



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION REGULAR MEETING

Board of Education Regular Meeting AT Tuesday, October 13, 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. Presentations
 - A. Student Representative Report - Bloomfield High School

L. Easmon
 - B. Introduction of Eric Hilversum, Director of Talent Management and Community Partnerships
T. Youngberg
5. Board of Education Committee Reports
 - A. Finance Committee
K. Dunbar
 - B. Curriculum Committee
T. Mack-Mohammed
 - C. Policy Committee
F. Bogle Assegai
6. Consent Agenda
L. Easmon
 - A. Approval of Minutes - Regular Meeting - September 8, 2026 3
 - B. Approval of the Alliance District Grant Application
7. Superintendent's Report
T. Youngberg
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T. Youngberg
 - B. District Enrollment and Attendance 18
J. Preuss
 - C. Human Resources Update 22
E. Hilversum
 - D. Financial Report - September 2026 39
D. Greco



8. Public/PTO Comment
L. Easmon
9. New Business
 - A. Educator Evaluation Plan 2026-2027 Review and Possible Action
E. Hilversum 46
 - B. Review and Possible Action on the CABA Board Recognition Award - Level
2 91
L. Easmon
10. Board Comments
L. Easmon
11. Adjournment
L. Easmon



Board of Education Regular Meeting
Tuesday, September 8, 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/81187584800?pwd=B3E1hEn2ofAU3z34nZ66YSfyLa14IC.1>

Meeting ID: 811 8758 4800

Passcode: 353927

Attendance: L. Easmon, Chair	Present
T. Mack-Mohammed, Vice Chair	Present
F. Bogle-Assegai, Secretary	Present
K. Dunbar	Present (<i>left at 8:04 p.m.</i>)
H. Frydman	Present
C. Jones	Absent
R. Ike	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
N. Jones, District Teaching & Learning Specialist
J. Preuss, Director of Assessment, Accountability, and Performance
C. Kennedy, Director of Student Support Services
J. White, Principal, Bloomfield High School
M. Coates, District Teaching and Learning Coach

1. Establishment of a Quorum and Call to Order

L. Easmon determined a quorum was present and the Bloomfield Board of Education Regular meeting was called to order at 7:00 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Opening Statement

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

4. Consent Agenda

A. Approval of Minutes – Special Meeting – August 4, 2026

A motion was made by T. Mack-Mohammed and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to approve the consent agenda, as presented.

L. Easmon, Chair	Aye
T. Mack-Mohammed	Aye



F. Bogle-Assegai	Aye
K. Dunbar	Aye
H. Frydman	Aye
R. Ike	Aye

The motion passed unanimously 6-0-0.

5. Presentations

A. Introduction of New Board of Education Member, Robert IKE

Lynette Easmon, Board Chair welcomed back Mr. Ike, who previously sat on the Bloomfield Board of Education for many years. Mr. Ike will be replacing the term for Dr. Lisa Simone.

B. Introductions of Cara Kennedy, Director of Student Support Services

Dr. Tracy Youngberg, Superintendent introduced Cara Kennedy as the new Director of Student Support Services. Ms. Kennedy comes to Bloomfield from Westchester County, New York: have an extensive background in Special education leadership in Special Education, has overseen many districts wide initiatives. She is a speech pathologist by trade and holds many Certifications in leadership in both CT and NY.

C. Introduction of Lisa Lamenzo as the new Assistant Superintendent

Dr. Youngberg shared that Mrs. Lamenzo has been promoted to the new title of Assistant Superintendent effective September 14, 2026.

6. Superintendent's Report

A. Opening Schools Report

Dr. Tracy Youngberg, Superintendent of Schools shared a PowerPoint presentation with the Board of Education. She shared information from Convocation, held on August 24, 2025 with a "Back to the 70's" theme. Enrollment information as of September 5, 2025 was shared with the Board of Education.

K. Dunbar inquired about the number of students attending the Alternative Learning Center (ALC) and it was noted that 10 students are attending and all Bloomfield students.

T. Mack-Mohammed asked about the enrollment of students in 7th and 8th grade?

R. Ike inquired about where the Preschool Program PEEPS and ALC are housed?

T. Youngberg discussed the pre-service days where staff participated in mandatory professional development. Dr. Youngberg also led a workshop at each school to review district priorities, professional responsibilities and mindsets, as well as team building activities.

T. Youngberg provided an update from the Facilities Department. Completed projects included the setup of the Alternative Learning Center in the 100s hallway at Arace,



the Arace classroom and hallway reorganization, the Metacomet water main leak repair, and replacement of the Bloomfield High School (BHS) water heater. She also provided an update on pending projects that will be addressed during the current school year and into next summer.

Dr. Tracy Youngberg shared a position statement issued by the Connecticut State Department of Education on August 5, 2026, regarding personal and purposeful technology use. Bloomfield Public Schools currently operates as a cell-phone-free district during the school day under its existing technology user agreement. The district had previously discussed developing a formal Board policy regarding cell phone use while awaiting potential state legislation addressing “bell-to-bell” cell phone restrictions. The Board committee will discuss the issue in September and consider alignment of district policy with the state’s guidance.

L. Easmon inquired about first day of school attendance and bussing?

B. Review of Goals for 2026-2027

Dr. Youngberg reviewed the 2026–2027 goals and specific targets established for the district’s four priorities, including student outcomes, teaching and learning, and operational efficiency. Board members were invited to suggest additional targets for consideration. She noted that the Board monitors the Superintendent’s progress toward these goals and that her performance evaluations are aligned with the district’s four priorities and available on the district website.

F. Bogle-Assegai inquired about the Alliance district fund allocation and the criteria? This will be on the committee agenda in September.

H. Frydman inquired about advertisement?

C. Human Resources Report

The district reviewed current vacancies, including the Director of Talent Management and Community Partnerships, certified teaching positions, special education and support positions, and non-certified, finance, food service, and coaching positions. Several positions were in the final stages of the hiring process, while other vacancies were being covered by long-term substitutes, existing staff, or contracted service providers. The Superintendent clarified that a varsity coaching position had been filled but remained on the vacancy list. A certified teacher was also recommended to fill the social studies vacancy at Carmen Arace Middle School.

D. Financial Report – Munis Conversion Update and Town Audit

Domenic Greco, Executive Director of Finance and Operations, reported that the Munis financial system implementation was complete and that the district had operated on the system for the past fiscal year without significant concerns. The district began implementing the HR, benefits, and payroll modules in July 2026, with training and testing underway and a planned April 1, 2027, go-live date. Staff reported that training has been effective and that the project remains on schedule.



The district remains on track to receive its regular state and federal grants. The 21st Century grant has ended, and the district is awaiting additional information from the state regarding a new early-literacy grant application. Regarding the FY2025 town audit, the district has submitted the requested documentation and is coordinating with the auditors to complete the audit.

7. Public/PTO Comment

Anthony Harrington, welcomed and congratulated several new and returning staff members and expressed appreciation for the district's progress with Munis and the ongoing audit process. They also praised Bloomfield Public Schools' strong graduation and college-going rates and expressed hope for continued partnerships and programs with local higher-education institutions.

8. New Business

A. Career Cluster Pathways

Lisa Lamenzo, Executive Director of Teaching, Learning, and Leadership, and Jesse White, Principal of Bloomfield High School, presented the vision for developing a coherent PreK–12 career pathways system aligned with Connecticut's updated career cluster framework. They reviewed the district's existing career exploration opportunities, partnerships, courses, credentials, and experiences. Bloomfield High School currently offers five initial career clusters: Agriculture, Energy and Natural Resources; Public Service and Safety; Arts, Entertainment and Design; Management and Entrepreneurship; and Healthcare and Human Services.

The goal is to connect career exploration and pathway opportunities across grade levels so students can explore interests, develop relevant skills, earn credentials, and make informed postsecondary and career decisions. Next steps include expanding opportunities across PreK–12, strengthening partnerships with colleges, universities, and local industries, securing sustainable funding, and increasing communication with students, families, and the community. Success will be measured through quantitative data, including course participation, credentials, and postsecondary readiness, as well as qualitative measures such as student experiences and success stories. The five current clusters were identified as a starting point, with additional pathways to be developed over time.

9. Board Comments

R. Ike emphasized the importance of maintaining high academic standards and a rigorous learning environment for Bloomfield students. He stressed the importance of a culture of high expectations and accountability in maintaining these standards.

H. Frydman emphasized the importance of collaboration within the school community to support improved student outcomes and the district's reputation. He congratulated district leaders, encouraged future discussion regarding new school facilities and cursive instruction, encouraged the Class of 2027 to plan for their futures, and welcomed Robert Ike back to the Board.



F. Bogle-Assegai welcomed the new school year and expressed enthusiasm for a rigorous PreK–12 focus on professional development, standards, and the district’s career pathways vision. She emphasized the importance of raising standards and beginning the work.

T. Mack-Mohammed welcomed Mr. Ike back to the Board and expressed enthusiasm for working with him and the Board. She congratulated the newly appointed leaders, noted improvements in seventh- and eighth-grade results, and expressed support for continuing the district’s efforts from the previous school year.

L. Easmon encouraged community members to participate in Board meetings, use public comment, and submit questions by email. She noted plans to post frequently asked questions online. Board members were also encouraged to attend the CABE/CAPSS Convention in November for professional development and to strengthen Board effectiveness.

10. Adjournment

At 8:36 p.m. a motion to adjourn was made by R. Ike and seconded by H. Frydman.

The motion passed unanimously 5-0-0.

