BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION REGULAR MEETING
Board of Education Regular Meeting AT Tuesday, November 10, 2026
Hybrid Meeting - Board of Education and Virtual

1. Establishment of a Quorum and Call to Order
   L. Easmon
2. Pledge of Allegiance
   L. Easmon
3. Opening Statement
   F. Bogle-Assegai
4. Consent Agenda
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   B. Curriculum Committee
      T. Mack-Mohammed
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      F. Bogle Assegai
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      D. Greco
8. Public/PTO Comment
   L. Easmon
9. Old Business

A. Second Reading and Possible Adoption of Board Policies

1. Transportation- 3541 43
   T. Youngberg
2. Preschool Lottery Policy- 5112.1 51
   T. Youngberg

10. New Business

A. Discussion and Possible Action on the Educator Evaluation Plan 2026-2027 55
   T. Youngberg

B. Review and Possible Action on the 2027 Board of Education Meeting Schedule 112
   L. Easmon

C. Review and Possible Action on the UCONN ISM Sports Medicine Services Contract
   T. Youngberg

D. Discussion and Possible Action on Renaming the Alternative Learning Center 113
   L. Curley-Colon

11. Board Comments
    L. Easmon

12. Adjournment
    L. Easmon

Board of Education Regular Meeting
Tuesday, October 13, 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/84389629499?pwd=WAqDLUtvIlEGd7UCdy7h610jo0wM8a.1
Meeting ID: 843 8962 9499 Passcode: 505012

Attendance:	L. Easmon, Chair	Present
	T. Mack-Mohammed, Vice Chair	Present
	F. Bogle-Assegai, Secretary	Present *(online)*
	K. Dunbar	Present
	H. Frydman	Present
	C. Jones	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
E. Hilversum, Director of Talent Management and Community Partnerships
J. Preuss, Director of Assessment, Accountability, and Performance
C. Kennedy, Director of Student Support Services
J. White, Principal, Bloomfield High School

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 7:01 p.m.

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

3. **Opening Statement**
   T. Mack-Mohammed welcomed all attendees. The purpose and process of the Board of Education meeting were stated.

4. **Presentations**
   A. **Student Representative Report – Bloomfield High School**
      Bloomfield High School student representatives, reported on school activities and achievements. Highlights included Bloomfield High School earning the Michaels Cup for the ninth consecutive year; after-school SAT preparation; the September 29 college fair; college visits; marching band appearances; participation in the CCC

Sportsmanship Conference; financial aid night; a student's third-place finish in an agriscience competition at the Big E; planned EKG screenings for student-athletes; and the new math league team, which will compete at Harvard University on November 7. The students also reviewed upcoming school events and proposed establishing a permanent student representative position on the Board of Education, with possible participation in committee meetings. Board members thanked the students for their presentation and discussed the value of student voice and engagement.

B. Introduction of Eric Hilversum, Director of Talent Management and Community Partnerships

Dr. Youngberg introduced Eric Hilversum, Director of Talent Management and Community Partnerships, and reviewed his 25 years of public service, including more than 14 years in school administration. His experience includes talent recruitment and retention, employee onboarding and mentoring, staff evaluation, professional development, labor and employee relations, community engagement, and school improvement. Hilversum expressed that he was honored to join Bloomfield Public Schools and emphasized his commitment to supporting staff and educators through transparency, fairness, due process, and collaborative leadership.

5. Board of Education Committee Reports

A. Finance Committee

The Finance Committee reviewed the district's Alliance District Grant application and the plan for using funds to improve student performance, including goals, indicators, monitoring, and reporting. The committee also discussed the master staffing list, benefits and salaries for non-affiliated employees, a public relations proposal to increase awareness of district programs and address public perceptions (discussion only; no action taken), and the UConn Health agreement for sports medicine and athletic training services at Bloomfield High School. The agreement remains under discussion.

B. Curriculum Committee

The Curriculum Committee discussed enrollment and interest in Laurel Literacy Academy PreK programming, including future seat availability, and district assessment results. Additional information about district scores is forthcoming.

C. Policy Committee

The Policy Committee did not meet because a quorum was not present. Members noted that several policies will need committee review before being brought to the full Board.

6. Consent Agenda

A. Approval of Minutes – Regular Meeting – September 8, 2026

B. Approval of Alliance District Grant Application

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

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

The motion passed unanimously 6-0-0.

7. Superintendent's Report

A. Superintendent's Update

Dr. Tracy Youngberg, Superintendent of Schools, shared a PowerPoint presentation and updates on professional learning, district initiatives, facilities, strategic planning, school climate and safety, and finance. The district's theme for the year is "Planting Seeds, Inspiring Growth and Cultivating Excellence." The Teaching, Learning and Leadership team led professional development on October 13 and has been invited to present its curriculum and instructional coherence work at the Connecticut State Department of Education's Performance Matters event on October 30. The district is collaborating with Engage to Learn to host author and consultant Jim Knight, and Bloomfield High School will continue its partnership with the RISE Network. The district is also working to support student participation in the CABE/CAPSS convention.

The district is working with the Town on environmental and sustainability initiatives. A pilot to replace plastic utensils with reusable utensils is planned at Carmen Arace and Bloomfield High School, with grant-funded equipment and supplies. The district is also pursuing a composting initiative supported by an approximately $50,000 grant, with the goal of expanding the work over time.

The Superintendent reported that the district received a painting estimate of approximately $138,000 for Bloomfield High School and Carmen Arace and is identifying a funding source. The GEMS building walkthrough with Town representatives went well; minor repairs and removal of some items are planned while the Town considers next steps. Construction is underway on an additional student bathroom at Metacomet to support students with special needs. Preliminary plans are underway to relocate Central Office staff to the Carmen Arace building, alongside the Alternative Learning Center, Carmen Arace Middle School, and adult education; the maintenance department would be housed at Bloomfield High School.

Formal strategic planning is now anticipated to begin in spring 2027. The district is considering completing initial data gathering in-house and adjusting existing vendor work to support a marketing and communications plan without increasing planned expenditures. The Superintendent also reviewed the legislatively required Climate and Safety Committee, which monitors school climate, attendance, discipline, survey data, and collaboration with Town social and youth services. Fiscal year 2025 audit submissions and the state financial report were completed on time; fiscal year 2026

reconciliation work and Munis training continue, with the HR, payroll, and benefits modules targeted for an April 1, 2027, launch.

B. District Enrollment and Attendance

Jennifer Preuss, Director of Assessment, Accountability, and Performance presented an early-year snapshot of enrollment, attendance, and chronic absenteeism using October 6 enrollment data and attendance data through September 30. Overall enrollment appeared relatively stable, with shifts across grade levels following the district's school and grade-level reconfigurations. Board members asked about attendance incentives, interventions for chronically absent students, and the district's attendance procedures. The administration noted that principals receive detailed accountability reports and that schools use attendance teams and absence notifications.

C. Human Resources Update

Eric Hilversum, Director of Talent Management and Community Partnerships presented the July 1–September 30, 2026, human resources update. He reported that recruitment efforts had filled nearly all positions needed by schools and that hiring and recruitment would continue. Staff reassignments largely reflect school closures and grade-level reconfigurations. Board members asked about the campus supervisor position at Bloomfield High School and food service staffing at Seymour and Allgrove schools, which are part of the East Granby food service partnership.

D. Financial Report – September 2026

Domenic Greco, Executive Director of Finance and Operations that, as of October 8, approximately 21.81% ($12.2 million) of the adopted budget remained unexpended or unencumbered. Certified salaries were approximately $596,000 over budget pending billing and recognition of anticipated out-of-district tuition revenue. Employee benefits and tuition costs had not yet been fully encumbered, including health insurance, pension and OPEB contributions, special education placements, and magnet school tuition. Building improvements were approximately $335,000 over budget due to necessary repairs, including work at Metacomet, Carmen Arace, and Bloomfield High School. The district is exploring grants and budget transfers to offset some costs. Board members also asked about a literacy intervention grant and the district's vehicle inventory; follow-up information was requested.

