-713-6805
amanda.pickett@ct.gov

Resources

To support district implementation of the new requirements, below are some local and national resources.

- SEL Collaborative – the noted policy, challenging behavior form, and additional information on the Collaborative.
- CABE School Climate Policy
- WestEd
  - School Climate Domains
  - Reimagining School Safety
- National Center on Safe Supportive Learning Environments
  - Reference Manual
  - US DOE March 2023 Guiding Principles for Creating Safe, Inclusive, Supportive and Fair School Climates
- School Safety.gov Back to School Campaign
- ED School Climate Surveys (EDSCLS) an associated web-based platform. The EDSCLS allows States, local districts, and schools to collect and act on reliable, nationally-validated school climate data in real-time.
- The Comprehensive School Climate Inventory (CSCI) is a nationally-recognized school climate survey that provides an in-depth profile of your school community's particular strengths, as well as areas for improvement.

Appendix A: School Climate Improvement Plans

C.G.S. Sec. 10-222hh requires the school climate specialist, in collaboration with the school climate coordinator, to develop, and update as necessary, the school climate improvement plan. The school climate specialist must submit the plan to the school climate coordinator on or before December 31 each year. Upon approval, the plan must be made available to the school community. Under the law, the plan is to be used in the prevention of, identification of, and in response to "challenging behavior," which the law defines as follows: "behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee."

School climate improvement plans must align with Connecticut school climate standards[1] and must include protocols and supports to enhance classroom safety and address challenging behavior. C.G.S. Sec. 10-222hh(b) provides that those protocols and supports, must, at a minimum, include the following components:

- Contact information for an administrator designated by the school climate specialist, and other designated administrators, to be notified when incidents of challenging behavior result in student discipline or removal of a student from the classroom;
- The process by which this designated administrator will assess the facts, severity and intentionality of an incident of challenging behavior. The Collaborative has created a Challenging Behavior Reporting, Investigation, and Response Form that districts may use;
- The designated location that students may be sent when removed from class for disciplinary reasons pursuant to C.G.S. Sec. 10-233b. In addition, protocols and supports must include the supports each student may receive in this location, including, among other things, interventions from trained school employees, therapeutic resources, and mental health supports;
- The ways to "address challenging behavior, enhance resiliency, increase the use of de-escalation strategies and improve social and emotional skills." These may include, among others, training, therapeutic mental health supports, restorative practices, or trauma-informed instructional strategies;
- Safeguards to ensure that supports, services or interventions are in compliance with the special education laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and a student's Individualized Education Program (IEP) or Section 504 Plan;
- A requirement that the Superintendent submit, at least annually, a report to the local or regional board of education concerning the number of tiered response incidents that occurred in the prior year. The report must comply with the Family Educational Rights and Privacy Act (FERPA) and the Connecticut State Department of Education's (CSDE) data suppression guidelines, and must include the grade level of each student involved in such incidents as well as the supports, services, or interventions provided; and
- A prohibition on discrimination or retaliation against individuals who report or investigate tiered response incidents.

1 The Connecticut school climate standards are included in the Connecticut school climate policy, developed by CABE.

Appendix B: Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as "tiered response incidents"). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
b. indicates a credible intention to cause bodily harm to self or others; or
c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student — including, but not limited to restorative practices.
Multiple subsequent offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).[2] In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.[3]

2 For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

3 C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to 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 caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom."

Commonly Asked Questions and Answers Regarding Connecticut School Climate Policy

Q: Who can serve as the "District" School Climate Coordinator?

A: Under the new law, this individual must be the Superintendent or an administrator designated by the Superintendent. An individual appointed by the Superintendent to serve as school climate coordinator must hold the 092 endorsement.

Q: Who can serve as the School Climate Specialist?

A: The school climate specialist is the staff member, appointed at each school, who oversees school climate efforts at the individual building level. C.G.S. Sec. 10-222ee requires either the school principal, or another professional certified staff member trained in school climate improvement or restorative practices and so designated by the principal, to serve in this role. No particular level of certification or specific endorsement is required, and it is not required that this individual be a certified administrator.

Q: What needs to be included in the School Climate Survey?

A: The law requires that the survey be "research-based, validated and developmentally appropriate" and it must be in the "predominant languages of the members of the school community." It may be the statewide school climate survey developed by the Collaborative or it may be a survey developed elsewhere, provided it meets the school climate survey standards developed by the Collaborative. Moreover, pursuant to C.G.S. Sec. 10-222aa(12), the law provides that the survey must measure and identify school climate needs and must track progress through a school climate improvement plan.

C.G.S. Sec. 10-222gg requires the school climate committee, beginning in the 2025-26 school year, and biennially thereafter, to administer a school climate survey for each school. The survey must be administered to students, school employees and student families. However, each student's parent/guardian must receive prior written notice of the content and administration of the survey and shall have a reasonable opportunity to opt the student out of the survey administration.

Q: Who decides the training, and who is mandated to attend?

A: The school climate coordinator is responsible for selecting and approving the individuals or organizations to provide this training, which must be open to any school employee wishing to participate. While the law mandates that districts "provide" this vitally important training to school employees, there is no requirement in the law that the district document the attendance of each employee in such training sessions.

Q: Do we have to provide our school climate improvement plan to the CSDE?

A: No. C.G.S. Sec. 10-222hh requires the school climate specialist to submit a plan to the school climate coordinator on or before December 31 of each year and must be made available to the school community upon approval.

Q: How is "challenging behavior" defined and how is it relevant to this work?

A: "Challenging behavior" is a term defined in the law as follows: "behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee." C.G.S. Sec. 10-222aa(16). Under the law, schools and districts are required to enact various plans, policies, and procedures to address such challenging behavior. More specifically, school climate improvement plans must include various protocols and supports, as described in C.G.S. Sec. 10-222hh, to address challenging behavior and enhance classroom safety.

Q: What about bullying? Where does that fit into this new school climate policy construct?