F. Bogle-Assegai, Secretary

T. Youngberg, Superintendent

Superintendent's Update

Dr. Tracy Youngberg, Superintendent

Ms. Lynette Easmon, Board of Education Chair

October 13, 2026

Planting Seeds, Inspiring Growth, Cultivating Excellence



Bloomfield Public Schools

Priority # 1: Building & Sustaining Effective Teams

Priority # 2: Student Outcomes

Priority # 3: Family & Community Engagement

Priority # 4: Efficient Operations

“Planting Seeds, Inspiring Growth & Cultivating Excellence”



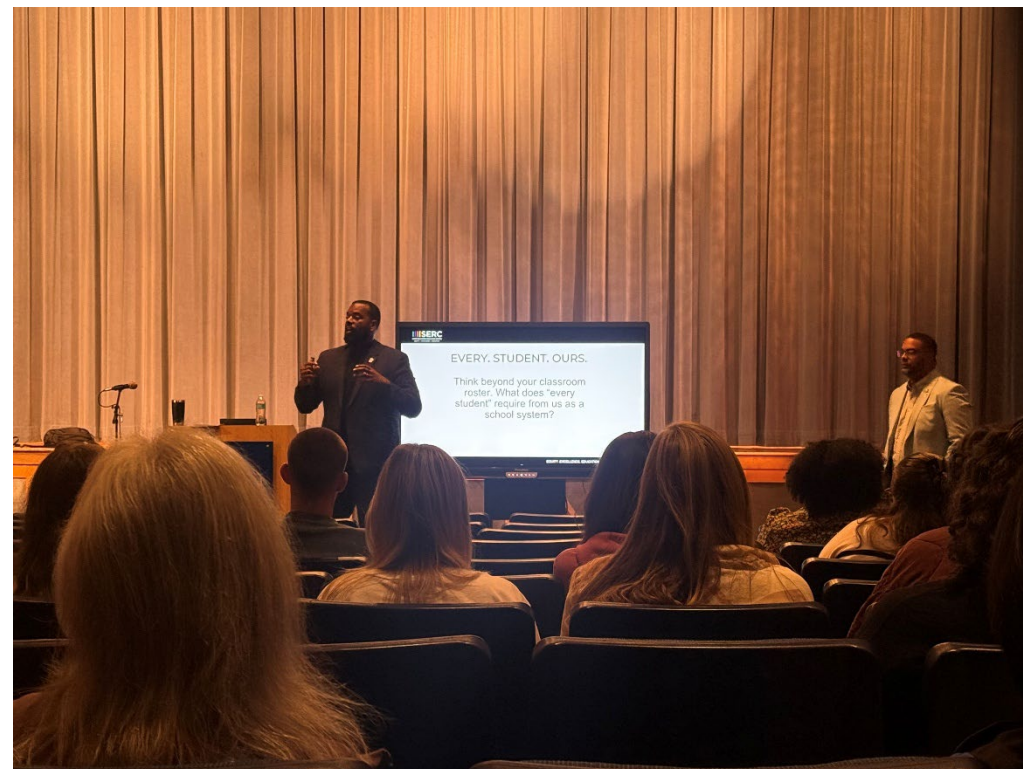
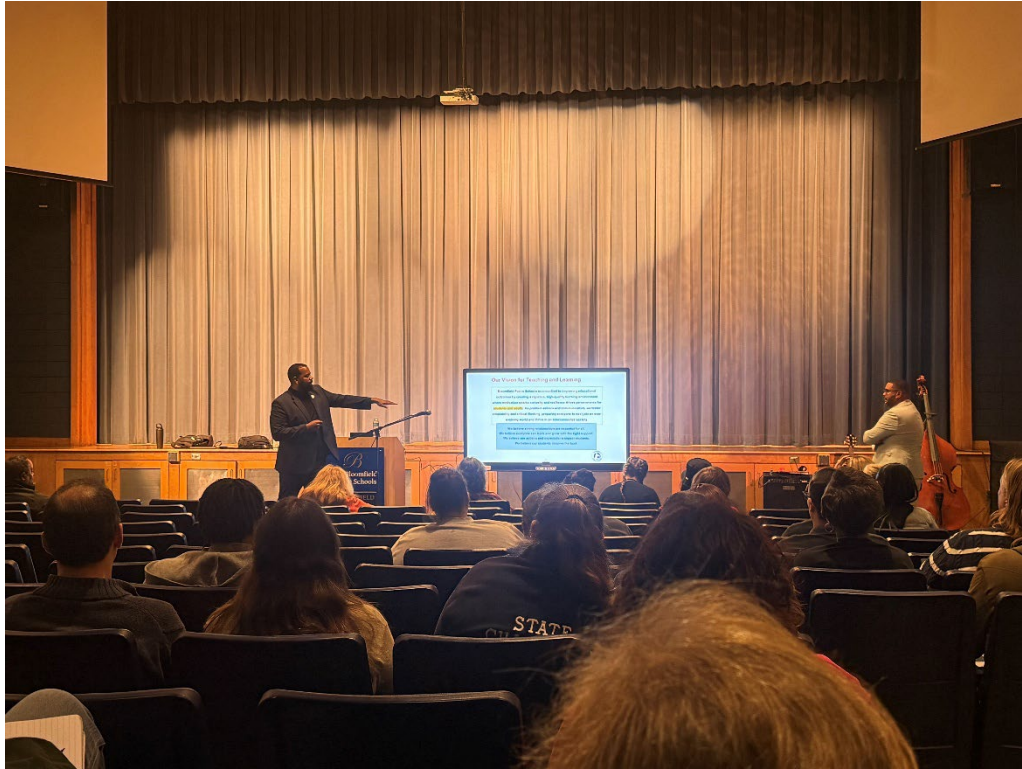
Bloomfield Public Schools:

Professional Development Updates:

- CSDE Invitation to present at Performance Matters:
 - Curriculum Revival and TLL Coherence
 - October 30th at the Convention Center
- Engage2 Learn Collaboration
 - Regional Roadshow Event on December 9th
 - Jim Knight, nationally known author, speaker, consultant
 - Bloomfield High School Library
- Bloomfield High School Collaborates with the RISE Network
 - Postsecondary Summit November 18th
- CAFE/CAPSS Convention November 20th-21st
 - BHS student attendance



Bloomfield Public Schools



Bloomfield Public Schools:

Environmental/ Sustainability Work w/ the Town of Bloomfield:

- Nick Gabuzda, Environmental Planner
- Elimination of Plastic Utensils (CAMS Pilot Site)
- Composting Grant Application (CT Grown for CT Kids)
 - Collaboration between the Town, Food Service & Schools
- Potential future connections with Agri-Science, BHS Career Cluster Pathways and Parent/Community Engagement



Bloomfield Public Schools:

Facilities Updates:

- Painting quote for BHS & Arace
- GEMS Walkthrough
- Metacomet Bathroom Addition
- Preliminary Plans- Central Office Relocation
- BATV Relocation from Arace to 330 Park Ave.



Bloomfield Public Schools:

Strategic Planning:

- Original Kick Off Fall, 2026
- Due to budget challenges:
 - Initial steps and data gathering done in house
 - Slightly reduce contracted work w/ Partners for Educational Leadership
 - Use the savings to cover a Marketing/Advertising Plan through Adams & Knight
- Start formal Strategic Plan process Spring, 2027



Bloomfield Public Schools:

Climate & Safety Committee:

- Legislatively required
- Meets monthly
 - Deans of Students
 - Principals optional
 - Facilities, HR & School Safety
- Physical, Emotional & Intellectual Safety
 - SEL and School Climate Goals
 - Data that demonstrates healthy schools
 - Survey/Feedback from students, families & staff
- Collaborative efforts with Social & Youth Services
 - Youth Adult Council
 - Youth Diversion Hearings



Bloomfield Public Schools:

Finance Updates:

- As previously reported, EFS submitted on time
- All FY 25 audit submissions completed
- FY 26 audit in progress
- Ongoing collaboration with the Town
- Munis training in progress (April 1st HR, Payroll & Benefits modules)
- 2nd Accountant (Interviews or Temp Agency)



Bloomfield Public Schools

**Questions, Comments or More
Information Needed**





Bloomfield Public Schools

Enrollment, Attendance & Chronic Absenteeism Snapshot

Board of Education Update | October 2026

1

ENROLLMENT SNAPSHOT



Enrollment by school/program

Enrollment data as of October 6, 2026.

STUDENTS BY SCHOOL

Bloomfield High School (9-12)	459
Carmen Arace Middle School (6-8)	305
Metacomet Elementary School (3-5)	287
Wintonbury Early Childhood Magnet School (PreK)	281
Laurel Literacy Academy (PreK-2)	272
Bloomfield P.E.E.P.S	25
Alternative Learning Center (6-12)	11



ADDITIONAL PROGRAMS / CLASSIFICATIONS

Part-Time VOAG Program	5
Outplaced Students	17
Enrollment	48

2

ATTENDANCE SNAPSHOT



District ADA:

93%

Student attendance as of September 30, 2026

2026-27 Average:

92.61%

2025-26 Average:

93.79%

ADA BY SCHOOL

WECMS (PreK)	94%
LLA (ALL / PreK-2)	95%
LLA (PreK)	93%
LLA (K-2)	95%
MES (3-5)	97%
CAMS (6-8)	96%
BHS (9-12)	94%
ALC (6-12)	80%
District Average	93%



Highest ADA: MES (3-5) at 97%

Lowest ADA: ALC (6-12) at 80%

3

CHRONIC ABSENTEEISM SNAPSHOT



District Chronic Absenteeism:

15.6%

As of September 30, 2026 /
NGAR Indicator 4a & 4b

Current Average:

15.56%

2025-26 District:

15.79%

2024-25 District:

15.37%

CHRONIC ABSENTEEISM BY SCHOOL

WECMS (PreK)	18.2%
LLA (ALL / PreK-2)	12.8%
LLA (PreK)	2.5%
LLA (K-2)	10.3%
MES (3-5)	9.1%
CAMS (6-8)	10.2%
BHS (9-12)	16.1%
ALC (6-12)	45.5%
District Average	15.6%



Lowest rate: LLA (PreK) at 2.5%

Highest rate: ALC (6-12) at 45.5%



Bloomfield High School (9-12) has the highest enrollment at 459 students.



District ADA opened the year at 93%.



Chronic absenteeism is 15.6%, with notable variation across schools.