8. Public/PTO Comment

Thomas Smith of 128 Wintonbury Ave., Bloomfield commented on implementation of district policies at the school level, including dress code and restrictions on electronics and phones, and urged consistent follow-through on written policies.

Felicia Harvey Clark of 8 Fairfield Lane, Bloomfield thanked educators and support staff and asked about the district's attendance teams and interventions for chronic absenteeism, plans to improve district performance ratings, and opportunities to pursue grants. The Board Chair stated that the Superintendent would work with staff to respond to questions raised during public comment.

9. New Business

A. Educator Evaluation Plan 2026-2027 Review and Possible Action

A motion was made by T. Mack-Mohammed and seconded by R. Ike to approve continued use of the previously adopted and approved Educator Evaluation Plan. The plan was described as meeting state requirements and best-practice recommendations, with no substantive changes to the evaluation process. Board members requested additional time to review the document before voting.

The Board agreed to table consideration to allow all members, including the absent member, an opportunity to review the plan and submit questions.

A motion was made by T. Mack-Mohammed and seconded by R. Ike to table consideration of the Educator Evaluation Plan until the November regular Board meeting.

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.

B. Review and Possible Action on the CABE Board Recognition Award – Level 2

Lynette Easmon, Board Chair presented the CABE's Board of Distinction Award application to the full Board. This award is the next level of recognition for Boards of Education that demonstrate strong leadership, teamwork, and a commitment to improving their school district. To be eligible, a Board must have received the CABE Board Leadership Award at least twice within the previous four years. Our Board has met that requirement, which makes us eligible to apply for the Board of Distinction Award.CABE requires the Board to formally approve the application by a majority vote before the Board Chair and Superintendent can sign and submit it.

A motion was made by T. Mack-Mohammed and seconded by R. Ike for the Bloomfield Board of Education to approve the submission of the application for the CABE Board of Distinction Award.

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.

10. Board Comments

R. Ike encouraged Bloomfield residents to participate in the upcoming election, reviewed early voting dates and polling hours, and thanked the district for its cooperation in supporting student poll workers.

K. Dunbar thanked community members for attending and sharing comments, expressed support for Bloomfield Public Schools, and emphasized the importance of parents, educators, students, and the broader community working together to support student success.

H. Frydman emphasized the importance of a collective community effort, noting that while Bloomfield offers many programs and resources, collaboration among community members is essential.

F. Bogle-Assegai raised concerns about the end of the grant-funded STEAM after-school program at Laurel Literacy Academy and asked the district to consider how opportunities of this kind could be sustained. Dr. Youngberg clarified that the grant had ended and the program had not been included in the district budget, while agreeing that such opportunities benefit the community.

T. Mack-Mohammed welcomed Eric Hilversum and thanked the Bloomfield High School student representatives for their presentation. Members emphasized the need for long-range strategic goals and community investment in students.

L. Easmon read a statement and requested that it be included in the meeting record. The statement is provided below.

“I would like to take a moment to address the importance of regular attendance at Board of Education meetings and committee meetings. Until recently, attendance has not been an issue; however, recent absences are beginning to affect our productivity and ability to conduct business efficiently.

As members of this Board, we have a responsibility to be present, engaged, and prepared to carry out the work entrusted to us. Our attendance is not simply a matter of fulfilling a calendar commitment; it directly affects our ability to conduct business, discuss important issues, and make timely decisions that impact our students, staff, and school district.

We must also be mindful and respectful of the time and efforts of our staff members who prepare for and attend these meetings to present information, answer questions, and provide recommendations. Many of these individuals are attending after their regular workday has ended. When members are absent without advance notice, or when we do not have a quorum to move forward, staff may be left waiting unnecessarily, and valuable time is lost.

A lack of consistent attendance also makes it difficult to discuss, amend, and pass policies in a timely manner. When items must be placed on the agenda repeatedly because we do not have the necessary members present to discuss or take action, it

delays important work and creates additional demands on staff and fellow Board members.

Moving forward, I ask that each member make every reasonable effort to attend all regular Board AND committee meetings. If you know that you will be unable to attend, please notify the Board Chair as soon as possible so that the Superintendent and I can make appropriate adjustments to the agenda, communicate with staff, and use everyone's time as efficiently as possible. Please understand it is not Krista's responsibility to tell me that you will not be in attendance. She has many other responsibilities, and we should respect her time as well.

We must demonstrate respect for fellow board members and acknowledge the responsibilities we have accepted as elected officials. Our students deserve a Board that leads by example, takes its responsibilities seriously, respects the time of others, and works together to move the district forward.

Thank you for your attention to this matter and for your continued service to our students, staff, and community."

11. Adjournment

At 8:34 p.m. a motion to adjourn was made by R. Ike and seconded by T. Mack-Mohammed.

The motion passed unanimously 6-0-0.