A: Bullying is still covered under the law and is considered a subset of "challenging behavior" with the latter term broader in scope.[4] For instance, pursuant to C.G.S. Sec. 10-222ee, one of the school climate specialist's primary duties is "leading in the prevention, identification and response to challenging behavior, *including, but not limited to, reports of alleged bullying and harassment*" (emphasis added). Thus, bullying is one type of challenging behavior covered under Connecticut's new school climate policy.

The law required the Collaborative to convene a subcommittee to, among other things, create a uniform bullying complaint form. This form must be included on the website of the CSDE and of boards of education and must also be included in each district's student handbook. C.G.S. Sec. 10-222bb(2). The law further requires the school climate committee annually to provide notice to the school community of the uniform bullying complaint form developed by the Collaborative, or a similar form. C.G.S. 10-222ff(b)(5). In addition, the school climate coordinator's duties include, among other things, collecting and maintaining data regarding the "types of bullying complaints submitted by members of the school community." C.G.S. Sec. 10-222dd(3).

Q: How about "verified acts of bullying?" The law currently requires district reporting in this area. Will that still be required?

A: No. Districts are still required to maintain data regarding bullying, but reporting "verified acts of bullying" to the CSDE will no longer be required.[5]

Q: What are a district's responsibilities under school climate improvement plans? Is there a template?

A: The required components of school climate improvement plans are set forth in C.G.S. Sec. 10-222hh and are outlined in Appendix A and B of this guidance document. The Collaborative has released a School Climate Improvement Plan Template that schools may utilize to support their planning.

Q: C.G.S. 10-222jj requires districts to adopt a restorative practices response policy "to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime." Is this required?

A: Yes, districts must adopt such a policy beginning in the 2025-26 school year. Districts must apply this policy in all instances of challenging behavior or student conflict that is nonviolent and does not constitute a crime.

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4 It is important to observe that the definition of the term "bullying" changes under Connecticut's new school climate policy. As outlined more fully in C.G.S. Sec. 10-222d(a)(1), the legacy school climate provisions define "bullying" in very specific fashion: a direct or indirect act that is "severe, persistent or pervasive," and which (A) causes physical or emotional harm, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school. This definition goes on to specify that the term includes, but is not limited to, communications, acts or gestures based on a series of "actual or perceived differentiating characteristic." The new definition of "bullying," as specified in C.G.S. Sec. 10-222aa(4) is more general and includes a broader range of conduct. The term will now be defined as follows: "unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance."

5 C.G.S. Sec. 10-222d(b)(11), which is included among the legacy school climate provisions, currently requires districts to report such acts to the CSDE on an annual basis. This provision is set to be repealed effective July 1, 2025. See P.A. 23-167, Sec. 87.

Q: How does the restorative practices response policy relate to the tiered interventions that must be in each school's climate improvement plan? How do these provisions fit together?

A: First, a tiered response is required any time the conduct at issue constitutes challenging behavior that meets the criteria set forth in the law (i.e., requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury; indicates a credible intention to cause bodily harm to self or others; or results in an injury requiring medical attention beyond first aid or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). See C.G.S. Sec. 10-222hh(b)(6). Whenever student conduct meets this standard, a tiered response is required – without exception. The restorative practices response policy may be used only for incidents of challenging behavior or student conflict that "is nonviolent and does not constitute a crime." It will be rare for conduct to simultaneously meet these two standards (that is, to require a tiered response intervention while also being nonviolent and non-criminal). Nevertheless, in the event given conduct does meet both standards, the district would be required to address the conduct both through using the applicable tiered intervention and through the district's restorative practices response policy.

Q: Can you elaborate on how to count the incidents of challenging behavior that require tiered responses? When the law refers to "a single incident" or "a subsequent incident," does that mean subsequent incidents of the same specific type of challenging behavior?

A: This refers to any incident of challenging behavior that meets the criteria for implementing a tiered response. For an instance to constitute a subsequent offense, the conduct need not be precisely the same type of challenging behavior nor the same tiered response. For instance, a student's first offense might be some behavior that requires temporarily clearing the classroom. A subsequent incident would occur if, for example, the student was to engage in challenging behavior resulting in an injury requiring medical attention beyond basic first aid. Because these are two instances of behavior that meet the criteria set forth in C.G.S. Section 10-222hh(b)(6), they would be counted as two separate tiered response incidents.

Q: The types of challenging behaviors requiring a tiered response are outlined in Section 10-222hh(b)(6) of the General Statutes. One criterion listed there requires a tiered response for incidents of challenging behavior that "result in an injury that requires medical attention beyond basic first aid, or less severe injuries caused by the same person on more than one occasion, verified by the school nurse or other medical professional." Would this include physical and non-physical (emotional) injuries?

A: The language of this particular provision, C.G.S. Sec. 10-222hh(b)(6)(C), is intended to encompass only injuries that are physical in nature.

SCHOOL CLIMATE IMPROVEMENT PLAN TEMPLATE

The following School Climate Improvement Plan Template has been developed by The Social and Emotional Learning and School Climate Advisory Collaborative.

Updated December 2024

The Social and Emotional Learning and School Climate Advisory Collaborative is excited to present the Connecticut School Climate Improvement Plan Template and the Connecticut School Climate Improvement Rubric both provided with the goal of fostering a positive, safe, inclusive and restorative school climates.

Per Public Act. No. 24-45, the Collaborative was tasked with designing a School Climate Improvement Plan. In accordance with Public Act No. 23-167, a "school climate improvement plan" means a **building-specific** plan developed by the School Climate Committee, in collaboration with the School Climate Specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvement, school-wide instructional practices and relational practices that prevent, identity, and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

Each School Climate Improvement Plan should:

1) Be developed by the School Climate Specialist in collaboration with the School Climate Committee in each school,
2) Be based on data collected, some of which is collected from the School Climate Survey[1].
3) Align with the Connecticut School Climate Standards, The Connecticut School Climate Policy, and the School Climate Improvement Rubric designed to help schools accomplish their school climate improvement goals.