Bloomfield Public Schools

ENROLLMENT & ATTENDANCE

2026-2027 | Year-to-Date Data

**Equity
Opportunity
Excellence**
FOR EVERY LEARNER



Student Enrollment as of October 6th, 2026

School	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Bloomfield High School	0	0	0	0	0	0	0	0	0	0	0	9	117	100	124	118	0	459
Carmen Arace Middle School	0	0	0	0	0	0	0	0	0	82	108	115	0	0	0	0	0	305
Metacomet Elementary School	0	0	0	0	0	0	86	90	111	0	0	0	0	0	0	0	0	287
Laurel Literacy Academy	0	9	26	78	85	74	0	0	0	0	0	0	0	0	0	0	0	272
Wintonbury Early Childhood Magnet School	0	134	147	0	0	0	0	0	0	0	0	0	0	0	0	0	0	281
Part-Time VOAG Program	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	5
Outplaced Students	0	0	0	0	0	1	2	1	2	0	1	0	4	4	1	5	0	17
Alternative Learning Center	0	0	0	0	0	0	0	0	0	0	0	0	4	3	2	2	0	11
Bloomfield P.E.E.P.S	1	11	13	4	0	0	0	0	0	0	0	0	0	0	0	0	0	25
Enrollment	0	3	3	4	1	4	4	1	3	5	8	5	9	1	4	1	0	48



Student Attendance

ADA Percentage (as of September 30th, 2026)

School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average	2025-26 Average
WECMS	94%										93.59%	93.07%
LLA (ALL)	95%										95.11%	93.36%
LLA (PreK)	93%										93.16%	*
LLA (K-2)	95%										95.39%	*
MES	97%										96.69%	96.03%
CAMS	96%										96.09%	94.69%
BHS	94%										94.12%	93.07%
ALC	80%										80.06%	91.22%
District Average	93%										92.61%	93.79%



District Average ADA (YTD)

92.61%



District Average ADA (2025-26)

93.79%



Chronically Absent

(as of September 30th, 2026)
NGAR Indicator 4a & 4b

School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average	2025-26	2024-25
WECMS	18.2%										18.15%	19.25%	19.70%
LLA (ALL)	12.8%										12.76%	18.07%	15.57%
LLA (PreK)	2.5%										2.48%	*	*
LLA (K-2)	10.3%										10.28%	*	*
MES	9.1%										9.06%	6.79%	13.40%
CAMS	10.2%										10.16%	9.22%	13.82%
BHS	16.1%										16.12%	18.12%	14.34%
ALC	45.5%										45.45%	*	*
District Average	15.6%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	15.56%	15.79%	15.37%



District Average Chronic Absenteeism (YTD)

15.56%



District Average Chronic Absenteeism (2025-26)

15.79%



District Average Chronic Absenteeism (2024-25)

15.37%



School Grade Levels:

WECMS (PreK), LLA (PreK-2), MES (3-5), CAMS (6-8), BHS (9-12), ALC (6-12)



Enrollment and Attendance

□ Student Enrollment as of October 6th, 2026

Enrollment as of October 6 th , 2026																		
School	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
Bloomfield High School	0	0	0	0	0	0	0	0	0	0	0	0	117	100	124	118	0	459
Carmen Arace Middle School	0	0	0	0	0	0	0	0	0	82	108	115	0	0	0	0	0	305
Metacomet Elementary School	0	0	0	0	0	0	86	90	111	0	0	0	0	0	0	0	0	287
Laurel Literacy Academy	0	9	26	78	85	74	0	0	0	0	0	0	0	0	0	0	0	272
Wintonbury Early Childhood Magnet School	0	134	147	0	0	0	0	0	0	0	0	0	0	0	0	0	0	281
Part-Time VOAG Program	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	5
Outplaced Students	0	0	0	0	0	1	2	1	2	0	1	0	0	4	1	5	0	17
Alternative Learning Center	0	0	0	0	0	0	0	0	0	0	0	0	4	3	2	2	0	11
Bloomfield P.E.E.P.S	1	11	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25
Enrollment	0	3	3	4	1	4	4	1	3	5	8	6	0	1	4	1	0	48

□ Student Attendance as of September 30th, 2026

ADA PERCENTAGE (monthly totals rounded to nearest percentage)

26-27 ADA Percentage (as of September 30 th , 2026)												
School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average	2025-26 Average
WECMS	94%										93.59%	93.07%
LLA (ALL)	95%										95.11%	93.36%
LLA (PREK)	93%										93.16%	*
LLA (K-2)	95%										95.39%	*
MES	97%										96.69%	96.03%
CAMS	96%										96.09%	94.69%
BHS	94%										94.12%	93.07%
ALC	80%										80.06%	91.22%
District Average	93%										92.61%	93.79%



□ Chronically Absent as of September 30th, 2026 (NGAR Indicator 4a&b)

2026-2027 Chronic Absenteeism (as of September 30 th)													
School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average	2025-26	2024-25
WECMS	18.2%										18.15%	19.25%	19.70%
LLA (ALL)	12.8%										12.76%	18.07%	15.57%
LLA (PreK)	2.5%										2.48%	*	*
LLA (K-2)	10.3%										10.28%	*	*
MES	9.1%										9.06%	6.79%	13.40%
CAMS	10.2%										10.16%	9.22%	13.82%
BHS	16.1%										16.12%	18.12%	14.34%
ALC	45.5%										45.45%	*	*
District Average	15.6%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	15.56%	15.79%	15.37%

Human Resources Report				
Effective July 1, 2026 - September 30, 2026				
New Hires				
First Name	Last Name	Position	Location	
		Certified		
Cara	Kennedy	Director of Student Support Services	Central Office	
Briana	Brown	Special Education Teacher	Laurel	
Gabrielle	Emmanuel	LTS School Social Worker	Laurel	
Emilie	Caron	Agricultural Science Teacher	BHS	
Celli	Danielle	Special Education Teacher	Laurel	
Charles	Silvan	PE/Health Teacher	Carmen Arace	
Madeleine	Sopneski	Speech Language Pathologist	Laurel	
Avery	Coe	Music Teacher	Carmen Arace	
Rachel	Dawidowicz	Math Teacher	BHS	
Matthew	Mangino	Spanish Teacher	BHS	
David	Burdrick	Chemistry Teacher	BHS	
Rachael	Silva	Kindergarten Teacher	Laurel	
Datwan	Bryant	Dean of Students	CAMS	
Shayna	Hron	English Teacher	BHS	
Cailee	Ryan	TESOL Teacher	District	
Kaitlyn	Samuelsen	Social Studies Teacher	CAMS	
		Non-Certified		
Joyce	McEwen	Food Services General Worker	CAMS	

Donna	Williams	Administrative Assistant I	Laurel	
Jacob	Conde	Campus Supervisor	BHS	
Jennifer	Alexander	ECIA	WECMS	
Christine	Moodie-Pitter	SPED IA	WECMS	
Alexandra	Vega	SPED IA	WECMS	
Anny	Soto	Executive Administrative Assistant	Central Office	
Ashley	Neuman	Special Education Instructional Assistant	Wintonbury	
Tatum	LaRochelle	Early Childhood Instructional Assistant	Wintonbury	
Lilia	Giarnella	Early Childhood Instructional Assistant	Wintonbury	
Chelce	Patterson	ABAA	CAMS	
Charlie	Williams	SPED IA	Laurel	
Jane	Fromme	SPED IA	BHS	
Ruth	Jurado	SPED IA	Laurel	
Maria	Pena	SPED IA	Metacomet	
Mikaela	Rodriguez	SPED IA	Laurel	
Allison	Machmer	SPED IA	Metacomet	
Kyle	Howe	SPED IA	Metacomet	
Perri	Murdica	Interim Director of Student Support	Central Office	
Catriana	Williams	Instructional Assistant Intern	Laurel	
Jifa	Gakpanuvor	Instructional Assistant Intern	Laurel	
Marian	Pereira	Food Services General Worker	CREC Museum	
Eric	Hilversum	Director of Talent Management & Community Partnerships	Central Office	
Annifa	Williams	Food Services General Worker	CREC	
Richelle	Wells	Food Services General Worker	Carl Allgrove	
Velma	Proffitt	Food Services General Worker	Seymour	
July	Velazquez	Food Services General Worker	Carl Allgrove	
Aaliyah	Byrd	ABAA	WECMS	

Resignations / Retirements

First Name	Last Name	Position	Location	Topic
		Certified		
Nasrah	Raquib	SPED Teacher	CAMS	
Aaron	Geddis	ELA Teacher	BHS	
		Non-Certified		
Amanda	Lavigne	ABAA	ARACE	
Autymn	Nichols	ABAA	BHS	
Andrea	Bolton	ABAA	Laurel	
Michael	Patrissi	SPED IA	BHS	
Diane	Crook	Library Clerk	CAMS	
Barbara	Nemirow	SPED IA	CAMS	
Stephanie	Perez	Campus Supervisor	BHS	
Amber	Ouellette	ECIA	WECMS	
Susan	Crawford	ABAA	WECMS	
Mackenzie	Hein	SPED IA	WECMS	
Nicola	Barnaby	ABAA	Laurel	
Deborah	Peterson	SLPA	Meta	
Tashiba	Knowlin	Substitute Food Service Worker	District	
Elisa	Jaeger	Food Service Cook Manager	WECMS	

Reassignments / Transfers				
First Name	Last Name	Reassignment Position	Location	
		Certified		
Laura	Curley-Colon	Principal	ALC	
Patricia	Washington-Geddes	Assistant Director of Student Support Services	District	
Jennifer	Manalio	Academic Interventionist	Meta	
Katrina	Kucinkas	Grade 4 Teacher	Meta	
Melissa	Nahas	SPED Teacher	CAMS	
Jeanne	Pascon	Grade 6 Science Teacher	CAMS	
Irene	Glassman	Literacy Coach	Meta	
Felicia	Fountain	ELA Teacher	CAMS	
Yhane	Williams	School Guidance Counselor	Laurel	
Komi	Adzimawo	World LanguageTeacher	CAMS	
Nikki	Aiello	SPED Teacher	CAMS	
Megan	Aiello	Teacher	Meta	
Stephan	Alexander	SPED Teacher	ALC	
Michelle	Bibeau	Teacher	Meta	
Deborah	Carlo	World LanguageTeacher	CAMS	
Jennifer	Carter	Teacher	BHS	
Chastity	Chandler	Social Worker	Meta	
David	Charbonneau	Teacher	CAMS	
Elizabeth	Cox	SPED Teacher	BHS	
Coralin	Davis	Teacher	CAMS	
Abigail	Dillon	English Teacher	BHS	
Amelia	Dodd	SPED Teacher	BHS	
Kimari	Eady	SPED Teacher	CAMS	

Kathryn	Fragomeni	English Teacher	ALC	
Allison	Glenney	School Guidance Counselor	Laurel	
Jennifer	Gravelle	Social Worker	WECMS	
Jennifer	Hellen	SLP	CAMS	
Dorothea	Jones	Music Teacher	CAMS	
Elizabeth	Kerrigan	Teacher	CAMS	
Allison	Lapointe	SPED Teacher	CAMS	
Zachary	Larson	Teacher	CAMS	
Calla	Leonardo	Teacher	Meta	
Jayne	Lewis	Teacher	Meta	
Sakeenah	Lynch	Teacher	Meta	
Shonelle	Martell	SPED Teacher	Meta	
Kendra	Mattison	Teacher	Meta	
Richard	Michaud	Teacher	ALC/CAMS	
Amanda	Minicucci	School Guidance Counselor	CAMS	
Jennifer	Neal	Career Development and Evaluation Specialist	Central Office	
Susan	Paulus	Credit Recovery Specialist	ALC	
Sharon	Plummer	School Guidance Counselor	ALC	
Kelley	Rodriguez	Teacher	BHS	
Thomas	Rubino	Social Studies Teacher	ALC	
Ryan	Scannell	Teacher	ALC	
Vanity	Smith	Social Worker	CAMS	
Jacqueline	Springer	Teacher	CAMS	
Robert	Terenzio	Art Teacher	CAMS	
Janine	Turgeon-Rutkowski	Art Teacher	ALC/CAMS	
Dan	Zhang	Teacher	BHS	
Jennifer	Tenore	Instructional Coach	WECMS	
Braden	Goodale	LTS	BHS	
Jessica	Wojcik	Early Childhood Teacher	WECMS	