F. Bogle-Assegai, Secretary

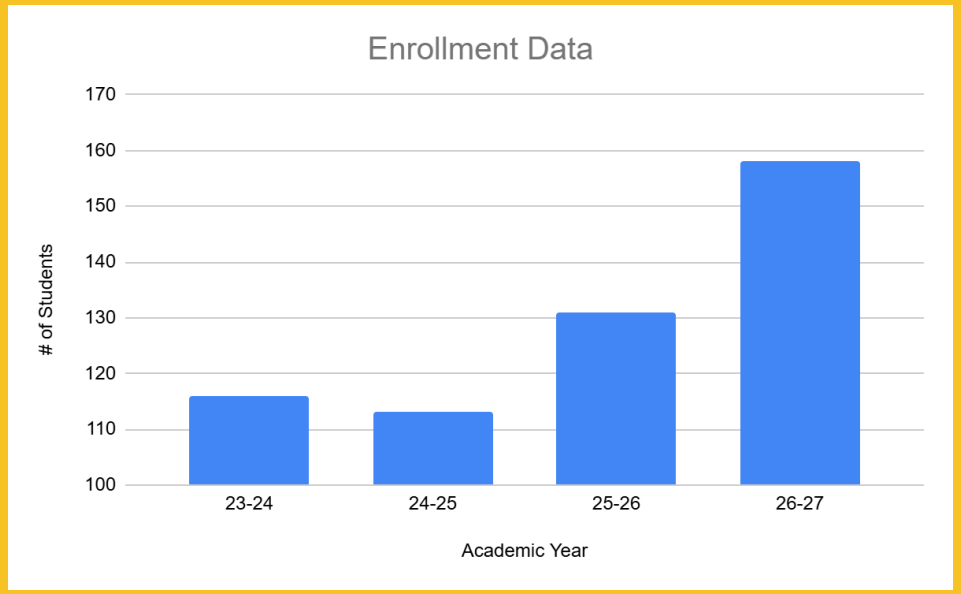
T. Youngberg, Superintendent

Harris Sr. AgriScience & Technology Center

At Bloomfield High School

Harris AgriScience & Technology Center @ Bloomfield High School

Current Enrollment - 158 students





Harris AgriScience & Technology Center @ Bloomfield High School

FFA Officer Team & Junior Officer Team

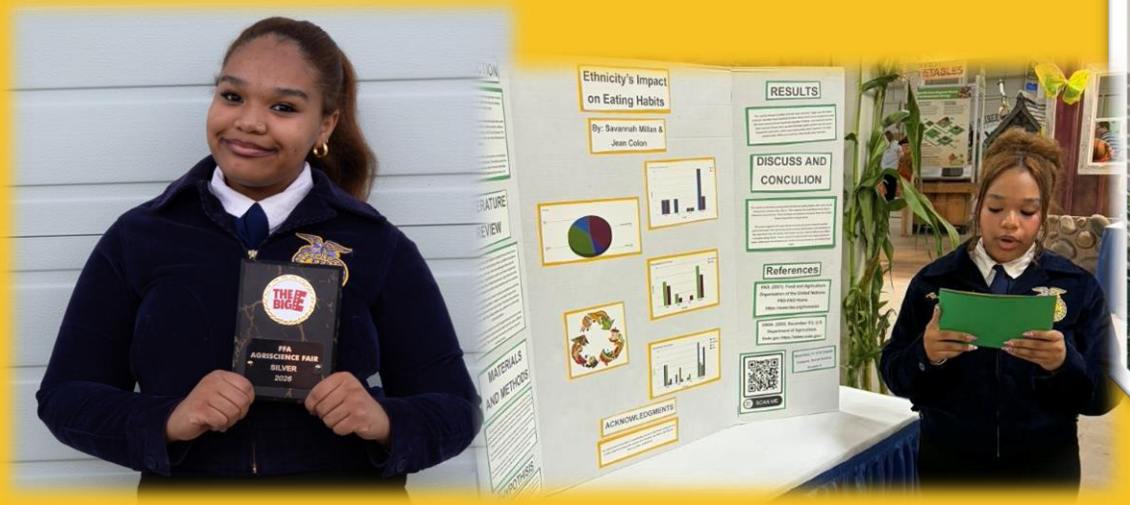




Harris AgriScience & Technology Center @ Bloomfield High School

LDE and CDE Contests

- AgriScience Fair
- Creed
- Extemporaneous Public Speaking
- Opening and Closing Ceremonies





Harris AgriScience & Technology Center @ Bloomfield High School

Project Oceanology Overnight















Bronx Zoo



Harris AgriScience & Technology Center @ Bloomfield High School

Adult Ed









Harris AgriScience & Technology Center @ Bloomfield High School

Ag Field Day











Harris AgriScience & Technology Center @ Bloomfield High School

Upcoming Events

Holiday Bazaar/Open House

Monday November 23, 5-7pm







Food Nutrition Services

Presentation to the Board of Education

November 10, 2026

Nicholas Carambelas

Director of Food Service

A Look at Bloomfield High School

Expansion of always available station

Introduced new station concepts

Over 56,000 lunch meals served SY 26

Concepts filtered down to every grade level

November student survey will pick next concept

Update on how this impacts all grade levels

VIVA BOWL

Pita & Co.

MELTED

Sauce & Simmer

Callaloo

Spice Road

Bamboo Bowl

?

Student Survey Ideas

Partnership Update

Local Farms (current)

- Slowpoke Farm
- Micro2Life
- Oxenhill Farm
- Clack Farm
- Sub Edge Farm
- Auerfarm

New Farms (in progress)

- Holcomb Farm
- Trusz Farm
- Youngs Farm
- Bluehills Orchard(Apples in SY26)
- Jasian Greens

Other:

- Scotts Jamaican Bakery
- Dough Boys Bakery (in progress)
- Passionately Pasta
- FreshEd Compass Cohort













Bloomfield & East Granby

Bloomfield helped solve a decades old problem of no food service in EG.

Increased meal Participation – leads to increase in government funding. Ex: commodities DOD produce

Program revenue – increases to program revenue will help fund equipment replacements in Bloomfield

Greater purchasing power - Increased volume allows the purchase of larger quantities leading to better pricing through our contracts

Expanded partnerships with local farms and businesses

Stronger relationships between communities

***Bloomfield has received multiple emails & calls of gratitude for taking on this project from parents, UCONN regional farm to school coordinators, CSDE representatives, and local businesses.**



Other Department Updates

- Connecticut Grown 4 CT Kids Grant
- Federal Equipment Grant (BHS Steamer)
- Update on plastic in schools
- Compliance/ regulation updates
- Lighthouse purchasing group transition
- Community eligible provision update – 4 New years 85.25 claiming %

Superintendent's Update

Dr. Tracy Youngberg, Superintendent
Ms. Lynette Easmon, Board of Education Chair
November 10, 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:

- December 9th Next Early Dismissal PD Day

- Performance Matters Presentation
  -Full Story

- 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

- CABE/CAPSS Convention November 20th-21st
  -BHS student attendance & Level Two Board Recognition

Bloomfield Public Schools:

School & District Events:

- CAMS Veterans Day Assembly, Nov. 10 (1pm)
- Metacomet STEAM Night Hosted by the Children's Museum Nov. 10 (6pm)
- Laurel Walk-A-Thon (Pancreatic Cancer) Nov. 12 (9:15-11:30am)
- BHS Spirit Week Nov. 9-13

-Pep Rally Nov. 13
-Varsity Football vs. Wethersfield Nov. 12 (6:30pm) Homecoming
-Varsity Football vs. Windsor Nov. 21 (1:00pm)

Bloomfield Public Schools:

- Dr. Youngberg Meets w/ First Year Teacher & TEAM Teachers, Nov. 16 (3:45pm)
- District Parent Advisory Council Nov. 18 (6:30pm)
- Dr. Youngberg Meets w/ Town Agencies on Afterschool Opportunities Nov. 23 (2pm)
- Dr. Youngberg & BHS Civics Student Volunteers to Update the Town Council Nov. 23 (7pm)

-Harrison Close

-Jonique Wilson

-Julian Schwartz*

-Jacob Raines

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Bloomfield Public Schools:

Environmental/ Sustainability Work w/ the Town of Bloomfield:

- Planning phase for the elimination of plastic utensils at CAMS & BHS
  -Food Service Staff
  -Quotes and PO's

- Composting Grant Application (CT Grown for CT Kids) to be submitted by noon November 9th
  -$50,000/ 2 Years
  -Summary Narrative provided to the Board
  -Letters of Support from the Conservation Energy & Environment Committee (CEEC) and the Environmental Planner

Bloomfield Public Schools:

Grants:

- 26-27 Budget Book pg. 9 (28 grants totaling 12.7 million dollars)

- Philosophy on Grants
  -Fiscal Responsibility-Short & Long Term
  -Capacity to meet grant expectations
  -Supplement vs. Supplant
  -Funding taper/fiscal self sufficiency

- Currently sharing the grant writing and management responsibilities across multiple departments
  -Federal Food Service Equipment Grant (Steamer)
  -CT Grown for CT Kids Grant (Composting)
  -Special Education Trauma Informed Schools Initiative (TISI) Grant (Student Support Services)

- 27-28 EDDI Platform
  -AI powered grant and public-sector funding management platform
  -Analyzes expenditures and makes recommendations
  -Matches federal, state and private grants tailored to your organization
  - Also offers actual grant writing services as an add on service

Bloomfield Public Schools:

Facilities Updates:

- Arace
  -Exterior Lighting Upgrades
  -Mini Split Installation to Support the IT Hub Move
  -Boiler Maintenance

- Metacomet
  -New bathroom passed inspection
  -Estimated completion date November 27th

- Facilities Tours offered to the Town Council Members
  -Thank you, Mayor Harrington!

- December Facilities Presentation to the Board
  -Facilities Updates
  -Central Office Relocation
  -Capital Improvement Projects (CIP) Budget

Bloomfield Public Schools:

Student Attendance:

- Monthly Attendance Data
- Bi-Weekly Check Ins w/ Principals
- Attendance Teams in All Schools
  -Root Causes & Aligned Interventions
  -Chronically Absent Student Supports
- Letters to Families
- CSDE Collaboration
- LEAP 101 Training
- Attendance Incentives
- Community Engagement

Bloomfield Public Schools:

Bloomfield Public Schools
ENROLLMENT & ATTENDANCE
2026-2027

Inspiring Growth & Cultivating Excellence

Student Enrollment as of November 6th, 2026

Includes an October-to-November comparison.