In general, rubrics are helpful as they provide guidance in the form of benchmarks set forth by the Connecticut School Climate Standards, the Connecticut School Climate Policy and the School Climate Improvement Template. (All of these documents can be found in this document.) **Do note, directions on how to correctly utilize the rubric and then template can be found later in this document.**

Following the development of the School Climate Improvement Plan, each plan is required to be submitted to the School Climate Coordinator for review and approval on or before December thirty-first of each school year. A written or electronic copy of the plan is required to be made available to members of the school community.

The School Climate Committee should work to create school environments where every individual feels valued, safe and empowered to learn and grow; a school community that is built on mutual respect, inclusivity and collaboration, fostering strong relationships among students, educators and families. Together we can create school environments that meet not only the needs of students but also reflect shared values that are based on the five Connecticut School Climate Standards.

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[1] Other data that can contribute to assessing the quality of the school climate include but are not limited to chronic absenteeism, tardiness, numbers of detentions, suspensions and/or expulsions, academic achievement, parent/guardian complaints, school employee absenteeism rates, school employee turnover rates, etc.

Connecticut School Climate Standards

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to *all* challenging behavior.

2. The school district community adopts policies that promote:
   a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
   b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

3. The school community's practices are identified, prioritized, and supported to:
   a) promote learning and the positive academic, social, emotional, ethical, and civic development of students.
   b) enhance engagement in teaching, learning, and school-wide activities.
   c) address barriers to teaching and learning; and
   d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

4. The school community creates a school environment[2] where *everyone* is safe, welcomed, supported, and included in all school-based activities.

5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Directions for School Climate Rubric and Template

The School Climate Rubric and Template are meant to be used together. **Firstly, the School Climate Committee should use the rubric to assess the quality of their school climate.** It is the role of the School Climate Committee to determine which column in the rubric where their school currently is in the school climate improvement process. Once a decision is made about where the school is with each respective row (in the rubric), then the School Climate Template should be utilized.

Do note, both the School Climate Rubric and School Climate Template are meant to be helpful tools that schools may utilize.

School Climate Rubric

The following School Climate Improvement Plan Rubric can be implemented by the School Climate Committee to help assess the current status of school climate in the school.

CT Standard	Pre-Awareness	Awareness	Emergent	Maintenance
Standard 1: **Shared Vision** Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners?	No effort has been made to engage students, staff and community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement	An attempt has been made to engage students, staff and/or community stakeholders in recognizing the importance of creating positive & restorative school climate(s) to support student achievement	Recognition, understanding and engagement in the principles, practices and strategies as well as the necessary formative data required to improve learning environment(s) in meaningful ways for stakeholders	All stakeholders are committed to and engaged in systemic improvement efforts that result in the physical, emotional and intellectual safety of all school community members & working restoratively to repair them when there is harm to relationships & community
Standard 1: **Shared Vision** Do participants share a vision of what a positive & restorative school climate looks and feels like?	No effort has been made to engage stakeholders in arriving at a common understanding of what a positive & restorative school climate looks, and feels like	Attempts have been made to articulate a common vision of what a positive & restorative school climate implies, however most stakeholders are unaware and/or unaffected by these efforts	A common vision for improving school climate & working restoratively has been embraced and endorsed; a sense of shared ownership and pathways toward meaningful professional development have been articulated	Day to day decision making and practice is guided and supported by the shared vision; efforts to narrow any gaps between school culture "as is," and "as envisioned" are ongoing
Standard 1: **Shared Values** How must participants act	No efforts have been made to identify and articulate the attitudes, behaviors and/or	Staff members have articulated beliefs, ground rules and norms for team	Staff members have made a conscious effort to live by the beliefs, ground rules	The beliefs, ground rules and norms are embedded in the school culture and are

toward one another in order to advance the vision of a positive and restorative school climate?	commitments necessary to advance the mission and vision for a positive & restorative school climate	functioning that mirror a positive & restorative school climate, however these statements do not yet inform day-to-day practice	and norms mirroring a positive & restorative school climate in day-to-day practice; inconsistencies are confronted and managed appropriately	evident to all school stakeholders in overt and meaningful ways; they influence policies, procedures, daily practices and all decision making
Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively?	No effort has been made to engage school stakeholders in identifying goals related to improving school climate & working restoratively; any relevant existing goals rest solely with school administration, if at all	Efforts have begun to identify goals; goals are not sufficiently actionable and do not yet influence systemic decision making	Long- and short-term actionable school climate improvement goals have been identified and are clearly communicated to all stakeholders; assessment instruments and strategies have been developed and implemented to monitor change over time	Day-to-day practice is guided by a systemic recognition and alignment of both short- and long-term goals; alignment with mission and vision is overt; successes are shared and celebrated; challenges are dealt with collaboratively & restoratively
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement	Policies do not exist to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Efforts have begun to create policies to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are in place to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement	Policies are firmly established to promote the development and sustainability of social, emotional, ethical, civic and intellectual skills, knowledge, dispositions and engagement, and are reviewed on a regular basis
Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students,	Policies do not exist that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or parents/guardians who have become disengaged	Efforts have begun to establish policies that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or	Policies are in place that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or who have become disengaged	Policies are firmly established that create a comprehensive system to address barriers to learning and teaching and reengage students, educators and/or parents/ guardians who have become disengaged, and