		Non-Certified		
Susan	Hawrylik	ABAA	Meta	
Aaliyah	Byrd	ABAA	WECMS	
Gloria	Jenkins	SPED IA	Meta	
Ann	Mancini	SPED IA	Meta	
Juan	Crespo	SPED IA	BHS	
Susan	Hawrylik	SPED IA	CAMS	
Jessica	Renaud	IA	Laurel	
Patricia	Williams	ABAA	WECMS	
Lincoln	Salmon	Tutor	BHS	
Dalvin	Brown	ABAA	CAMS	
Tammy	Broxton	Admin Asst II	CAMS	
Juan	Crespo	SPED IA	BHS	
Tayna	Faucette	ABAA	CAMS	
Marcos	Narvaez	Security	ALC	
Fransheska	Polanco	Executive Administrative Assistant	ALC	
Dana	Sanchez	ECIA	WECMS	
Ashley	Sheridan	Tutor	CAMS	
John	Coloma	EL Tutor	ALC	
Linda	Powers	Nurse	BHS	
Natasha	Nestor	Nurse	CAMS	
Marina	Miller	OT	District	
Brianna	Sterling	FS Charge Person	East Granby Middle & High	

JobId	Category	Position Type
2017	Elementary School Teaching	Early Childhood
2041	Middle School Teaching	Mathematics
1698	Part Time Non Certified	Extension Program Counselor
2043	Student Support Services	
2042	Student Support Services	Social Worker
2002	Student Support Services	Special Education Teacher
2054	Substitute	Substitute Teacher

Additional Title

Early Childhood Teacher (Integrated Preschool)
Academic Interventionist (Numeracy)
Before/After School Specialist
Occupational Therapist - LTS - District Wide
School Social Worker - LTS
Special Education Teacher
Long Term Substitute - Special Education Teacher

Location

Wintonbury Early Childhood Magnet School
Carmen Arace Middle School
District Level
District Level
Elementary
Laurel Literacy Academy
Carmen Arace Middle School

Closing Date	Date Available
Until Filled	08/24/2026
Open Until Filled	08/24/2026
	Immediately
Open Until Filled	08/24/2026
Open Until Filled	08/24/2026
Until Filled	2026/2027
	Immediately

JobId	Category	Position Type
2008	Administrative Assistant/Clerical	Accounts Receivable
2068	Administrative Assistant/Clerical	Administrative Assistant - 12-Month
2044	Food Services	Charge Person
1658	Food Services	General Worker
1964	Support Staff	Applied Behavior Analysis Assistant
2015	Support Staff	Instructional Assistant
1871	Support Staff	Instructional Assistant
2048	Support Staff	English Language Tutor
2016	Support Staff	Instructional Assistant
2061	Support Staff	Instructional Assistant

Additional Title

Accountant
Anticipated - Executive Administrative Assistant (12-month) - Student Support Services
Charge Person
Food Service General Worker - District Substitute
Applied Behavior Analysis Assistant (ABAA) - Elementary School Level
Early Childhood Instructional Assistant (ECIA)
Instructional Assistant - Kindergarten
Multilingual Tutor
Special Education Instructional Assistant - Elementary School Level
Special Education Instructional Assistant - Middle School Level

Location

Central Office
Central Office
Wintonbury Early Childhood Magnet School
District Level

To be determined
To be determined
Laurel Literacy Academy
District Level

To be determined

Carmen Arace Middle School

Closing Date	Date Available
Until Filled	Immediately

Open Until Filled	To be determined
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Open until filled	08/24/2026
Until Filled	08/24/2026
Open until filled	Immediately
Open Until Filled	08/24/2026

Open until filled	08/24/2026
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Open Until Filled	Immediately
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JobId	Category	Position Type	Additional Title
2065	Athletics/Activities	Coaching	Freshman Football Coach - Stipend Position
1929	Athletics/Activities	Coaching	High School Unified Assistant - STIPEND POSITION
2066	Athletics/Activities	Coaching	Middle School Girls Soccer Coach
1951	Athletics/Activities	Coaching	Middle School Unified Assistant - STIPEND POSITION

Location	Closing Date	Date Available
Bloomfield High School		
Bloomfield High School	Open until filled	Seasonal
Carmen Arace Middle School		
Carmen Arace Middle School	Open until filled	Seasonal

JobId	Category	Position Type
2064	Part-Time Teaching	(Any)
2072	Student Support Services	IDEA Compliance Monitor - Stipend Position
2071	Student Support Services	IDEA Compliance Monitor - Stipend Position
2069	Student Support Services	IDEA Compliance Monitor - Stipend Position
2070	Student Support Services	IDEA Compliance Monitor - Stipend Position
1859	Student Support Services	IDEA Compliance Monitor - Stipend Position
2063	Teacher Level (Certified)	Elementary
2056	Teacher Level (Certified)	Elementary
2057	Teacher Level (Certified)	Elementary
2058	Teacher Level (Certified)	Elementary
2059	Teacher Level (Certified)	Secondary Level Certified Teacher
2060	Teacher Level (Certified)	Secondary Level Certified Teacher

Additional Title

Perkins Grant Coordinator - Stipend Position
IDEA Compliance Monitor - Bloomfield High School (Stipend Position)
IDEA Compliance Monitor - Carmen Arace Middle School (Stipend Position)
IDEA Compliance Monitor - Laurel Literacy Elementary School (Stipend Position)
IDEA Compliance Monitor - Metacomet Elementary School (Stipend Position)
IDEA Compliance Monitor - Wintonbury Early Childhood Magnet School (Stipend Position)

504 Building Coordinator - Stipend Position
Building Technology Facilitator Webmaster - Stipend Position
Building Technology Facilitator Webmaster - Stipend Position
Building Technology Facilitator Webmaster - Stipend Position
Building Technology Facilitator Webmaster - Stipend Position
Building Technology Facilitator Webmaster - Stipend Position