School	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	November 6 2026 Total	October 6th 2026 Total	Change
Bloomfield High School	0	0	0	0	0	0	0	0	0	0	0	0	120	96	124	121	0	461	459	+2
Carmen Arace Middle School	0	0	0	0	0	0	0	0	0	84	108	113	0	0	0	0	0	305	305	0
Metacomet Elementary School	0	0	0	0	0	0	87	90	111	0	0	0	0	0	0	0	0	288	287	+1
Laurel Literacy Academy	0	9	26	78	88	75	0	0	0	0	0	0	0	0	0	0	0	276	227	+4
Wintonbury Early Childhoed Magnet School	0	134	146	0	0	0	0	0	0	0	0	0	0	0	0	0	0	280	281	-1
Part-Time VOAG Program	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	5	5	0
Outplaced Students	0	0	0	0	0	1	2	1	2	0	1	0	0	5	2	5	0	19	17	+2
Alternative Learning Center	0	0	0	0	0	0	0	0	0	0	1	1	2	3	3	1	0	11	11	0
Bloomfield P.E.E.P.S	5	11	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	25	+4
Enrollment	0	5	4	5	2	6	1	0	0	5	9	8	2	1	0	2	0	50	48	+2

Student Attendance
ADA Percent (as of October 30th, 2026)

School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average	2025-26 Average
WECMS	93.59%	93.07%									93.33%	93.07%
LLA (ALL)	95.11%	96.00%									95.56%	93.36%
LLA (PREK)	93.16%	96.00%									94.58%	*
LLA (K-2)	95.39%	96.00%									95.70%	*
MES	96.69%	96.40%									96.55%	96.03%
CAMS	96.09%	94.98%									95.54%	94.69%
BHS	94.12%	93.35%									93.74%	93.07%
ALC	80.06%	55.49%									67.78%	91.22%
District Average	92.61%	90.16%									91.39%	93.79%

District Average ADA (YTD)
91.39%

District Average ADA (2025-26)
93.79%

Chronic Absent
Case of Student Chronically Absent 10% or more (Indicator 4a & 4b) as of October 30th, 2026

School	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average	2025-26	2024-25
WECMS	18.15%	18.90%									18.55%	19.25%	19.70%
LLA (ALL)	12.76%	11.20%									11.98%	18.07%	15.57%
LLA (PREK)	2.48%	1.81%									2.15%	*	*
LLA (K-2)	10.28%	9.42%									9.85%	*	*
MES	9.06%	9.80%									9.43%	6.79%	13.40%
CAMS	10.16%	12.20%									11.18%	9.22%	13.82%
BHS	16.12%	13.90%									15.01%	18.12%	14.34%
ALC	45.45%	80.00%									62.73%	*	*
District Average	15.56%	19.65%									17.61%	15.79%	15.37%

District Average Absenteeism (YTD)
17.61%

District Average Absenteeism (2025-26)
15.79%

District Average Absenteeism (2024-25)
15.37%

School Grade Levels: | PEEPS (PreK), WECMS (PreK), LLA (PreK-2), MES (3-5), CAMS (6-8), BHS (9-12), ALC (6-12)



Bloomfield Public Schools

Questions, Comments or More Information Needed

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01 Certified Salaries	$ 16,688,504.00	$ 4,396,267.56	$ 13,582,046.56	$ (1,289,810.12)	-7.73%
02 Non-Certified Salaries	$ 8,576,246.00	$ 2,167,153.76	$ 6,194,737.66	$ 214,354.58	2.50%
03 Employee Benefits	$ 13,143,694.00	$ 2,926,738.82	$ 9,887,600.25	$ 329,354.93	2.51%
04 Contracted Services	$ 2,284,893.00	$ 549,749.25	$ 1,118,814.55	$ 616,329.20	26.97%
05 Pupil Transportation	$ 4,254,255.00	$ 3,040,241.44	$ 1,142,944.09	$ 71,069.47	1.67%
06 Insurance	$ 237,164.00	$ 136,332.00	$ 99,222.00	$ 1,610.00	0.68%
07 Communications	$ 136,124.00	$ 33,572.03	$ 59,882.40	$ 42,669.57	31.35%
08 Tuition	$ 7,902,114.00	$ 1,315,373.00	$ 3,808,367.18	$ 2,778,373.82	35.16%
09 Other Purchased Service	$ 55,813.00	$ 9,301.47	$ 7,787.15	$ 38,724.38	69.38%
10 Supplies	$ 434,990.00	$ 147,986.55	$ 90,750.11	$ 196,253.34	45.12%
11 Oper/Maint of Bldg	$ 1,847,994.00	$ 579,170.92	$ 1,355,329.15	$ (86,506.07)	-4.68%
12 Text/Library Books/Supply	$ 75,462.00	$ 13,572.51	$ 512.50	$ 61,376.99	81.33%
13 Equipment	$ 80,960.00	$ 15,638.26	$ 24,412.75	$ 40,908.99	50.53%
14 Misc	$ 182,201.00	$ 123,671.65	$ 16,680.77	$ 41,848.58	22.97%
Grand Total	**$ 55,900,414.00**	**$ 15,454,769.22**	**$ 37,389,087.12**	**$ 3,056,557.66**	**5.47%**