educators, parents/guardians)	Tiered response strategies do not exist as an option to re-engage students who have become disengaged.	parents/guardians who have become disengaged Tiered response strategies have begun	Tiered responses are in place and are used on an appropriate basis based on the level of impact or frequency of incidents.	are reviewed on a regular basis Tiered responses are firmly established and understood and create a system that addresses challenging behavior based on the level of impact or frequency of incidents.
Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students	No school community practices are identified, prioritized or supported to promote the learning and positive social, emotional, ethical and civic development of students	The school community recognizes that practices are needed to identify, prioritize and support the learning and positive social, emotional, ethical and civic development of students	The school community's practices are identified, prioritized and supported to promote the learning and positive social, emotional, ethical and civic development of students	Practices are firmly supported and universally followed that promote the learning and positive social, emotional, ethical and civic development of students
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities	No school community practices are identified, prioritized or supported to enhance engagement in teaching, learning, and school-wide activities	The school community recognizes that practices are needed to enhance engagement in teaching, learning, and school-wide activities	The school community's practices are identified, prioritized and supported to enhance engagement in teaching, learning, and school-wide activities	Practices are firmly supported and universally followed that that enhance engagement in teaching, learning, and school-wide activities
Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged	No school community practices are identified, prioritized or supported to address barriers to learning and teaching and reengage those who have become disengaged	The school community recognizes that practices are needed to address barriers to learning and teaching and reengage those who have become disengaged	The school community's practices are identified, prioritized and supported to address barriers to learning and teaching and reengage those who have become disengaged	Practices are firmly supported and universally followed that address barriers to learning and teaching and reengage those who have become disengaged

Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity	No school community restorative practices are identified, prioritized or supported to develop and sustain an appropriate operational infrastructure for capacity building	The school community recognizes that restorative practices are needed to develop and sustain an appropriate operational infrastructure for capacity building	The school community's restorative practices are identified, prioritized and supported to develop and sustain an appropriate operational infrastructure for capacity building	Restorative Practices are firmly supported and universally followed that develop and sustain an appropriate operational infrastructure for capacity building
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways	The school community does not create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	The school community recognizes the importance of creating an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	The school community creates an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically	Practices are firmly supported and universally followed that create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, culturally, racially, ethnically, intellectually and physically
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability	There are no meaningful or engaging practices, activities and norms within the school community that promote social and civic responsibilities and a commitment to restorative justice	The school community recognizes the importance of developing meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	The school community develops meaningful and engaging practices, activities and norms that promote social and civic responsibilities and a commitment to restorative justice	Practices are firmly supported and universally followed that promote social and civic responsibilities and a commitment to restorative justice
Continuous Improvement Is there a clear understanding that	Little, if any attention is devoted to creating systems for individuals or the school to track	A few staff members in the school are tracking general or personal indicators of improvement	Individual staff members and teams gather information that enables them to identify, track and	Formative and summative school climate & restorative improvement data is monitored for

school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement?	improvement in school climate and restorative work	of school climate and restorative work; positive trends are emphasized and celebrated; negative trends are suppressed or dismissed	monitor efforts to improve school climate and restorative work within classrooms and the wider school community	progress on par with all other school improvement data and follows a comprehensive and ongoing improvement process
Family/Community Partnerships **Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?**	Little, if any efforts are made to communicate and cultivate partnerships with school community stakeholders; family & community members are either ignored or viewed as adversaries	Sporadic one-way efforts are made to keep families & community members informed of events and situations at school in order to secure support for the schools' efforts; family members are welcome to volunteer and participate within school- determined parameters	Structures and processes for two-way communication with families & community members are developed; their collective perspective is solicited on both school-wide issues and matters related to their own children & community members/organizations; family- school-community partnerships exist to support the schools' interests; family & community voices are heard, valued and recognition is emerging as to their critical stakeholder status	School-family- community partnerships are fully developed, collaborative and systemic; family & community members are full partners with the school in educational decision-making that affects their own children & community members; community resources are used to strengthen the school and student learning; the education and well-being of all students is seen and practiced as a shared commitment and responsibility of all stakeholders
Impact on Results **Is progress monitoring inherent in efforts to improve the school climate and work restoratively?**	Articulation of what is meant by a positive school climate & working restoratively is not in place	A generalized sense of what is meant by a positive school climate & working restoratively is understood; efforts to improve climate & work restoratively are task and project oriented rather than guided by systemic mission, vision and identifiable outcomes	Clear indicators have been identified and aligned with school climate improvement & restorative goals; data are collected and monitored; analyzed results are shared with staff and family- community stakeholders	Restorative school climate data is fully embraced and informs improved practice; professional development for continuous improvement is embedded in the culture of the school; all stakeholders assume ownership and responsibility for improving student connectedness and minimizing barriers to learning & teaching

This is a suggested School Climate Improvement Plan template that could serve as a framework and format for each school building. This improvement plan is to be developed by the School Climate Specialist and provided to the School Climate Committee for feedback and suggestions, and then forwarded to the School Climate Coordinator for review and approval.

School Climate Improvement Plan Template

(School Year 20__ – 20__)

District: _____ School: _____

School Climate Specialist: _____ School Climate Coordinator: _____

Do note, this is a suggested CT School Climate Plan Template follows/mirrors the CT School Climate Rubric which should be used prior to completing this template.

CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners?					
Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?					

Standard 1: Shared Values How must participants act toward one another in order to advance the vision of a positive and restorative school climate?					
CT School Climate Standard	**Current School Status (informed by data) To What Extent is This Evident?**	**Areas Identified as Needing Improvement**	**Identified Strategies to Realize Improvement**	**Measurement and Documentation Options for Determining Improvement**	**Timeline for Reaching Improvement Goals**
Standard 1: Shared Goals What are the priorities that are contained in any existing school and/or district improvement plans? Do the improvement plans contain focus on improved school climate and working restoratively?					
Standard 2: Shared School Policies: Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement					

CT School Climate Standard	**Current School Status (informed by data) To What Extent is This Evident?**	**Areas Identified as Needing Improvement**	**Identified Strategies to Realize Improvement**	**Measurement and Documentation Options for Determining Improvement**	**Timeline for Reaching Improvement Goals**
Standard 2: Shared School Policies: Addressing barriers to teaching & learning comprehensively & reengaging those in the school community who are disengaged (students, educators, parents/guardians)					
Standard 3: School Practices: Academic learning and social/ emotional, ethical & civic development of students					
Standard 3: School Practices: Enhance engagement and participation in teaching, learning & school-wide activities					