Location

Bloomfield High School

District Level

District Level

District Level

District Level

District Level

Metacomet Elementary School

Wintonbury Early Childhood Magnet School

Laurel Literacy Academy

Metacomet Elementary School

Carmen Arace Middle School

Bloomfield High School

Closing Date	Date Available
Open Until Filled	

Until Filled 2026/27 SY

Until Filled 2026/27 SY

Until Filled 2026/27 SY

Until Filled 2026/27 SY

Until Filled 2026/27 SY
Open Until Filled

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01 Certified Salaries	\$ 16,685,844.00	\$ 3,054,388.90	\$ 14,227,213.06	\$ (595,757.96)	-3.57%
02 Non-Certified Salaries	\$ 8,578,906.00	\$ 1,473,764.40	\$ 6,036,229.30	\$ 1,068,912.30	12.46%
03 Employee Benefits	\$ 13,177,692.00	\$ 1,888,277.75	\$ 5,995,192.16	\$ 5,294,222.09	40.18%
04 Contracted Services	\$ 2,248,083.00	\$ 353,112.23	\$ 1,236,824.21	\$ 658,146.56	29.28%
05 Pupil Transportation	\$ 4,254,255.00	\$ 2,827,765.88	\$ 1,350,001.29	\$ 76,487.83	1.80%
06 Insurance	\$ 237,164.00	\$ 136,194.00	\$ 99,372.00	\$ 1,598.00	0.67%
07 Communications	\$ 136,124.00	\$ 27,150.77	\$ 66,729.83	\$ 42,243.40	31.03%
08 Tuition	\$ 7,902,114.00	\$ 344,940.44	\$ 2,270,755.18	\$ 5,286,418.38	66.90%
09 Other Purchased Service	\$ 55,813.00	\$ 8,132.24	\$ 13,100.07	\$ 34,580.69	61.96%
10 Supplies	\$ 428,708.00	\$ 117,056.91	\$ 107,242.12	\$ 204,408.97	47.68%
11 Oper/Maint of Bldg	\$ 1,847,994.00	\$ 397,433.54	\$ 1,488,673.28	\$ (38,112.82)	-2.06%
12 Text/Library Books/Supply	\$ 77,912.00	\$ 223.76	\$ 13,056.77	\$ 64,631.47	82.95%
13 Equipment	\$ 87,633.00	\$ 7,755.26	\$ 28,857.57	\$ 51,020.17	58.22%
14 Misc	\$ 182,172.00	\$ 115,225.29	\$ 23,952.54	\$ 42,994.17	23.60%
Grand Total	\$ 55,900,414.00	\$ 10,751,421.37	\$ 32,957,199.38	\$ 12,191,793.25	21.81%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01110 SALARIES, TEACHER	\$ 14,850,335.00	\$ 2,524,805.23	\$ 12,824,182.63	\$ (498,652.86)	-3.36%
01115 SALARIES, ADMIN	\$ 1,835,509.00	\$ 526,924.28	\$ 1,403,030.43	\$ (94,445.71)	-5.15%
01119 SALARIES TEACHER #2	\$ -	\$ 2,659.39	\$ -	\$ (2,659.39)	0.00%
01 Certified Salaries	\$ 16,685,844.00	\$ 3,054,388.90	\$ 14,227,213.06	\$ (595,757.96)	-3.57%
01210 SALARIES, PROFESSIONAL STAFF	\$ 330,708.00	\$ 49,360.80	\$ 246,804.00	\$ 34,543.20	10.45%
01212 PROFESSIONAL STAFF PRIOR	\$ -	\$ 1,190.94	\$ -	\$ (1,190.94)	0.00%
01215 SALARIES, JROTC	\$ 131,128.00	\$ (49,029.84)	\$ 174,786.76	\$ 5,371.08	4.10%
01217 SALARIES, SPEECH ASST	\$ 160,079.00	\$ 16,729.75	\$ 90,688.21	\$ 52,661.04	32.90%
01218 SALARIES, OT ASST	\$ 55,684.00	\$ 8,909.28	\$ 44,546.40	\$ 2,228.32	4.00%
01220 SALARIES, TUTOR	\$ 135,968.00	\$ 7,239.75	\$ 62,114.85	\$ 66,613.40	48.99%
01230 SALARIES, PARA	\$ 2,019,979.00	\$ 203,030.64	\$ 1,466,524.80	\$ 350,423.56	17.35%
01231 ABAA	\$ -	\$ 16,981.61	\$ -	\$ (16,981.61)	0.00%
01235 SALARIES, NURSES	\$ 521,390.00	\$ 97,628.47	\$ 386,433.96	\$ 37,327.57	7.16%
01240 SALARIES, CLERICAL	\$ 1,574,496.00	\$ 279,066.48	\$ 1,008,873.51	\$ 286,556.01	18.20%
01246 SALARIES, CLERICAL OFF INSTR LEAD	\$ -	\$ 21,017.69	\$ 56,393.35	\$ (77,411.04)	0.00%
01250 SALARIES, BUSINESS OFFICE	\$ 737,305.00	\$ 145,208.23	\$ 592,538.41	\$ (441.64)	-0.06%
01255 SALARIES, TECHNICAL SUPPORT	\$ 398,100.00	\$ 105,834.40	\$ 272,145.77	\$ 20,119.83	5.05%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01257 SALARIES, RESIDENCY OFFICE	\$ 82,666.00	\$ 22,255.95	\$ 57,229.63	\$ 3,180.42	3.85%
01260 SALARIES, CUSTODIAN	\$ 1,595,853.00	\$ 318,047.97	\$ 905,172.06	\$ 372,632.97	23.35%
01265 SALARIES, MAINTENANCE	\$ 645,181.00	\$ 145,347.08	\$ 480,299.82	\$ 19,534.10	3.03%
01270 SALARIES, MONITOR	\$ 306,674.00	\$ 34,702.12	\$ 164,359.72	\$ 107,612.16	35.09%
01275 SALARIES, CROSSING GUARD	\$ 31,809.00	\$ 2,723.49	\$ 27,318.05	\$ 1,767.46	5.56%
01280 SALARIES, SUPPORT	\$ 10,000.00	\$ 1,130.55	\$ -	\$ 8,869.45	88.69%
01290 OVERTIME, SUPPORT	\$ 354,250.00	\$ 46,389.04	\$ -	\$ 307,860.96	86.90%
01299 STAFFING ADJUSTMENTS	\$ (512,364.00)	\$ -	\$ -	\$ (512,364.00)	100.00%
02 Non-Certified Salaries	\$ 8,578,906.00	\$ 1,473,764.40	\$ 6,036,229.30	\$ 1,068,912.30	12.46%
02100 HEALTH INSURANCE	\$ 8,359,384.00	\$ 1,290,197.84	\$ 4,628,559.12	\$ 2,440,627.04	29.20%
02150 LIFE INSURANCE	\$ 351,229.00	\$ 63,002.09	\$ 288,225.91	\$ 1.00	0.00%
02170 INSURANCE BUY-OUT	\$ 59,200.00	\$ 13,800.00	\$ 41,400.00	\$ 4,000.00	6.76%
02200 SOCIAL SECURITY	\$ 1,247,583.00	\$ 220,281.30	\$ 886,190.01	\$ 141,111.69	11.31%
02300 PENSION	\$ 1,619,677.00	\$ 24,299.10	\$ 5,625.00	\$ 1,589,752.90	98.15%
02310 OPEB - MEDICAL	\$ 984,690.00	\$ -	\$ -	\$ 984,690.00	100.00%
02410 SEVERANCE	\$ 92,010.00	\$ 134,247.54	\$ -	\$ (42,237.54)	-45.91%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
02500 COURSE REMUNERATION	\$ 50,000.00	\$ -	\$ -	\$ 50,000.00	100.00%
02600 UNEMPLOYMENT COMP	\$ 54,016.00	\$ 1,370.00	\$ 4,110.00	\$ 48,536.00	89.85%
02700 WORKERS' COMP	\$ 358,903.00	\$ 141,079.88	\$ 141,082.12	\$ 76,741.00	21.38%
02800 PERSONAL PROPERTY LOSS -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	100.00%
03 Employee Benefits	\$ 13,177,692.00	\$ 1,888,277.75	\$ 5,995,192.16	\$ 5,294,222.09	40.18%
03100 ADMIN SERVICES	\$ 66,540.00	\$ 4,623.27	\$ 12,918.60	\$ 48,998.13	73.64%
03200 PROF EDUCATIONAL SERVICE	\$ 930,303.00	\$ 95,082.43	\$ 589,920.23	\$ 245,300.34	26.37%
03260 TESTING	\$ 124,051.00	\$ 40,108.21	\$ 5,313.00	\$ 78,629.79	63.39%
03300 PROF DEVELOPMENT	\$ 14,046.00	\$ -	\$ 255.00	\$ 13,791.00	98.18%
03400 OTHER PROF SERVICES	\$ 187,471.00	\$ 28,729.04	\$ 106,202.96	\$ 52,539.00	28.03%
03500 TECHNICAL SERVICES	\$ 260,888.00	\$ 76,221.17	\$ 62,025.60	\$ 122,641.23	47.01%
03520 COPIER COSTS	\$ 91,391.00	\$ 11,595.10	\$ 67,906.90	\$ 11,889.00	13.01%
04000 PURCHASED SERVICES	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00	100.00%
04009 PURCH SERV NON-PUB HEALT	\$ 58,888.00	\$ -	\$ 58,716.00	\$ 172.00	0.29%
04300 MAINTENANCE & REPAIR	\$ 55,560.00	\$ 8,706.33	\$ 15,334.00	\$ 31,519.67	56.73%
04310 PURCHASED SERVICES BUILD	\$ 415,620.00	\$ 83,194.02	\$ 284,759.58	\$ 47,666.40	11.47%
04320 VEHICLE MAINTENANCE & RE	\$ 38,325.00	\$ 4,852.66	\$ 33,472.34	\$ -	0.00%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
04 Contracted Services	\$ 2,248,083.00	\$ 353,112.23	\$ 1,236,824.21	\$ 658,146.56	29.28%
05100 TRANSPORTATION, PUPIL	\$ 4,231,716.00	\$ 2,827,765.88	\$ 1,345,681.34	\$ 58,268.78	1.38%
05820 FIELD TRIPS	\$ 22,539.00	\$ -	\$ 4,319.95	\$ 18,219.05	80.83%
05 Pupil Transportation	\$ 4,254,255.00	\$ 2,827,765.88	\$ 1,350,001.29	\$ 76,487.83	1.80%
05200 PROPERTY/LIABILITY INSUR	\$ 211,279.00	\$ 111,876.00	\$ 99,372.00	\$ 31.00	0.01%
05290 OTHER INSURANCE	\$ 25,885.00	\$ 24,318.00	\$ -	\$ 1,567.00	6.05%
06 Insurance	\$ 237,164.00	\$ 136,194.00	\$ 99,372.00	\$ 1,598.00	0.67%
05300 TELEPHONE	\$ 93,870.00	\$ 16,874.12	\$ 61,225.88	\$ 15,770.00	16.80%
05310 POSTAGE	\$ 24,454.00	\$ 9,884.65	\$ 3,543.95	\$ 11,025.40	45.09%
05400 ADVERTISING	\$ 2,321.00	\$ -	\$ -	\$ 2,321.00	100.00%
05500 PRINTING	\$ 15,479.00	\$ 392.00	\$ 1,960.00	\$ 13,127.00	84.81%
07 Communications	\$ 136,124.00	\$ 27,150.77	\$ 66,729.83	\$ 42,243.40	31.03%
05600 TUITION, PUBLIC	\$ 4,385,932.00	\$ 172,410.56	\$ 940,821.03	\$ 3,272,700.41	74.62%
05630 TUITION, PRIVATE	\$ 1,703,455.00	\$ 172,529.88	\$ 1,329,934.15	\$ 200,990.97	11.80%
05690 TUITION, MAGNET	\$ 1,812,727.00	\$ -	\$ -	\$ 1,812,727.00	100.00%
08 Tuition	\$ 7,902,114.00	\$ 344,940.44	\$ 2,270,755.18	\$ 5,286,418.38	66.90%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
05810 STAFF TRAVEL	\$ 18,622.00	\$ 1,892.93	\$ 10,882.07	\$ 5,847.00	31.40%
05814 CONFERENCES & MEETINGS	\$ 37,191.00	\$ 6,239.31	\$ 2,218.00	\$ 28,733.69	77.26%
09 Other Purchased Service	\$ 55,813.00	\$ 8,132.24	\$ 13,100.07	\$ 34,580.69	61.96%
06110 INSTRUCTIONAL SUPPLIES	\$ 293,879.00	\$ 75,007.66	\$ 71,282.17	\$ 147,589.17	50.22%
06115 OFFICE SUPPLIES	\$ 37,093.00	\$ 1,501.70	\$ 7,884.11	\$ 27,707.19	74.70%
06116 LIBRARY / AV SUPPLIES	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	100.00%
06117 COMPUTER SUPPLIES	\$ 9,000.00	\$ 2,223.44	\$ -	\$ 6,776.56	75.30%
06120 SOFTWARE	\$ 80,000.00	\$ 37,446.15	\$ 26,278.10	\$ 16,275.75	20.34%
06900 OTHER SUPPLIES	\$ 7,736.00	\$ 877.96	\$ 1,797.74	\$ 5,060.30	65.41%
10 Supplies	\$ 428,708.00	\$ 117,056.91	\$ 107,242.12	\$ 204,408.97	47.68%
06125 FACILITY SUPPLIES	\$ 136,955.00	\$ 1,332.84	\$ 41,000.32	\$ 94,621.84	69.09%
06130 FACILITY MATERIALS	\$ 124,355.00	\$ 16,883.24	\$ 78,489.57	\$ 28,982.19	23.31%
06200 HEAT	\$ 410,473.00	\$ 15,229.11	\$ 358,860.89	\$ 36,383.00	8.86%
06220 ELECTRICITY	\$ 1,023,446.00	\$ 209,650.91	\$ 679,887.71	\$ 133,907.38	13.08%
06290 WATER SERVICES	\$ 80,765.00	\$ 11,450.40	\$ 65,924.60	\$ 3,390.00	4.20%
07200 BUILDING IMPROVEMENTS	\$ 72,000.00	\$ 142,887.04	\$ 264,510.19	\$ (335,397.23)	-465.83%
11 Oper/Maint of Bldg	\$ 1,847,994.00	\$ 397,433.54	\$ 1,488,673.28	\$ (38,112.82)	-2.06%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
06410 TEXTBOOKS	\$ 68,362.00	\$ 223.76	\$ 13,056.77	\$ 55,081.47	80.57%
06420 LIBRARY BOOKS, PERIODICA	\$ 6,600.00	\$ -	\$ -	\$ 6,600.00	100.00%
06430 PROF BOOKS	\$ 2,950.00	\$ -	\$ -	\$ 2,950.00	100.00%
12 Text/Library Books/Supply	\$ 77,912.00	\$ 223.76	\$ 13,056.77	\$ 64,631.47	82.95%
07300 NEW EQUIPMENT	\$ 59,762.00	\$ 7,755.26	\$ 20,633.57	\$ 31,373.17	52.50%
07320 REPLACEMENT EQUIPMENT	\$ 11,507.00	\$ -	\$ 8,224.00	\$ 3,283.00	28.53%
07340 COMPUTER EQUIP	\$ 16,364.00	\$ -	\$ -	\$ 16,364.00	100.00%
13 Equipment	\$ 87,633.00	\$ 7,755.26	\$ 28,857.57	\$ 51,020.17	58.22%
08100 DUES & FEES	\$ 48,063.00	\$ 32,516.00	\$ 650.00	\$ 14,897.00	30.99%
08800 ATHLETIC PROGRAMS	\$ 109,672.00	\$ 82,709.29	\$ 9,882.54	\$ 17,080.17	15.57%
08900 STUDENT ACTIVITIES	\$ 24,437.00	\$ -	\$ 13,420.00	\$ 11,017.00	45.08%
14 Misc	\$ 182,172.00	\$ 115,225.29	\$ 23,952.54	\$ 42,994.17	23.60%
Grand Total	\$ 55,900,414.00	\$ 10,751,421.37	\$ 32,957,199.38	\$ 12,191,793.25	21.81%