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01110 SALARIES, TEACHER	$ 14,850,335.00	$ 3,710,791.61	$ 12,222,464.41	$ (1,082,921.02)	-7.29%
01115 SALARIES, ADMIN	$ 1,835,509.00	$ 682,816.56	$ 1,359,582.15	$ (206,889.71)	-11.27%
01119 SALARIES TEACHER #2	$ 2,660.00	$ 2,659.39	$ -	$ 0.61	0.00%
01 Certified Salaries	**$ 16,688,504.00**	**$ 4,396,267.56**	**$ 13,582,046.56**	**$ (1,289,810.12)**	**-7.73%**
01210 SALARIES, PROFESSIONAL STAFF	$ 309,875.00	$ 74,041.20	$ 234,463.80	$ 1,370.00	0.44%
01212 PROFESSIONAL STAFF PRIOR	$ 1,191.00	$ 1,190.94	$ -	$ 0.06	0.00%
01215 SALARIES, JROTC	$ 135,468.00	$ (29,609.08)	$ 165,076.38	$ 0.70	0.00%
01217 SALARIES, SPEECH ASST	$ 160,079.00	$ 25,950.31	$ 87,451.96	$ 46,676.73	29.16%
01218 SALARIES, OT ASST	$ 55,684.00	$ 13,363.92	$ 42,319.08	$ 1.00	0.00%
01220 SALARIES, TUTOR	$ 135,968.00	$ 14,941.45	$ 64,312.87	$ 56,713.68	41.71%
01230 SALARIES, PARA	$ 2,019,979.00	$ 371,251.13	$ 1,444,560.84	$ 204,167.03	10.11%
01231 ABAA	$ 16,982.00	$ 16,981.61	$ -	$ 0.39	0.00%
01235 SALARIES, NURSES	$ 521,390.00	$ 136,171.87	$ 367,162.26	$ 18,055.87	3.46%
01240 SALARIES, CLERICAL	$ 1,489,612.00	$ 383,199.95	$ 1,023,388.55	$ 83,023.50	5.57%
01246 SALARIES, CLERICAL OFF INSTR LEAD	$ 80,544.00	$ 27,283.61	$ 53,260.39	$ -	0.00%
01250 SALARIES, BUSINESS OFFICE	$ 737,305.00	$ 209,162.46	$ 599,902.48	$ (71,759.94)	-9.73%
01255 SALARIES, TECHNICAL SUPPORT	$ 398,100.00	$ 136,072.81	$ 257,026.56	$ 5,000.63	1.26%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01257 SALARIES, RESIDENCY OFFICE	$ 82,666.00	$ 28,614.79	$ 54,050.21	$ 1.00	0.00%
01260 SALARIES, CUSTODIAN	$ 1,559,823.00	$ 422,858.61	$ 1,090,799.87	$ 46,164.52	2.96%
01265 SALARIES, MAINTENANCE	$ 681,211.00	$ 196,402.14	$ 484,808.54	$ 0.32	0.00%
01270 SALARIES, MONITOR	$ 305,984.00	$ 67,644.05	$ 199,560.02	$ 38,779.93	12.67%
01275 SALARIES, CROSSING GUARD	$ 32,499.00	$ 5,904.37	$ 26,593.85	$ 0.78	0.00%
01280 SALARIES, SUPPORT	$ 10,000.00	$ 1,392.95	$ -	$ 8,607.05	86.07%
01290 OVERTIME, SUPPORT	$ 354,250.00	$ 64,334.67	$ -	$ 289,915.33	81.84%
01299 STAFFING ADJUSTMENTS	$ (512,364.00)	$ -	$ -	$ (512,364.00)	100.00%
02 Non-Certified Salaries	**$ 8,576,246.00**	**$ 2,167,153.76**	**$ 6,194,737.66**	**$ 214,354.58**	**2.50%**
02100 HEALTH INSURANCE	$ 8,365,277.00	$ 2,154,827.47	$ 6,189,055.53	$ 21,394.00	0.26%
02150 LIFE INSURANCE	$ 351,229.00	$ 116,134.22	$ 235,093.78	$ 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	$ 321,518.80	$ 892,891.82	$ 33,172.38	2.66%
02300 PENSION	$ 1,585,278.00	$ 32,053.63	$ 1,404,764.00	$ 148,460.37	9.36%
02310 OPEB - MEDICAL	$ 979,198.00	$ -	$ 979,198.00	$ -	0.00%
02410 SEVERANCE	$ 92,010.00	$ 142,151.82	$ -	$ (50,141.82)	-54.50%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
02500 COURSE REMUNERATION	$ 50,000.00	$ 2,433.00	$ 1,375.00	$ 46,192.00	92.38%
02600 UNEMPLOYMENT COMP	$ 54,016.00	$ 2,740.00	$ 2,740.00	$ 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	**$ 13,143,694.00**	**$ 2,926,738.82**	**$ 9,887,600.25**	**$ 329,354.93**	**2.51%**
03100 ADMIN SERVICES	$ 100,538.00	$ 7,571.98	$ 12,719.89	$ 80,246.13	79.82%
03200 PROF EDUCATIONAL SERVICE	$ 930,303.00	$ 162,627.10	$ 527,080.35	$ 240,595.55	25.86%
03260 TESTING	$ 124,051.00	$ 45,108.21	$ 8,330.43	$ 70,612.36	56.92%
03300 PROF DEVELOPMENT	$ 14,046.00	$ -	$ 255.00	$ 13,791.00	98.18%
03400 OTHER PROF SERVICES	$ 187,471.00	$ 46,605.81	$ 88,427.19	$ 52,438.00	27.97%
03500 TECHNICAL SERVICES	$ 263,700.00	$ 110,392.64	$ 86,736.75	$ 66,570.61	25.24%
03520 COPIER COSTS	$ 91,391.00	$ 19,291.89	$ 60,710.11	$ 11,389.00	12.46%
04000 PURCHASED SERVICES	$ 5,000.00	$ -	$ -	$ 5,000.00	100.00%
04009 PURCH SERV NON-PUB HEALT	$ 58,888.00	$ 5,871.60	$ 52,844.40	$ 172.00	0.29%
04300 MAINTENANCE & REPAIR	$ 55,560.00	$ 13,593.38	$ 15,446.95	$ 26,519.67	47.73%
04310 PURCHASED SERVICES BUILD	$ 415,620.00	$ 139,626.06	$ 233,696.01	$ 42,297.93	10.18%
04320 VEHICLE MAINTENANCE & RE	$ 38,325.00	$ (939.42)	$ 32,567.47	$ 6,696.95	17.47%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
04 Contracted Services	**$ 2,284,893.00**	**$ 549,749.25**	**$ 1,118,814.55**	**$ 616,329.20**	**26.97%**
05100 TRANSPORTATION, PUPIL	$ 4,231,716.00	$ 3,037,234.74	$ 1,136,212.48	$ 58,268.78	1.38%
05820 FIELD TRIPS	$ 22,539.00	$ 3,006.70	$ 6,731.61	$ 12,800.69	56.79%
05 Pupil Transportation	**$ 4,254,255.00**	**$ 3,040,241.44**	**$ 1,142,944.09**	**$ 71,069.47**	**1.67%**
05200 PROPERTY/LIABILITY INSUR	$ 211,279.00	$ 112,014.00	$ 99,222.00	$ 43.00	0.02%
05290 OTHER INSURANCE	$ 25,885.00	$ 24,318.00	$ -	$ 1,567.00	6.05%
06 Insurance	**$ 237,164.00**	**$ 136,332.00**	**$ 99,222.00**	**$ 1,610.00**	**0.68%**
05300 TELEPHONE	$ 93,870.00	$ 22,903.38	$ 54,770.45	$ 16,196.17	17.25%
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	$ 784.00	$ 1,568.00	$ 13,127.00	84.81%
07 Communications	**$ 136,124.00**	**$ 33,572.03**	**$ 59,882.40**	**$ 42,669.57**	**31.35%**
05600 TUITION, PUBLIC	$ 4,385,932.00	$ 1,067,786.26	$ 2,380,371.89	$ 937,773.85	21.38%
05630 TUITION, PRIVATE	$ 1,703,455.00	$ 247,586.74	$ 1,427,995.29	$ 27,872.97	1.64%
05690 TUITION, MAGNET	$ 1,812,727.00	$ -	$ -	$ 1,812,727.00	100.00%
08 Tuition	**$ 7,902,114.00**	**$ 1,315,373.00**	**$ 3,808,367.18**	**$ 2,778,373.82**	**35.16%**

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
05810 STAFF TRAVEL	$ 18,622.00	$ 3,027.16	$ 4,993.15	$ 10,601.69	56.93%
05814 CONFERENCES & MEETINGS	$ 37,191.00	$ 6,274.31	$ 2,794.00	$ 28,122.69	75.62%
09 Other Purchased Service	**$ 55,813.00**	**$ 9,301.47**	**$ 7,787.15**	**$ 38,724.38**	**69.38%**
06110 INSTRUCTIONAL SUPPLIES	$ 300,192.00	$ 100,951.36	$ 59,719.42	$ 139,521.22	46.48%
06115 OFFICE SUPPLIES	$ 37,062.00	$ 5,452.64	$ 3,989.85	$ 27,619.51	74.52%
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	$ 37,571.15	$ 26,153.10	$ 16,275.75	20.34%
06900 OTHER SUPPLIES	$ 7,736.00	$ 1,787.96	$ 887.74	$ 5,060.30	65.41%
10 Supplies	**$ 434,990.00**	**$ 147,986.55**	**$ 90,750.11**	**$ 196,253.34**	**45.12%**
06125 FACILITY SUPPLIES	$ 136,955.00	$ 12,414.15	$ 29,901.51	$ 94,639.34	69.10%
06130 FACILITY MATERIALS	$ 124,355.00	$ 33,313.27	$ 61,934.62	$ 29,107.11	23.41%
06200 HEAT	$ 410,473.00	$ 30,048.76	$ 344,041.24	$ 36,383.00	8.86%
06220 ELECTRICITY	$ 1,023,446.00	$ 278,064.41	$ 611,474.21	$ 133,907.38	13.08%
06290 WATER SERVICES	$ 80,765.00	$ 17,824.13	$ 59,550.87	$ 3,390.00	4.20%
07200 BUILDING IMPROVEMENTS	$ 72,000.00	$ 207,506.20	$ 248,426.70	$ (383,932.90)	-533.24%
11 Oper/Maint of Bldg	**$ 1,847,994.00**	**$ 579,170.92**	**$ 1,355,329.15**	**$ (86,506.07)**	**-4.68%**