CT School Climate Standard	Current School Status (informed by data) To What Extent is This Evident?	Areas Identified as Needing Improvement	Identified Strategies to Realize Improvement	Measurement and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
Standard 3: School Practices: Address barriers to teaching & learning and reengaged those disengaged					
Standard 3: School Practices: Develop & sustain a restorative infrastructure to build capacity					
Standard 4: Safe & Welcoming Environment for All School Community Members in All Ways					
Standard 5: Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/ Emotional & Civic Awareness & Accountability					
CT School Climate Standard	**Current School Status (informed by data) To What Extent is This Evident?**	**Areas Identified as Needing Improvement**	**Identified Strategies to Realize Improvement**	**Measurement and Documentation Options for Determining Improvement**	**Timeline for Reaching Improvement Goals**

Continuous Improvement **Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement?**					
Family/Community Partnerships **Are all stakeholders' interests represented and reflected in improvement efforts around school climate and working restoratively?**					
Impact on Results **Is progress monitoring inherent in efforts to improve the school climate and work restoratively?**					

Information on School Climate Committees

Guidance on roles and responsibilities for your School Climate Committee can be found below. They can also be found in The Connecticut School Climate Policy located here.

School Climate Coordinator (District Level) – This is a district-wide position filled by an individual who is either the superintendent or appointed by the superintendent.

Responsibilities:

1. Provide district-level leadership and support for the implementation of the school climate improvement plan for each school.
2. Collaborate with each school's climate specialist to:
    a. develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment,
    b. communicate such strategies to the school community, including, but not limited to, through publication the district student handbook,
3. Collect and maintain data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types of bullying complaints submitted by members of the school community, types of challenging behavior addressed using restorative practices, and data concerning the implementation of restorative practices, and
4. Meet with the school climate specialist for each school at least twice during the school year to:
    a. identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research- based interventions, such as restorative practices,
    b. propose recommendations for revisions to the school climate improvement plan, and
    c. assist with the completion of the school climate survey.

School Climate Specialist (School Level) – This is a position filled at each school in a district by an individual who is either the principal or a school employee who holds professional certification designated by the principal who is trained in school climate improvement or restorative practices.

Responsibilities:

1. Lead in the prevention, identification and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment,
2. Implement evidence and research-based interventions, including, but not limited to, restorative practices,
3. Schedule meetings for and leading the school climate committee, and
4. Lead the implementation of the school climate improvement plan.

School Climate Committee Members (School Level) – These are positions filled at each school in a district by individuals who are appointed by the School's Climate Specialist. The committee must consist of:

1. At least one teacher selected by the bargaining unit representing certified teachers,
2. Students who demographically represent groups of students enrolled at the school (as developmentally appropriate),
3. Family members representing students enrolled at the school, and
4. other members of the school community, as determined by the school climate specialist

School Climate Committee (School Level) – The school climate committee is appointed each year by the School Climate Specialist, who reviews and approves membership annually in coordination with the district's School Climate Coordinator.

Responsibilities:

1. Assist in the development, annual scheduling, administration, and review of the school climate survey,
2. Use of the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school's climate improvement plan,
3. Assist in the implementation of the school's climate improvement plan and recommend improvements or revisions to the plan as needed,
4. Advise on strategies to improve school climate and implement evidence and research-based interventions, including, but not limited to, restorative practices,
5. Annually provide notice of the challenging behavior complaint form used by the school to the school community, and
6. Engage the school community, at community meetings held at least twice during the school year, in the implementation of the school climate improvement plan.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 6141(a)**

RE: Curriculum Design/Development

Approved: DATE

Curriculum development shall be guided by:

1. Needs assessments and information concerning the education of district students;
2. Range of student abilities, aptitudes, and interests;
3. Aspirations of school district residents for students;
4. Mobility of district population;
5. Avoidance of discrimination;
6. Reduction of duplication of effort and repetitive curricula among various school levels and coordination of courses of study and syllabi;
7. Provisions of negotiated agreements.

The curriculum development/revision process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curriculums for the District and said curriculum shall be subject to the approval of the Board of Education.

The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

10-16c et seq. re family life education.

10-17 English language to be medium of instruction.

10-17 et seq. re Bilingual instruction.

10-18 Courses in United States history, government and duties and responsibilities of citizenship.

10-18a Contents of textbooks and other general instructional materials.

10-18b et seq. re Firearms safety programs.

10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught. Training of personnel. Evaluation of programs by alcohol and drug abuse commission and department of education.

10-19a et seq. re Substance abuse prevention team.

10-24 Course in motor vehicle operation and highway safety.

10-21 et seq. re Vocational education and cooperation with business.

10-220 Duties of boards of education as amended by PA 08-153.

10-221a High School graduation requirements.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(a)**

RE: Nondiscrimination

Approved: May 12, 2015
Revised:

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons**.**

Nondiscrimination in School and Classroom Practices

It is the policy of the District to provide equal opportunity for all students to achieve their maximum potential through the programs offered in all District schools regardless of race, color, age, creed, religion, gender, sexual orientation, gender identity or expression, ancestry, national origin, disability, status as a victim of domestic violence or as a victim of sexual assault or status as a victim of trafficking in persons.

The District shall provide to all students without discrimination, course offerings, counseling, assistance, employment, athletics and extracurricular activities. The District shall provide equal access to the Boy Scouts and other designated youth groups. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations.

Students and third parties who have been subject to discrimination are encouraged to promptly report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Nondiscrimination in Employment/Contract Practices

It is the Board's policy to provide all persons equal access to all categories of employment in this District regardless of race, color, age, creed, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, status as a victim of domestic violence, marital status, mental or physical disability, genetic information, status as a Veteran or any other basis prohibited by Connecticut state and/or federal laws. The District shall make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with federal and state statutes and regulations. The Board shall grant victims of sexual assault or trafficking reasonable leave to attend to related medical, psychological and legal matters related to such status.