Bloomfield Public Schools

Teacher Evaluation Handbook

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Acknowledgment

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Teacher Evaluation System (TES) aligned to student growth and district goals. The previous TES was drafted in 2001 and served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system.

The Bloomfield Public Schools Evaluation Work Group meets three times a year to review and revise the plan.

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Teacher Evaluation System

1. To improve student learning.
2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.
3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.
4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

RESPONSIBILITIES

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The teacher must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

Teacher Evaluation System (TES)

Evaluation Timelines

Date	Non- Tenured Timeline	Tenured Timeline
October 9 th -19 th	Goal Setting Conferences	Goal Setting Conferences
October 26 th	SMART Goals Completed. Goals signed off by Administrator.	SMART Goals Completed. Goals signed off by Administrator.
January 7 th -18 th	Midyear Review of Progress with conference.	Midyear Review of Progress with conference.
March 31 st	8 mini observations completed. Reflection Due to Administrator.	
April 18 th	Goal Reflections signed off by Administrator. Teacher must also electronically sign off.	
May 29 th		8 mini observations completed. Reflection Due to administrator.
June 7 th		Goal Reflections signed off by Administrator. Teacher must also electronically sign off.

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations * .6.

Teachers who take leave and return before the end of the year will be reported as non-evaluated.

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

Ongoing Reform and Evaluation

The Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Teachers Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least once a quarter during the 2013-2014 year to review progress and revise the plan. In June 2014, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Dispute and Conflict Resolution

All disputes arising from the evaluation process shall be referred to the Grievance Process as outlined in the contract between the Bloomfield Board of Education and the Bloomfield Education Association.

Training Component and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation Professional Development system through a series of workshops and seminars prior to the start of each school year. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions requiring an intermediate administrator or supervisory certificate. All training material will be readily accessible on the district evaluation website.

The training component for all staff members takes place prior to the implementation of the plan and address understanding of the elements of the plan. This is accomplished in a 3-hour session, by school, during Professional Development week. A frequently asked question (FAQ) section is regularly updated on the district evaluation website. A confidential email (eval@blmfld.org) is established for 24/7 services to aid teachers in the evaluation process. The

Teacher Evaluation System (TES)

district also employs a Teacher Evaluation Coordinator, a stipend position for a teacher that provides technical assistance to all teachers.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with central office. Administrators receive ongoing calibration professional development with all training documents and presentations readily accessible on the district evaluation website. A bank of exemplary lessons and goals are found in the library of documents for administrators to calibrate their use of the system. Additionally, administrators will work together viewing the same lessons to calibrate scoring and feedback.

Professional Development and Career Development

Building the skills and knowledge of all adults is the core of our Theory of Action. The Teacher Evaluation System utilized real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback.

The digital system tracks all teacher Professional Development by school, tenure, content area, and certification. The Bloomfield Public Schools offers teachers numerous and varied opportunities for career growth in teacher-leadership aligned to the priorities of the District Accountability Plan and the Teacher Evaluation System. Teachers are encouraged to lead and engage in at least one or more areas to achieve professional growth as displayed in the table below:

PRIORITY GOAL/AREA	LEADERSHIP OPPORTUNITY
Holistic Accountability	Data Team Member, Chair
Rigorous Curriculum/Instruction/Assessment	Curriculum Design Team Member, Chair
Positive School Climate	School-based Climate Specialist
Parent and Community Engagement	Parent Compact Member, Lead
Teacher Evaluation System	TES Specialist/Coordinator

Data Collection and Analysis

Teacher Evaluation System (TES)

Three constituent groups participate in Bloomfield Public School's Annual Climate and Satisfaction survey: Staff, Students and Families. Online survey response collection is facilitated by Panorama for all students, and the majority of staff. Panorama also manages the processing of paper surveys for families and some staff without email addresses. Survey questions address three areas: Academics, Climate and Safety, and Welcoming Schools. A copy of the survey and data by school can be found on the district website at www.blmfld.org

The survey is conducted within a 10 week timeline. Real time participation data is maintained on an online data dashboard, while comprehensive reports are released to school and central office leadership. A district report is provided to the Board of Education.

1. Data Collection Process and Timeline

Process: Three constituent groups participate in the survey: Staff, Students and Families. Online electronic responses with Panorama for all students, and the majority of staff. Paper surveys printed and distributed to parents and staff without email addresses.

Timeline: 10 Week window: *January-March*

2. Data Analysis Timeline

- ☐ Participation data available online in a dashboard format 24/7, with real-time updates for electronic surveys and weekly updates for paper surveys.
- ☐ District, and school summary and detailed response data available to Executive staff and school leaders by late April
- ☐ Summary data presented to the Board of Education in summer.

3. Reporting Process / Information sharing with stakeholders

- ☐ Currently, participation statistics are maintained on a data dashboard by Panorama and updated as surveys are submitted.
- ☐ Online reports will be available in July for central leadership and building administrators.

MINI OBSERVATION RUBRICS

Overview

According to Marzano (2007), the teacher is the “one factor that surfaced as the single most influential components of an effective school.” The purpose of this evaluation tool is to identify the knowledge and skills that define effective teaching. This set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into four domains:

1. Classroom Environment, Student Engagement and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

The four domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of mini-observations. The rubric numerical key represents gradations of performance:

- ❑ **4= Exceeded:**
The teacher demonstrates consistent exemplary knowledge and skill in all domains of practice.
- ❑ **3=Met:**
The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.
- ❑ **2= Partially Met:**
The teacher demonstrates some or inconsistent attempts at each domain and indicators.
- ❑ **1=Did not Meet Expectations:**
The teacher demonstrates few or none of the skills required in each indicator.
- ❑ **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned.**

Mini Observation Process

- ❑ Administrator *conducts* 8 mini-observations for each teacher at varying class times per teacher (i.e. opening, middle, closure).
- ❑ Administrator observes the teacher for 10 minutes using the T-Eval app or website on their mobile device.
- ❑ Administrator presses submit on their mobile device, sending a copy of the evaluation to the Administrative Assistant and the teacher unless a technical glitch has occurred.
- ❑ Administrative Assistant schedules a post-observation conference no later than 72 hours after the observation. *If the administrator is out of the district for this period of time, the face-to-face feedback must be completed within two school days of the return to district.*
- ❑ Principals will also have the opportunity to send the teacher an outlook invitation for their post-observation while still in the classroom.
- Scores of a “2” or a “1” will be accompanied by a pop-up screen, where evaluators must submit feedback. The pop-ups will generate on the bottom of the evaluation.

Mini Observation Guidelines

- ❑ At least one observation will include a review of practice (non-traditional teaching time) Example: Data Team, Concert
- ❑ Unless agreed upon; a maximum of one observation should be conducted in a work week.
- ❑ An observation should not occur until after the previous post-observation meeting has been held.
- ❑ Non-tenured classroom teachers must have a minimum of 6 classroom observations and tenured classroom teachers must have a minimum of 4 classroom observations.
- All observations should be conducted by the teachers’ immediate supervisor unless the teacher and Human Resources has been notified in writing.
- ❑ Observations will not be conducted during confidential sessions with students.
- ❑ All observations will be sent electronically to the teacher immediately following an observation, unless a technical difficulty prevents submission.
- ❑ Observation cut-off dates are March 31st (non-tenured) and May 29th (tenured).
- ❑ Teachers in year one or two will have a pre-conference before the first two mini observations.

Teacher Evaluation System (TES)

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

- 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c. Maximizing instructional time by effectively managing routines and transitions. 1 Domain

OVERVIEW

Domain 1 will be broken into seven subsections. The following are statements of expectation for each section:

- **Rapport and positive social interaction**
- **Respect for student diversity**
- **Environment supportive of intellectual risk-taking**
- **High expectations for student learning**
- **Communicating, reinforcing, and maintaining appropriate standards of behavior**
- **Promoting social competence and responsible behavior**
- **Routines and transitions appropriate to needs of students**

Teacher Evaluation System (TES)

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Rapport and positive social interaction	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.
Respect for student diversity	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.
Environment supportive of intellectual risk – taking	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.	Creates a learning environment in which most students are willing to take intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment that discourages students from taking intellectual risks.
High expectations for student learning	Creates opportunities for students to set high goals and take responsibility for their own learning.	Establishes and consistently reinforces high expectations for learning for all students.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes low expectations for student learning.
Communicating, reinforcing, and maintaining appropriate standards of behavior	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.
Promoting social competence and responsible behavior	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.
Routines and transitions appropriate to needs of students	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.	Establishes routines and transitions resulting in maximized instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.