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUSITIONS	AVAILABLE BUDGET	PERCENT REMAINING
06410 TEXTBOOKS	$ 65,912.00	$ 13,392.98	$ 512.50	$ 52,006.52	78.90%
06420 LIBRARY BOOKS, PERIODICA	$ 6,600.00	$ 179.53	$ -	$ 6,420.47	97.28%
06430 PROF BOOKS	$ 2,950.00	$ -	$ -	$ 2,950.00	100.00%
12 Text/Library Books/Supply	**$ 75,462.00**	**$ 13,572.51**	**$ 512.50**	**$ 61,376.99**	**81.33%**
07300 NEW EQUIPMENT	$ 56,501.00	$ 7,755.26	$ 24,412.75	$ 24,332.99	43.07%
07320 REPLACEMENT EQUIPMENT	$ 10,907.00	$ 7,883.00	$ -	$ 3,024.00	27.73%
07340 COMPUTER EQUIP	$ 13,552.00	$ -	$ -	$ 13,552.00	100.00%
13 Equipment	**$ 80,960.00**	**$ 15,638.26**	**$ 24,412.75**	**$ 40,908.99**	**50.53%**
08100 DUES & FEES	$ 48,092.00	$ 32,516.00	$ 1,029.00	$ 14,547.00	30.25%
08800 ATHLETIC PROGRAMS	$ 109,672.00	$ 88,226.73	$ 4,775.69	$ 16,669.58	15.20%
08900 STUDENT ACTIVITIES	$ 24,437.00	$ 2,928.92	$ 10,876.08	$ 10,632.00	43.51%
14 Misc	**$ 182,201.00**	**$ 123,671.65**	**$ 16,680.77**	**$ 41,848.58**	**22.97%**
Grand Total	**$ 55,900,414.00**	**$ 15,454,769.22**	**$ 37,389,087.12**	**$ 3,056,557.66**	**5.47%**

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

RE: Transportation - Students

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

Statement of Policy

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

1. provide for the safety of students.
2. supplement and reinforce desirable student behavior patterns.
3. assist disabled students appropriately.
4. enrich the instructional program through carefully planned field trips as recommended by the staff.
5. This policy shall go into effect for the 2027-2028 school year.

Definitions

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

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

RE: Transportation - Students

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

Definitions (continued)

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

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

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

Provision of Transportation

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

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

Grade	Limit
K-5	1 mile
6-8	1.25 miles
9-12	1.5 miles

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

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

RE: Transportation - Students

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

Hazardous Conditions

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

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

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

Hazardous Conditions (continued)

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

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

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

b. For all pupils:

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

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

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

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

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

a. a crossing guard is present; OR

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

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

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

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

RE: Transportation - Students

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

Hazardous Conditions (continued)

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

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

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

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

Applicability and Exceptions

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

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

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

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

RE: Transportation - Students

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

Access to Bus Stops/Transportation

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

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

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

Students under the age of 10 years, shall be released from school bus transportation only when an authorized adult or parent-designated individual is present at the bus stop. If no authorized individual is present at the time of drop-off, the student shall not be released and shall be returned to the school.

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

Alternate Care Requests

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

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

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

RE: Transportation - Students

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

Eligibility for Out-of-Town Transportation

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

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

Transportation Dispute and Appeal

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

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

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

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

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

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

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

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

RE: Transportation - Students

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

Transportation Dispute and Appeal (continued)

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

Safety Complaint Procedure

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

Legal Reference: Connecticut General Statutes

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

10-220 Duties of boards of education.

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

14-275b Transportation of mobility impaired students.

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

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 5112.1(a)**

RE: Preschool Lottery Process

Adopted: DATE

The Bloomfield Board of Education recognizes that enrollment demand for the Laurel Literacy Academy Preschool Program may exceed available classroom capacity. When the number of eligible applicants exceeds the number of available preschool seats, enrollment shall be determined through a fair, impartial, and transparent lottery process.
This policy establishes uniform procedures for preschool enrollment while promoting equitable access for all eligible children.

I. Lottery Timeframe

A. Applications for the Laurel Literacy Academy Preschool Lottery shall be accepted beginning each September for enrollment in the following school year.
B. The application period shall close one (1) week prior to the annual lottery.
C. The annual lottery shall be conducted on the **last Friday in March** preceding the school year of enrollment.

II. Eligibility

Applicants shall meet all district residency requirements and the following age requirements:

- PK3 Children who attain three (3) years of age on or before September 1 of the school year for which enrollment is sought.
- PK4 Children who attain four (4) years of age on or before September 1 of the school year for which enrollment is sought.

Applicants who do not meet the required age by September 1 shall not be eligible to participate in the lottery for that school year.

III. Application Procedures

A. A completed preschool application must be received by the published lottery deadline, one (1) week prior to the lottery.
B. Applications for the lottery will be accepted beginning in September of the school year preceding enrollment.
C. Submission of an application does not guarantee enrollment.
D. Parents/guardians of children selected through the preschool lottery must complete all required registration forms, including submission of all required medical documentation, by the deadline provided in the lottery notification.
E. Failure to submit all required registration documents by the designated deadline will result in forfeiture of the child's enrollment position. In such cases, the next eligible child on the waiting list will be offered the available seat.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 5112.1(b)**

RE: Preschool Lottery Process

Adopted: DATE

IV. Lottery Procedures

A. The lottery shall be conducted using a computerized randomization program or another verifiable random selection process approved by the Superintendent or designee.
B. Each applicant will be assigned a lottery number prior to the drawing. Lottery numbers will be randomly selected to fill available seats, beginning with applicants eligible for preferences as described in Section 6.
C. Once all available seats have been filled, remaining applicants shall be placed on a waitlist in the order selected.
D. The lottery shall be conducted under the supervision of the Superintendent or designee.

V. Wait List

A. Applicants not offered enrollment shall be placed on a waitlist according to lottery order.
B. Applications received after the lottery shall be placed at the end of the waitlist in chronological order of receipt.
C. The waitlist shall remain active until the annual lottery for the subsequent school year.
D. Vacancies occurring prior to expiration of the waitlist shall be filled in waitlist order.

VI. Preferences

The Board authorizes limited enrollment preferences that support family continuity and recruitment and retention of district employees.

Preference status does not guarantee admission.

No more than **thirty percent (30%)** of available preschool seats shall be filled through the preference lottery.

Applicants qualifying for multiple preferences shall receive only one preference opportunity.

Applicants not selected during the preference lottery shall automatically be included in the general lottery.

The following preferences apply, provided seats are available:

A. **Sibling Preference**
Preference shall be given to applicants who have a sibling enrolled at Laurel Literacy Academy during the upcoming school year.

B. **Staff Member Preference**
Preference shall be given to children of full-time, permanent Bloomfield Public Schools employees who reside in Bloomfield.

C. **Multiple Birth Siblings**
Twins, triplets, or other multiple birth siblings applying for the same preschool program shall be considered as one lottery unit.

Multiple birth siblings shall either:

1. receive enrollment together when sufficient seats are available; or
2. remain together on the waitlist in lottery order when sufficient seats are unavailable.

VII. Notification of Results

A. Lottery results shall be distributed no later than the second Friday in April.

B. Families shall be notified electronically using the email address provided on the application.

C. Notification shall indicate whether the applicant:

- has been offered enrollment; or
- has been placed on the waitlist.

VIII. Acceptance of Enrollment

Families offered enrollment shall accept or decline the offer by the deadline identified in the notification.

Failure to respond by the deadline shall constitute forfeiture of the enrollment opportunity.

The available seat shall then be offered to the next eligible applicant on the waitlist.

IX. Lottery Records and Audit

All records related to the lottery process, including lottery assignments, selection results, and waiting list placements, will be maintained by Bloomfield Public Schools.

Lottery records shall remain confidential and will be available for review by authorized personnel for auditing purposes to ensure the integrity and fairness of the lottery process.

X. Superintendent Oversight

The lottery process shall be supervised by the Superintendent of Schools or the Superintendent's designee to ensure compliance with these procedures and to maintain fairness, consistency, and transparency throughout the selection process.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY **No. 5112.1(d)**

RE: Preschool Lottery Process

Adopted: DATE

By following these procedures, Laurel Literacy Academy Preschool seeks to provide a fair, transparent, and equitable lottery process that maximizes opportunities for eligible children while ensuring consistent administration of available preschool seats.