Employees and third parties who have been subject to discrimination are encouraged to promptly

report such incidents to the District's Compliance Officer.

All complaints of discrimination shall be investigated promptly. Corrective action must be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the District's legal and investigative obligations.

Neither reprisals nor retaliation shall occur as a result of good faith charges of discrimination.

Equal Education Opportunity

Pursuant to the IDEA, Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, no otherwise qualified individual with handicaps shall, solely by reason of such handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program of the Bloomfield Board of Education.

Every student has the right to participate fully in classroom instruction and extracurricular activities and shall not be abridged or impaired because of age, sex, race, religion, national origin, pregnancy, parenthood, marriage, or for any reason not related to his/her individual capabilities.

The Civil Rights Coordinators for the Bloomfield Board of Education have the responsibility to monitor the compliance of this policy. The names and location of the Civil Rights Coordinators are set forth below. Further compliance with policy is a responsibility of all district administrators in accordance with the procedures set forth in the attached regulations.

Students shall not be discriminated against, including but not limited to, in the areas of:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Athletics
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(c)**

RE: Nondiscrimination

Approved: May 12, 2015
Revised:

Equal Education Opportunity (continued)

Employee/or applicants shall not be discriminated against, including but not limited to, the areas of:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leaves of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

Sexual harassment has been established as a form of sexual discrimination and is defined as follows:

> "Any **unwelcome** sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment or participation in an educational function (2) submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working environment."

Examples of specific behaviors (that are unwanted and sexual in nature) that could constitute sexual harassment include, but not be limited to:

Touching
Sexual name calling
Inappropriate public display of affections
Gestures
Jokes/cartoons/pictures
Pulling at clothes
Verbal comments
Sexual rumors
Too personal a conversation
Corner/blocking
Leers
Attempted rape/rape
Harassing telephone calls

If you believe that you have been discriminated against, in regard to, either of the preceding policies, you may file a grievance that your rights have been denied or violated.

If you wish to discuss these regulations or your rights under this policy, or wish to discuss or file a grievance, please contact _____, our system Civil Rights Coordinators, or an administrator.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(d)**

RE: Nondiscrimination

Approved: May 12, 2015
Revised:

Forms are available in our Guidance Office or from our Civil Rights Coordinators. Contact with the Civil Rights Coordinators should take place within forty (40) calendar days of the alleged occurrence.

Delegation of Responsibility

In order to maintain a program of nondiscrimination practices that is in compliance with applicable laws and regulations, the Board designates the

{ } Superintendent
{ } Assistant Superintendent
{ } Business Manager
{ } Personnel Director
{ } Director of Special Education/Services

as the District's Compliance Officer.

Delegation of Responsibility

The Compliance Officer shall publish and disseminate this policy and complaint procedure annually to students, parents, employees and the public. Nondiscrimination statements shall include the position, office address and telephone number of the Compliance Officer.
The Compliance Officer is responsible to monitor the implementation of nondiscrimination procedures in the areas listed.

School and Classroom Practices:

1. **Curriculum and Materials:** Review curriculum guides, textbooks and supplementary materials for discriminatory bias.
2. **Training:** Provision of training for students and staff to identify and alleviate problems of nondiscrimination.
3. **Student Access:** Review of programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. **District Support:** Assure that like aspects of the school program receive like support as to staffing, compensation, facilities, equipment and related matters.
5. **Student Evaluation:** Review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(e)**

RE: Nondiscrimination

Approved: May 12, 2015
Revised:

Employment/Contract Practices

1. Development of position qualifications, job descriptions and essential job functions.
2. Recruitment materials and practices.
3. Procedures for screening, interviewing and hiring.
4. Promotions.
5. Disciplinary actions, up to and including terminations.
6. The Board allows the mandatory human trafficking awareness training to be provided in any format, including but not limited to, video presentation.

The Building Principal or his/her designee shall be responsible to complete the following duties when receiving a complaint of discrimination:
Inform the student, employee or third party of the right to file a complaint and the complaint procedures.

Inform the student complainant that he/she may be accompanied by a parent/guardian during all steps of the complaint procedure.

Notify the complainant and the accused of the progress at appropriate stages of the procedure. Refer the complainant to the Compliance Officer if the Building Principal is the subject of the complaint.

Discrimination Grievance Procedure

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. Evidence of reprisal against a complainant or witness shall be viewed as a violation of this policy.

Any person who wishes to inquire or to register a complaint concerning alleged discrimination in the Bloomfield Public Schools shall have an opportunity to bring such concerns to the attention of the Civil Rights Officers or Superintendent, who has the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent or employee in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant shall discuss the alleged discriminatory act or practice with the Civil Rights Officers or the individual closest to the daily decision-making level. This will normally be a principal, teacher, counselor, department chairperson, head custodian, or cafeteria manager. If satisfaction cannot be achieved through informal discussion, the following procedure must be initiated.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(f)**

RE: Nondiscrimination

Approved: May 12, 2015
Revised:

Level II: The complainant shall, within forty (40) calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with either of the Civil Rights Officers. Within five (5) working days a conference must be held. Within five (5) working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent of Schools. Within five (5) working days, the Civil Rights Officer shall notify the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III: Within ten (10) working days after receipt of such complaint, the Superintendent must hold a hearing; and within five (5) working days of the hearing, resolve the complaint, negotiate a long-term solution or refer the matter to the Board of Education for consideration.

Level IV: The Board of Education, Superintendent and the Civil Rights Officers shall proceed in accordance with appropriate laws or regulations.

A complaint of sexual discrimination or sexual harassment may be a violation of Title IX. Policy 4000.1/5145.44 pertains to such employee or student complaints. The grievance investigation process contained in the Title IX policy shall be adhered in such situations.