Domain 2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b. Planning instruction to cognitively engage students in the content.
- 2c. Selecting appropriate assessment strategies to monitor student progress

OVERVIEW

This domain will be broken into eight subsections. The following are statements of expectation for each section:

- **Content of lesson plan is aligned with standards**
- **Content of lesson appropriate to sequence of lessons and appropriate level of challenge**
- **Use of data to determine students' prior knowledge and differentiation based on students' learning needs.**
- **Literacy strategies**
- **Strategies, tasks and questions cognitively engage students**
- **Instructional resources and flexible groupings support cognitive engagement and new learning**
- **Criteria for student success**
- **Ongoing assessment of student learning**

Teacher Evaluation System (TES)

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Content of lesson plan is aligned with standards	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Plans to challenges students to extend their learning to make interdisciplinary connections.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Does not appropriately sequence content of the lesson plan.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs.	Plans for students to identify their own learning needs based on their own individual data.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.
Literacy strategies	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.	Plans instruction that integrates literacy strategies and academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.
Strategies, tasks and questions cognitively engage students	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse ¹¹ or inquiry-based learning ¹² and/or application to other situations.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional tasks that limit opportunities for students' cognitive engagement.
Instructional resources and flexible groupings support cognitive engagement and new learning	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.
Criteria for student success	Plans to include students in developing criteria for monitoring their own success.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.
Ongoing assessment of student learning	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.

Domain 3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3a. Implementing instructional content for learning.
- 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

OVERVIEW

The Delivery of Instruction Section will be broken into eleven subsections. The following are statements of expectation for each section:

- **Instructional purpose**
- **Content accuracy**
- **Content progression and level of challenge**
- **Literacy strategies**
- **Strategies, tasks and questions**
- **Instructional resources and flexible groupings**
- **Student responsibility and independence**
- **Criteria for student success**
- **Ongoing assessment of student learning**
- **Feedback to students**
- **Instructional adjustments**

Teacher Evaluation System (TES)

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Instructional purpose	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.
Content accuracy	Invites students to explain the content to their classmates.	Makes no content errors.	Makes minor content errors.	Makes multiple content errors.
Content progression and level of challenge	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.
Literacy strategies	Provides opportunities for students to independently select literacy strategies that support their learning.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.
Strategies, tasks and questions	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem solving strategies.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.

Teacher Evaluation System (TES)

Instructional resources and flexible groupings	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and/or groupings that do not cognitively engage students or support new learning.
Student responsibility and independence	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.
Criteria for student success	Integrates student input in generating specific criteria for assignments.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.
Ongoing assessment of student learning	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.
Feedback to students	Encourages peer feedback that is specific and focuses on advancing student learning.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.
Instructional adjustments	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.	Adjusts instruction as necessary in response to individual and group performance.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Makes no attempts to adjust instruction.
Instructional purpose	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.

Teacher Evaluation System (TES)

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a. Engaging in continuous professional learning to impact instruction and student learning.
- 4b. Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

OVERVIEW

The Domain 4 section will be broken into nine subsections. The following are statements of expectation for each section:

- **Teacher self-evaluation/ reflection and impact on student learning**
- **Response to feedback**
- **Professional learning**
- **Collaboration with colleagues**
- **Contribution to professional learning environment**
- **Ethical use of technology**
- **Positive school climate**
- **Family and community engagement**
- **Culturally responsive communications**

Teacher Evaluation System (TES)

	4 Exceeds	3 Met	2 Partially Met	1 Did Not Meet Expectations
Teacher self-evaluation/ reflection and impact on student learning	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Insufficiently reflects on/ analyzes practice and impact on student learning.
Response to feedback	Proactively seeks feedback in order to improve a range of professional practices.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Unwillingly accepts feedback and recommendations for improving practice.
Professional learning	Takes a lead in and/or initiates opportunities for professional learning with colleagues.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Attends required professional learning opportunities but resists participating.
Collaboration with colleagues	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Attends required meetings to review data but does not use data to adjust instructional practices.
Contribution to professional learning environment	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Disregards ethical codes of conduct and professional standards.
Ethical use of technology	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.

Teacher Evaluation System (TES)

Positive school climate	Leads efforts within and outside the school to improve and strengthen the school climate	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Does not contribute to a positive school climate.
Family and community engagement	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Limits communication with families about student academic or behavioral performance to required reports and conferences.
Culturally responsive communications	Leads efforts to enhance culturally-responsive communications with families and the community	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.

Professional Assistance

A. Focused Support:

Teacher receives the following score: “did not meet expectations” in the same category for 3 consecutive observations. This is short term support to address a specific weakness in the early stages.

B. Special Assistance:

Teacher gets below a 65 on end of the year evaluation. This teacher is having difficulty consistently demonstrating proficiency.

C. Intensive Assistance:

A teacher who does not meet expectations of the special assistance plan. This plan is to build a staff member’s capacity.

Professional Assistance Expectations:

- Evaluations must be spread out over the year to see growth and development. A minimum of once a month is required. If an area of weakness is identified every two weeks will then be required. In order to place a teacher on professional assistance this schedule must have been followed.
- An improvement objective will be formed.
- A neutral evaluator will be chosen as co-evaluator
- A timeline for improvement will be established (45-60 days recommended)
- Only the part of the rubric in question will be observed
- Strategies and interventions along with who will provide the support will be established.
- Co-evaluators do separate evaluations and share at follow-up meeting
- Number of days on assistance will be mutually agreed upon by PAT.
- Additional observations must score between 2-4 to move out of assistance phase.
- Specific written feedback will be given to teacher
- Feedback meetings with the team will be held 24 hours after observation to be scheduled ahead of time
- Observations will be 20-30 minutes in length and scheduled ahead of time
- Assistance plans should be developed in consultation with the teachers and his/her exclusive bargaining representative
- This plan will follow the guidelines which can be changed if mutually agreed upon by all parties
- All forms will be on the TEVAL site and are available in the Appendix

SMART Goal Guidelines

- Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.
- Staff members will develop two goals regardless of content area: One in Literacy and one in Numeracy in their content area.
- Each goal is worth 22.5% of the total evaluation.
- Staff members write specific objectives based on individual classes and students as measured by assessments in or out of the classroom.
- SMART goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.
- Student Learning Objectives (SLO) are developed specific to the needs of students assigned to support district and school targets
- Use CCSS and Creative Curriculum to support your Student Learning Objectives.
- A midyear conference will be held between January 17th-31st to review and/or revise goals if needed.

Teacher Evaluation System (TES)

Annual Goal Setting Form Literacy

Name_____

School

DROP DOWN

Assignment_____

Date

SMART goal for 20__ -20__

Teacher SMART goals in literacy will be written using specific objectives based on individual classes and students as measured by assessments in or out of the classroom.

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.

District Literacy Target for 2016-2017:

School Literacy Target for 2016-2017:

SPECIFIC SLO (Student Learning Objectives): What is your focus or objective for improving student performance in literacy for your class?

Measureable / IAGD (Indicator of Academic Growth and Development): How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your SLO align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal?

☐

Goal approved by evaluator

☐

Goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again if not approved _____

Teacher Evaluation System (TES)

Annual Goal Setting Form Numeracy

Name_____

School

DROP DOWN

Assignment_____

Date

SMART goal for 20__ -20__

Teacher SMART goals in numeracy will be written using specific objectives based on individual classes and students as measured by assessments in or out of the classroom.

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines.

District Numeracy Target for 2016-2017:

School Numeracy Target for 2016-2017:

SPECIFIC SLO (Student Learning Objectives): What is your focus or objective for improving student performance in numeracy for your class?

Measureable/ IAGD (Indicator of Academic Growth and Development): How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your SLO align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal?

☐

Goal approved by evaluator

☐

Goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again if not approved _____

Teacher Evaluation System (TES)

Annual CLIMATE SURVEY Goal Setting Form

Name_____

School

DROP DOWN

Assignment_____

Date

CLIMATE SURVEY goal for 20__-20__

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Accountability Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐

CLIMATE SURVEY goal approved by evaluator

☐

CLIMATE SURVEY goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again if not approved _____

Teacher Evaluation System (TES)

Annual STUDENT FEEDBACK Goal Setting Form

Name _____

School

DROP DOWN

Assignment _____

Date

STUDENT FEEDBACK goal for 20__ -20__

The STUDENT FEEDBACK goal is teacher designed based on action research and small group analysis. The teacher will develop a classroom level survey through the use of paper, digital, or video. This survey will be approved by mutual agreement between the teacher and the administrator.

This goal is worth 5% of the total evaluation.

Enter STUDENT FEEDBACK goal here:

Specific: What is your focus or objective for improving student feedback in your classroom?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve feedback in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐

STUDENT FEEDBACK goal approved by evaluator

☐

STUDENT FEEDBACK goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again _____

Teacher Evaluation System (TES)

End of Year Self-Reflection Form (SMART GOALS)

Name_____

School

DROP DOWN

Assignment_____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit LITERACY SMART Goal

Literacy SMART goal: (22.5 % of Evaluation)

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

☐

Teacher requests a conference to review this data with Administrator.

☐

Administrator requests a conference to review this data with teacher

Teacher Evaluation System (TES)

End of Year Self-Reflection Form (SMART GOALS)

Name_____

School

DROP DOWN

Assignment_____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit NUMERACY SMART Goal

Literacy SMART goal: (22.5 % of Evaluation)

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

☐

Teacher requests a conference to review this data with Administrator.

☐

Administrator requests a conference to review this data with teacher

Teacher Evaluation System (TES)

Smart Goal Rating

Goals are worth a total of 45% of the total Evaluation System.

4= Exceeds:

The teacher demonstrates consistent exemplary knowledge in all domains of practice.

3= Met:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Partially Met:

The teacher demonstrates some or inconsistent attempts at some indicators.

1=Mandatory Professional Assistance:

The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

Literacy Goal Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Numeracy Goal Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Teacher Evaluation System (TES)

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name _____

School

DROP DOWN

Assignment _____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

☐

Teacher requests a conference to review this data with Administrator.

☐

Administrator requests a conference to review this data with teacher

Teacher Evaluation System (TES)

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Exceeds:

The teacher demonstrates mastery of the indicator.

3=Met:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Partially Met:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Professional Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

Climate Survey Goal Rating (10% of Evaluation) :

COMMENT TEXT BOX

Teacher Evaluation System (TES)

End of Year Self-Reflection Form (STUDENT FEEDBACK GOAL)

Name_____

School

DROP DOWN

Assignment_____

Date

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I. Revisit STUDENT FEEDBACK goal

Enter STUDENT FEEDBACK goal:

II. Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

TEXT BOX.... (No more than 250 Words)

III. Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX.... (No more than 250 words)

☐

Teacher requests a conference to review this data with Administrator.