Legal Reference: Conn. Gen. Stat. § 10-15c, as amended by Public Act 23-208 and Public Act 26-1.

Bloomfield Public Schools

2026-2027

Teacher Evaluation Handbook



Bloomfield Public Schools PDEC Committee Members:

Calla Leonardo, Teacher
Jen Coleman, Teacher
Liz Devokaitis, Teacher
Jaunice Edwards, Teacher
Allison Glenney, Teacher
Paul Guzzo, Administrator
Thomas Rubino, Teacher, BEA President
Katrina Kucinskas, Teacher
Lisa Lamenzo, Administrator
Reda Othman, Teacher
Amy Paluska, Teacher
Samantha Straker, Administrator
Kimberly Thode, Teacher
Jesse White, Administrator
Kaitlyn Jones & Susan Hawrylik, BFEP Union Co-Presidents

*Committee membership is subject to change for the 2026-2027 school year pending district review. The names listed above reflect current employees and/or specific positions that were held by past committee members.

District Vision Statement

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

Educator Evaluation and Support Vision Statement

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

It is the intention of the Bloomfield Schools that the District Plan inform annual School Plans, and that School Plans inform educator goals.

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

A supportive environment characterized by:	A rigorous program characterized by:	Adequate resources 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	▪ Comprehensive balanced curriculum aligned with State Standards ▪ High expectations, achievement and performance ▪ Mastery of skills and concepts ▪ Effective instruction	▪ 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

Educator Evaluation and Support Plan 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 district's 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 evolve as reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

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 these evaluation standards and 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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system. A glossary of terms has been provided to support review and understanding of this plan (Appendix D).

Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self-evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

BPS PDEC Implementation Support and Review

The PDEC, which is composed of elementary, middle, and high school teachers, Student Support Services building and central office administrators, non-certified staff, and a representative of the Bloomfield Education Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan. The Bloomfield Public Schools PDEC meets at least 4 times each year to review and revise the plan. A general sketch of these meetings is provided below.

Date(s)	PDEC Meeting	Focus Areas (Agenda)
September	Prep Meeting (1 hour) & PDEC Meeting 1 (up to 3 hour meeting)	**Overview of Year and Commitments** **Review/Discuss:** • Goal Setting Process • Success/Challenges • PL Successes/Challenges
November	PDEC Meeting 2 (up to 3 hour meeting)	**Review/Discuss:** • Feedback Successes/Challenges • PL Successes/Challenges • Tiered Supports Successes/Challenges
February	PDEC Meeting 3 (up to 3 hour meeting)	**Review/Discuss:** • PL Successes/Challenges
May	PDEC Meeting 4 (up to 3 hour meeting)	**Review/Discuss:** • Feedback Successes/Challenges • PL Successes/Challenges

Through these meetings, PDEC will review the implementation of the plan 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 supporting potential updates and improvements each year.

The PDEC 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.

Professional Learning is integral to the success of educator growth and development. Building the skills and knowledge of all adults is the core of our Theory of Action. The Teacher Evaluation System utilizes 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.

Standards and Criteria

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Standards are used to lay the foundation of meaningful growth in continuous learning cycles.

Just as with our use of student standards, educator and leader performance standards provide a framework to the performance, practice, and ongoing learning expected within quality education practice. Standards become a guide to the improvement of teaching and leadership skills, allow all within the educational community to recognize and reinforce educational excellence, to help educators determine the impact practice has on students, and to plan ongoing professional learning in service to educators.

Educators can then learn to “use comprehensive frameworks throughout the school year to collect data related to their teaching, reflect on their practice, and identify specific instructional strategies they can work on to improve their repertoire of skills (Mielke & Frontier, 2012, p. 10). This drives a teacher’s ability to accurately perceive effectiveness related to teaching and learning, increasing self-efficacy.” (Tepper and Flynn, 2019, p. 26)

BPS uses the following professional practice standards and rubrics for Teachers:

- *BPS Teacher Performance Standards* in alignment with the Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

- Service delivery professionals (i.e., speech pathologists, content specialists, counselors, and psychologists) may use the CCT Rubric for Effective Service Delivery 2017.

- Teacher Leader Model Standards (2008) The purpose of these standards—like all model standards—is to stimulate dialogue among stakeholders of the teaching profession about what constitutes the knowledge, skills, and competencies that teachers need to assume leadership roles in their schools, districts, and the profession.

Professional Learning Standards and Structures

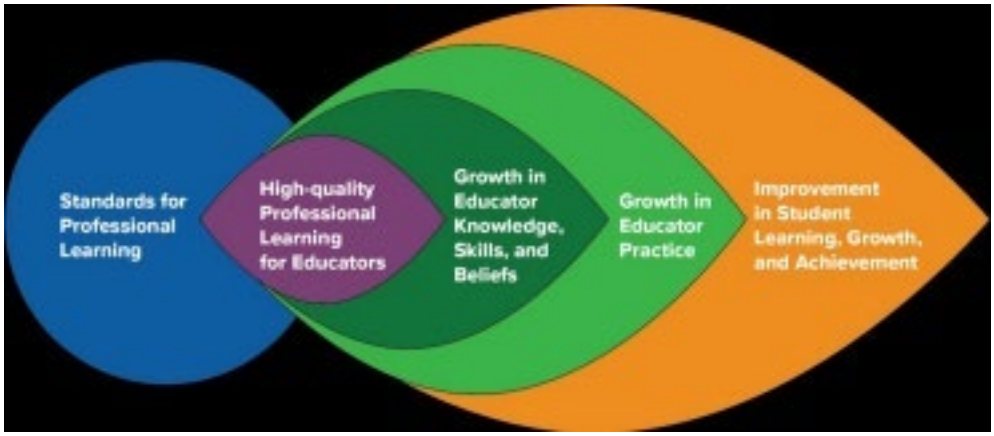
Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.



The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provides an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan. The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



Cycles of Continuous Improvement

We create cycles of learning every day, every month, and throughout the year for our students and we, as professionals, should seek the same for ourselves. As adults, we bear even greater responsibility to ensure our own learning will lead to the outcomes we seek for students. What we know about cognitive load theory and chunking plays an active role in the process of designing cycles that allow educators to engage with information in smaller, meaningful segments. If we create cycles, teachers take on bite-sized

new learning that can be applied, assessed, and replicated or refined. Below is a graphic outlining each step of the cycle to assist educators and evaluators through the process.

Educator Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



*Please note: Dates in the graphic above may change annually. Please see the chart below for specific dates during the 2026-2027 school year

Goal Setting Completed by October 30, 2026	Mid-year Check-in Completed by February 12, 2027	End-of-Year Reflection Completed by April 9, 2027 (Non-Tenured) or June 4, 2027 (Tenured)
Beginning of the Year Goal(s) and Planning • Self-reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft goal(s), rationale, alignment, professional learning plan **Goal Setting Conference** • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review & discuss currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement **Mid-Year Conference** • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** • Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement **End-of-Year Conference /Summative Feedback and Growth Criteria** • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by October 30):

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment (see Appendix F). Please note, observations may begin prior to the Goal Setting process being completed.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed by February 12)

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point those revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by April 9 (Non-Tenured) / June 4 (Tenured)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's

subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

All forms for documentation are available in the appendix, with further detail for each step.

All BPS educators will be assigned an evaluator that holds a 092 or 093 to support implementation of the BPS improvement cycle. As educators engage in an annual cycle of improvement, they will engage in core activities that are intended to provide a supportive relationship for learning and growth with their supervisor. All educators will be responsible for completing a Goal Setting Meeting, a Mid-Year Meeting, and an End-of-Year Meeting with their supervisor. Guidance for each of these has been provided in the next section.

The Evaluation Timeline that follows provides an overview of the suggested timeline associated with that support, outlining the responsibilities of both the educator and the supervisor while also providing aligned resources to support those actions.