Legal Reference:
Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
Title IX Final Rule, May 6, 2020
Boy Scouts of America Equal Access Act
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(g)**

RE: Nondiscrimination

Approved: May 12, 2015
Revised:

Legal Reference: (continued)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212
Title II of the Genetic Information Nondiscrimination Act of 2008
Connecticut General Statutes
46a-51 Definitions (as amended by PA 17-127, PA 21-2 and PA 22-82)
46a-58 Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. (as amended by PA 17-127 and PA 22-82)
46a-60 Discriminatory employment practices prohibited. (as amended by PA 17-127 and PA 21-69 and PA 22-82)
10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")
10-153 Discrimination on account of marital status. (as amended by PA 11-55 to include "gender identity or expression")
17a-101 Protection of children from abuse.
Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)
Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)
Public Act 25-139 An Act Concerning Human Trafficking and Sexual Assault Victims

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(a)**

RE: Nondiscrimination
Mission-Goals-Objectives

Approved: May 12, 2015

~~The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity/expression, national origin, ancestry, disability, (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, marital status or age or because of the race, color, religion, sex, sexual orientation, gender identity or expression, national origin, disability, genetic information, marital status or age of any other persons with whom the individual associates. The District provides equal access to the Boy Scouts and other designated youth groups.~~

~~In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.~~

~~The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.~~

~~The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.~~

~~Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.~~

(cf. 4111 – Recruitment and Selection)
(cf. 4111.1/4211.1 – Affirmative Action)
(cf. 4118.11 – Nondiscrimination)
(cf. 4118.111 – Grievance Procedure-Title IX)
(cf. 4118.113/4218.113 – Harassment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 5145.52 – Harassment)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 - Equal Educational Opportunity)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(b)**

RE: Nondiscrimination
Mission-Goals-Objectives

Approved: May 12, 2015

Legal Reference:

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

The Vietnam Era Veteran's Readjustment Act of 1974, as amended, 38 U.S.C. §4212

Title II of the Genetic Information Nondiscrimination Act of 2008

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation" and P.A. 11-55 to include "gender identity or expression")

10-153 Discrimination on account of marital status.

17a-101 Protection of children from abuse.

The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008

Public Law 111-256

Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 0521(c)**

RE: Nondiscrimination
Mission-Goals-Objectives

Approved: May 12, 2015

Legal Reference:
Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 4000.1/4200.1**
No. 5145.44(a)

RE: Title IX Sexual Harassment
Personnel/Students

Approved: June 7, 2022
Revised: October 8, 2024, (New Date)

TITLE IX

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important district goal. The district does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the district's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

TITLE IX SEXUAL HARASSMENT PROHIBITED

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a district employee or agent, or student, engages in Title IX sexual harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or
3. Sexual assault as defined in 20 U.S.C. §1092(f)(6)(a)(v), Dating Violence as defined in 34 U.S.C. §12291(a)(10), Domestic Violence as defined in 34 U.S.C. §12291(a)(8), or Stalking as defined in 34 U.S.C. §12291(a) (30).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

DEFINITIONS (FROM 34 C.F.R. §106.30)

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

BOARD POLICY **No. 4000.1/4200.1**
No. 5145.44(b)

RE: Title IX Sexual Harassment
Personnel/Students

Approved: June 7, 2022
Revised: October 8, 2024, (New Date)

DEFINITIONS (FROM 34 C.F.R. §106.30) continued

Education program or activity includes locations, events, or circumstances where the district has substantial control over both the respondent and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive Measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no formal Title IX Sexual Harassment Complaint has been filed.

TITLE IX SEXUAL HARASSMENT PREVENTION AND RESPONSE

The superintendent or designee will ensure that the district prevents and responds to allegations of Title IX sexual harassment as follows:

1. Ensures that the district's comprehensive health education program incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades Pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the district's educational program as required by state law and in alignment with board policy.
2. Incorporates education and training for school staff as recommended by the superintendent, Title IX Coordinator, nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the district's website, if any, and in each handbook made available to such persons.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 4000.1/4200.1**
No. 5145.44(c)

RE: Title IX Sexual Harassment
Personnel/Students

Approved: June 7, 2022
Revised: October 8, 2024, (New Date)

MAKING A REPORT

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, nondiscrimination coordinator, building principal, assistant building principal, dean of students, a complaint manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX coordinator.

Title IX Coordinator:

Name: Grace Martinez, 1133 Blue Hills Avenue, Bloomfield, CT 06002

gmartinez@blmfld.org 860-769-4242

PROCESSING AND REVIEWING A REPORT OR COMPLAINT

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the complainant to: (1) discuss the availability of supportive measures, (2) consider the complainant's wishes with respect to supportive measures, (3) inform the complainant of the availability of supportive measures with or without the filing of a formal Title IX Sexual Harassment Complaint, and (4) explain to the complainant the process for filing a formal Title IX Sexual Harassment Complaint.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review appropriate board policies pertaining to uniform grievance procedure; workplace harassment; abused and neglected child reporting; employee ethics; conduct; conflict of interest; harassment of students; prevention of and response to bullying, intimidation, and harassment; teen dating violence prohibited; student behavior, to determine if the allegations in the report require further action.

PROCESSING AND REVIEWING A REPORT OR COMPLAINT (continued)

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the district's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

FORMAL TITLE IX SEXUAL HARASSMENT COMPLAINT GRIEVANCE PROCESS

When a formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will appoint a qualified person to undertake the investigation. The superintendent or designee shall implement procedures to ensure that all formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45.23. The district's grievance process shall, at a minimum:

1. Treat complainants and respondents equitably by providing remedies to a complainant where the respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a respondent.

2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

3. Require that any individual designated by the district as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process:

    A. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

    B. Receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.

FORMAL TITLE IX SEXUAL HARASSMENT COMPLAINT GRIEVANCE PROCESS (CONTINUED)

4. Require that any individual designated by the district as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

5. Require that any individual designated by the district as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

6. Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

7. Include reasonably prompt timeframes for conclusion of the grievance process.

8. Describe the range of possible disciplinary sanctions and remedies the district may implement following any determination of responsibility.