☐

Administrator requests a conference to review this data with teacher

Teacher Evaluation System (TES)

STUDENT FEEDBACK Goal Rating

STUDENT FEEDBACK Goal is worth a total of 5% of the total Evaluation System.

4= Exceeds:

The teacher demonstrates mastery of the indicator.

3=Met:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Partially Met:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Professional Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

STUDENT FEEDBACK Goal Rating (5% of Evaluation) :

COMMENT TEXT BOX

Final Evaluation

Cumulative OBSERVATION Rating

There are 8 mini-observations worth 40% of the total Evaluation System. Each observation is worth 5% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Observation #6: _____

Observation #7: _____

Observation #8: _____

Total OBSERVATION Rating: _____

Cumulative SMART GOAL Rating

There are two SMART Goals worth 45% of the total Evaluation System.

Literacy Goal: (22.5% of Total Evaluation):

Numeracy Goal: (22.5% of Total Evaluation):

Total SMART GOAL Rating: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation:

Climate Goal (10% of Total Evaluation):

Total CLIMATE GOAL Rating: _____

Teacher Evaluation System (TES)

Cumulative STUDENT FEEDBACK GOAL Rating

The Student Feedback Goal is worth 5% of the Annual Evaluation:

Student Feedback Goal (5% of Total Evaluation):

Total STUDENT FEEDBACK GOAL Rating: _____

Overall Rating

(OBSERVATION) + (SMART GOAL) + (CLIMATE GOAL) + (STUDENT FEEDBACK GOAL)

Rating Scale

86-100 = Exceeds

71-85 = Met

60-70 = Partially Met

59 or below = Mandatory Professional Assistance

NON-TENURED

Candidate for non -renewal

TENURED

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non-renewal.

Renewal

Contract renewed: ____Yes ____Yes, with Assistance Plan* ____No*

*Evaluator may attach notes or other documentation

Teacher signature _____

Date _____

Evaluator signature _____

Teacher Evaluation System (TES)

Definition of an Effective and Ineffective Teacher

Effectiveness and ineffectiveness will be determined utilizing a pattern of summative ratings derived from the TES based on the following table below:

Category	Final Evaluation Score
Exceeds	86-100
Met	71-85
Partially Met	60-70
Mandatory Professional Assistance	59 or Below

Year 1 and 2 (non-tenured/beginning) teachers are automatic candidates for non-renewal. Beginning teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings. A teacher (regardless of tenure) can only spend one year in the “Attempted/Needs Improvement.” Ineffective teaching is defined as two consecutive years in the “Attempted/Needs Improvement” which qualifies the teacher as an automatic candidate for non-renewal.

Teacher Evaluation System (TES)

Notification of Status Change

Staff Member: _____ Date: _____

Evaluator: _____

As of _____ you will be in the _____ Phase of the Evaluation Process. This change is being made to address weakness in these areas of your performance.

Classroom Management Assessment Practices Delivery of Instruction Planning

To date, the following intervention strategies have been recommended by the administration:

1. _____

2. _____

3. _____

The strategies listed above have been discussed in detail and reviewed with you on previous occasions. However, the weaknesses persist. A plan will be developed to address these concerns and monitored for the duration of the Assistance Phase.

The staff member shall sign in the space provided below. The staff member's signature indicates only that she/he has read this document.

Staff Member: _____ Date: _____

Evaluator: _____ Date: _____

Teacher Evaluation System (TES)

Phase Timeline

Staff Member _____ School Year _____

Team Member(s) _____

Meeting 1 _____ Phase is Reviewed with the Staff Member Date: _____
Staff Member Signature _____

Meeting 2 Formal Observation/Conference or Meeting Team Member _____
Staff Member _____
Date: _____

Meeting 3 Formal Observation/Conference or Meeting Team Member _____
Staff Member _____
Date: _____

Meeting 4 Formal Observation/Conference or Meeting Team Member _____
(if necessary) Staff Member _____
Date: _____

Meeting 5 Formal Observation/Conference or Meeting Team Member _____
(if necessary) Staff Member _____
Date: _____

Meeting 6 (if necessary) – A written recommendation of a status decision and a copy of the assistance phase packet will be forwarded to the superintendent at the conclusion of the final meeting.

Prime Evaluator: _____ Date: _____

Support Evaluator: _____ Date: _____

Support Evaluator: _____ Date: _____

Staff Member: _____ Date: _____

(Staff Member's Signature indicates that the staff member has reviewed this document.)

Teacher Evaluation System (TES)

_____Phase Plan

Staff Member: _____

School: _____

Grade/Subject: _____

Specific Measureable/Observable Objectives for Improvement:

1. _____

2. _____

3. _____

Prime Evaluator: _____

Date: _____

Support Evaluator: _____

Date: _____

Support Evaluator: _____

Date: _____

_____Phase Team Action Plan

Date of commencement of activities _____

Date of end of Plan _____

Plan Review Dates:

Teacher Evaluation System (TES)

Team Action Plan Form

Specific Action Steps	Person(s) Responsible	Target Completion Date	Method of Assessment	Evaluation Outcome

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Evaluator: _____ Date: _____

Teacher Evaluation System (TES)

Meeting Log

Staff Member: _____ Date of Meeting: _____

Persons Present: _____

Summary of Meeting:

Recommendations:

Staff Member's Signature: _____

Administrator's Signature: _____



CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 37 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABA has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **Friday, October 2, 2026**

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- ☐ A. The Board has developed district goals for this year. ***(provide copy of goals)***
- ☐ B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. ***(provide copy of plan or descriptive narrative)***
- ☐ C. The Board has conducted a superintendent evaluation in past 12 months.
- ☐ D. The Board monitors its performance against a Board of Education code of conduct. ***(provide copy of code)***
- ☐ E. The Board has conducted meetings pursuant to Board policy.
- ☐ F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. ***(provide copy of meeting calendar)***
- ☐ G. The Board ensures that student voice is part of its decision-making process. ***(provide bylaws that allow for student voice)***
- ☐ H. The Board models civil discourse while conducting Board business. (provide examples)
- ☐ I. The Board conducts orientation for new Board members. ***(provide agenda or bylaws)***

Level Two (minimum of three)

-  A. The Board of Education works to improve student achievement. **(provide description)**
-  B. The Board relates the mission statement and goals to agenda items. **(provide examples)**
-  C. The Board supports the appropriate use of technology in educational programming. **(provide examples)**

- ☒ D. The Board uses data to make informed decisions regarding student achievement. **(provide examples)**
- ☐ E. The Board addresses issues of diversity, equity, and inclusion. **(provide examples)**

2. Board Member Professional Development

Level One (minimum of three)

- ☐ A. A majority of Board members have taken part in workshops or other in-service training during the last year. **(provide list of workshops and/or in-service training)**
- ☐ B. The Board provides adequate funds to permit Board members to take part in training. **(provide budget or listing for Board professional development)**
- ☐ C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. **(provide list of Convention participants)**
- ☐ D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. **(provide list of programs and board members who attended)**
- ☐ E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. **(provide agenda)**
- ☐ F. New Board members are provided orientation, including attending CABE New Board Member Orientation. **(provide list of 2025-2026 participants)**
- ☐ G. The Board has participated in professional development about issues of diversity, equity and inclusion. **(provide a list of workshops and provider)**

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two (minimum of two)

- ☒ A. The Board has developed district goals and reviews them on a regular basis. **(provide examples)**
- ☒ B. The Board has incorporated Board professional development into policy. **(provide examples)**
- ☐ C. The Board holds a retreat outside of a regular meeting with a component offering professional development. **(provide copy of agendas)**

3. Policy

Level One (minimum of three)

- ☐ A. The Board has developed and adhered to procedure for policy review. **(provide procedure)**
- ☐ B. The Board has a regular process for reviewing policies every three years.
- ☐ C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- ☐ D. The Board has adopted all required policies.
- ☐ E. The Board has reviewed appropriate policies as law and regulations have changed.
- ☐ F. The Board relies on policies as “living documents,” by referring to them at Board meetings or in Board agendas.
- ☐ G. The Board provides the district policy manual in a searchable online version. **(provide URL)**
- ☐ H. The Board has a Code of Ethics. **(provide Code of Ethics)**

Level Two (minimum of three)

- ☐ A. The Board relates applicable agenda items to appropriate policies. **(provide sample agendas that show this practice)**
- ☒ B. Policy discussions are a regular part of Board meetings. **(provide agendas where this takes place)**
- ☒ C. The Board has adopted a policy addressing diversity equity, and inclusion. **(provide policy)**
- ☐ D. The Board has adopted a policy on civility. **(provide policy)**

4. Community Relations

Level One (minimum of three)

- ☐ A. The Board has clear, written policies on Community-Board Relations. **(provide copy)**
- ☐ B. The Board provides opportunities for appropriate participation at meetings by members of the community. **(provide copies of two recent agendas)**
- ☐ C. The Board seeks active community involvement with the schools. **(provide examples)**
- ☐ D. The Board demonstrates cooperation with news media. **(describe)**

- ☐ E. The Board promotes the school system to the public. **(provide copies of information disseminated)**
- ☐ F. The Board disseminates information to the public on its decisions in a unified, timely manner. **(provide copy of information provided)**

Level Two (minimum of two)

- ☒ A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. **(provide agenda and report the end results of the program)**
- ☒ B. The Board has successfully worked with other community leaders. **(provide description and/or supporting documentation)**
- ☐ C. The Board works with the community's local cable access channel. **(provide description)**
- ☐ D. The Board works with other Boards of Education. **(provide description)**

5. Related Organizational Leadership

Level One (minimum of three)

- ☐ A. A Board member serves on the CABE Board of Directors. **(provide name)**
- ☐ B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. **(provide name(s))**
- ☐ C. One or more Board members actively serve on a RESC Board. **(provide name(s) and RESC)**
- ☐ D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. **(provide name(s))**
- ☐ E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. **(provide name(s))**
- ☐ F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. **(provide resolution(s))**
- ☐ G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service. **(provide date information sent)**

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two *(minimum of two)*

- ☐ A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. ***(provide a copy of any handouts and presentation materials)***
- ☐ B. The Board has sponsored a Legislative Breakfast or some other legislative event. ***(provide invitation or agenda)***
- ☒ C. The Board works closely with its local legislative delegation to improve the schools. ***(provide description)***
- ☒ D. The Board sponsors an annual area meeting. ***(provide agenda)***

Optional Question:

Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.
Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

Please see attached response.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application. If the majority votes in favor, the Board Chair and Superintendent should sign below (***please attach minutes***).