9. Base all decisions upon the preponderance of evidence standard.

10. Include the procedures and permissible bases for the complainant and respondent to appeal.

11. Describe the range of supportive measures available to complainants and respondents.

12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

ENFORCEMENT

Any district employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the board in the context of the relationship of the third party to the district, e.g., vendor, parent, invitee, etc.

BOARD POLICY **No. 4000.1/4200.1**
No. 5145.44(f)

RE: Title IX Sexual Harassment
Personnel/Students

Approved: June 7, 2022
Revised: October 8, 2024, (New Date)

ENFORCEMENT (continued)

Any district student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies.

Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the district or the parties to exercise any other rights under existing law.

RETALIATION PROHIBITED

The district prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REFERENCE: UNITED STATES CONSTITUTION, ARTICLE XIV

CIVIL RIGHTS ACT OF 1964, TITLE VII, 42 U.S.C. S2000-E2(A).

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION POLICY GUIDANCE (N-915.035) ON CURRENT ISSUES OF SEXUAL HARASSMENT, EFFECTIVE 10/15/88.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 USCS §1681, ET SEQ.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 34 CFR §106, ET SEQ.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 4000.1/4200.1**
No. 5145.44(g)

RE: Title IX Sexual Harassment
Personnel/Students

Approved: June 7, 2022
Revised: October 8, 2024, (New Date)

LEGAL REFERENCE: CONTINUED

TITLE IX FINAL RULE, 34 CFR §106.45, ET SEQ., MAY 6, 2020

34 CFR SECTION 106.8(B), OCR GUIDELINES FOR TITLE IX.

DEFINITIONS, OCR GUIDELINES ON SEXUAL HARASSMENT, FED. REG. VOL 62, #49, 29 CFR SEC. 1606.8 (A0 62 FED REG. 12033 (MARCH 13, 1997) AND 66 FED. REG. 5512 (JANUARY 19, 2001)

THE CLERY ACT, 20 U.S.C. §1092(F)

THE VIOLENCE AGAINST WOMEN ACT, 34 U.S.C. §12291(A)

MENTOR SAVINGS BANK, FSB V. VINSON 477 US.57 (1986)

FARAGHER V. CITY OF BOCA RATON, NO. 97-282 (U.S. SUPREME COURT, JUNE 26,1998)

BURLINGTON INDUSTRIES, INC. V. ELLERTH, NO. 97-569, (U.S. SUPREME COURT, JUNE 26,1998)

GEBBSER V. LAGO VISTA INDIANA SCHOOL DISTRICT, NO. 99-1866, (U.S. SUPREME COURT, JUNE 26,1998)

DAVIS V. MONRO COUNTY BOARD OF EDUCATION, NO. 97-843, (U.S. SUPREME COURT, MAY 24, 1999.)

CONNECTICUT GENERAL STATUTES

46A-60 DISCRIMINATORY EMPLOYMENT PRACTICES PROHIBITED.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 4000.1/4200.1**
No. 5145.44(h)

RE: Title IX Sexual Harassment
Personnel/Students

Approved: June 7, 2022
Revised: October 8, 2024, (New Date)

LEGAL REFERENCE: CONTINUED

CONN. AGENCIES REGS. §46A-54-200 THROUGH §46A-54-207

CONSTITUTION OF THE STATE OF CONNECTICUT, ARTICLE I, SECTION 20.

P.A. 19-16 AN ACT COMBATTING SEXUAL ASSAULT AND SEXUAL HARASSMENT

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 5113.13(a)**

RE: Work-Study Student Employment/Work-Release

Approved:

In cooperation with various local and area businesses and industries, the District shall establish and maintain work-study and work-release programs for students who are at least sixteen (16) years of age. Student work-release allows eligible students to be released during the school day to work for an employer.

Insofar as feasible, each of those work-experience programs shall be tailored to meet the vocational needs of the individual students by their school counselor, who shall guide them in selecting appropriate academic courses, and by the vocational coordinator, who shall ensure proper placement in the most relevant training/employment. Students' course schedules and graduation requirements take priority over work-study or work-release.

Program Conditions/Roles and Responsibilities

- Through the work-release program, students may earn eligible credits provided that the curriculum for those credits aligns directly with the course and other program requirements.
- The principal or designee, in collaboration with school counselors, will determine the maximum number of work hours for each student.
- The student must receive approval for work release from the principal or designee.
- The student must obtain written consent from the parent and/or legal guardian.
- The student must obtain a Promise of Employment letter from the prospective employer and apply for and be issued working papers.
- The student must show proof of employment, which will be reviewed quarterly by the principal or designee.
- The student is responsible for maintaining good academic standing, attendance, and behavior in both school and vocational settings.
- The principal or designee is responsible for ensuring that student work-release is compliant with Connecticut's Student Work-Release Policy, including but not limited to:
    - Discussing the student work-release program with each student;
    - Verifying eligibility and reviewing quarterly with the student; and
    - Adhering to all applicable laws, including the Guidelines and Procedures for the Employment of Minors in Connecticut.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 5113.13(b)**

RE: Work-Study Student Employment/Work-Release

Approved:

Eligibility Requirements:

- Work-release may be provided to any student who is at least 16 years of age and who is enrolled in the district's high school and must comply with state labor laws.
- The student must be in good standing academically and on track to graduate within four years, as determined by the school principal or designee.
- The student must have an acceptable attendance record and must not be considered "chronically absent."
- The student must have a record demonstrating their ability to comply with school behavioral expectations and be deemed able to comply with workplace attendance and behavioral expectations.

Legal References: Connecticut General Statutes

4-124II. Model Student Work-Release Policy

Public Act 24-45, An Act Concerning Mandate Relief, School Discipline and Disconnected Youth