While the timeline is designed to ensure a progression of feedback is provided to support the educator in attainment of their stated goals, Evaluators and educators may determine that feedback is needed at different times in the year, allowing for flexibility in when observations occur. As long as the overall required number of observations/reviews of practice occur within the annual cycle, the timeline can be adjusted.

Example of a Year-Long Evaluation Timeline			
Timeline	**Non-Tenured**	**Tenured**	**Resources**
September	Determine Goals Observations	Determine Goals	School Plan of Excellence, Data
October	Goal Setting Conference	Goal Setting Conference	Goal Setting Form
October **December**	At least 2 Mini Observations	At least 1 Mini Observation	Link to Observation Form
January	Mid-Year Review Meeting	Mid-Year Review Meeting	Mid-Year Meeting Form
February - May	At least 2 Mini Observations	At least 2 Mini Observations	Link to Observation Form
May - June	End-of Year Review	End-of Year Review	End-of Year Form

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback (see appendix J).

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is

provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

Definition of Cohorts	
Cohort 1 **Who**: • New to profession (first four years) • New to LEA (first two years) **What**: A minimum of 4 observations: • Three observations of Professional Practice (up to 30 minutes) with pre and post meetings. ✓ One observation of professional practice may be substituted for a review of practice • Verbal and written feedback within five school days • Additional observations of professional practice as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** • Educators who have successfully completed Cohort 1 in their current LEA **What:** A minimum of 3 observations • Two reviews of practice with one being observations of Professional Practice (up to 20 minutes) with post meetings. ✓ One observation of professional practice may be substituted for a review of practice • Verbal and written feedback within 72 hours • Additional observations of professional practice as mutually agreed upon or deemed necessary

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps. (See Appendix C)

Goal Setting

Open, honest, collaborative discussions about student performance in relation to organizational (district, region, school) goals is essential. Dialogue through the professional growth process begins with self-reflection and self-assessment about impact of professional learning and educator practice on student growth, and identification of next steps. It is imperative that all educators who are working with students, regardless of roles, can see themselves in the achievement goals of the organization. Additionally, the formation of individual goals that align to improvement needs for the school and district ensures the goals being set by staff will be collectively supported. This can encourage greater community building and responsibility, and, ultimately, if systems are in place, cultivate collective efficacy (Hattie, 2012). Educator

Professional Goals will be written using specific objectives based on individual classes and students. Goals are aligned to the School Plans of Excellence and established between the Educator and the Administrator per mutual agreement in accordance with the designated timelines. Sample questions to support self-reflection and establishment of goals is provided in Appendix A.

Professional Goal Guidelines

Goals are aligned to the School Plan of Excellence and established between the Teacher and the assigned evaluator per mutual agreement in accordance with the designated timelines. A professional growth goal must have at least two associated measures of accomplishment and will allow educators the opportunity to identify specific standards of practice that will support goal attainment. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

Teachers with an initial educator certificate are required to set one professional growth goal each year, and, if required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

Experienced teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year.

Staff members write specific objectives based on individual classes and students a measured by assessments in or out of the classroom.

Goals will be based on a teacher's discipline and student growth as measured by an assessment appropriate for the teacher's discipline.

Use Common Core State Standards and Teaching Strategies GOLD Objectives for Early Learning and Development to support your Student Learning Objectives.

A midyear conference will be held in January to review and/or revise goals if needed.

While forms will be organized and completed within an online platform, PDEC has provided a template showing the core elements of the goal setting process HERE. Additional details on forms can be found in Appendix F.

Sample Goals and Measures of Accomplishment /Indicators of Growth

Below are examples of professional goals, along with various evidence of progress indicators. Please note, this is not an all-encompassing list.

<table>
<tr><th colspan="2">Action Plan:

• State the actions you will take and when you will take them
• Your focus area may be aligned with standards, TEAM, Portrait of a Graduate, department, school, district goals</th><th>Evidence of Progress:

• Mutually agreed upon specific measures that demonstrate the impact of your goal on students and/or the school community
• Two measures required</th></tr>
<tr><td>• Produce
• Analyze
• Create
• Develop/design
• Enhance
• Refine
• Implement
• Incorporate
• Investigate
• Learn how to
• Study
• Modify
• Differentiate</td><td>• Cognitive development
Effectiveness of
• academic interventions
• Social emotional learning
• Performance assessments
Interdisciplinary content
• Analysis of data to guide
• differentiation
• Student engagement strategies
• Culturally responsive pedagogy
• Student autonomy and agency
• Behavioral interventions
• Family engagement
• Play based learning
• Classroom routines and transitions</td><td>• Sample of lesson plans
• Student achievement data
• Review of artifacts
• Sample of student work
• Performance assessments
• Reflection journal
• Facilitation of professional learning session
• Unit design
• Student reflections
• Reflection on peer observation
• Parent engagement newsletters
• Book talks, concert, art show, PPT meeting</td></tr>
</table>

Mid-Year Review

The Mid-Year Review is a formative check-in between the educator and evaluator.

- It provides an opportunity to discuss the progress the educator has made toward professional goal attainment through the action plan.
- Action step progress notes serve as documentation that will be the basis of the check-in.
- Educators will complete the action step progress notes throughout the cycle, reflect on the impact of action steps, and consider revising the action plan as needed.

End-of-Year Summative Review

The End-of-Year Review is a summative analysis of professional growth that has occurred throughout the year related to the educator's goals and the selected standards associated with the goal. Educators and Evaluators will again discuss progress the educator has made toward professional learning goal attainment. Educators will reflect on the impact and effectiveness of the goal plan using the measures described in the goal setting process e.g. both formative and summative student assessment data, artifacts. etc. The analysis may be documented in bullet points with references to student performance. The end-of-year reflection provides an opportunity for educators to summarize how their conclusions and questions will, in turn, inform draft action plans for the next growth cycle and perhaps develop a goal focus in the following school year.

Feedback for Growth

Findings from the research showing the positive impact of teacher feedback from systems implemented over the past decade are not at all surprising. Given what we know about the effect size related to teacher feedback (.74) and the impact of feedback on teacher efficacy and schoolwide collective efficacy (1.39) * evaluation models and systems that shift their focus and attention on ensuring effective feedback over designs emphasizing accountability not only have a greater chance for impact but directly address the findings identified in most studies.

In order to ensure effective feedback is provided to all BPS educators in support of their continuous learning and growth, Evaluators will engage throughout the year in providing feedback to support implementation of the expected standards and criteria for teaching and learning and support for student success. Observation forms within the BPS Evaluation platform will allow the evaluator to record and share feedback with the educator based on the related standards and criteria.

Mini Observation Guidelines

- ✓ At least one observation will include a review of practice (non-traditional teaching time) Example: Data Team, Concert, etc.
- ✓ 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 4 classroom observations and tenured classroom teachers must have a minimum of 3 classroom observations.
- ✓ All observations should be conducted by the teachers' evaluating supervisor(s) unless the teacher and Human Resources has been notified in writing.
- ✓ Observations will not be conducted during confidential sessions with students. Observations by the administrator that are not disruptive to the fundamental support relationship in service to students are permitted.
- ✓ Observation cut-off dates are determined by the PDEC at the beginning of each school year.
- ✓ Teachers in year one or two will have a pre-conference before each of the first two mini observations. Teachers in year 3 or more do not require pre-conferences, but can request.

Mini Observation Process

1. Evaluators observe the non-tenured teacher for up to 30 minutes, the tenured teacher for up to 30 minutes, and record feedback using the observation app or website on their mobile device.
2. In preparation for pre-conferences, as required, educators must upload a copy of the lesson/observation plan at least 24 hours prior to the scheduled pre-conference meeting. With lesson/ observation plans accessible, the pre-conference will be framed by the following prompts: What do you want students to learn? How will you know if they learned it? How will you respond if they don't learn it? How will you extend learning for those who are already proficient?
3. Post-conference discussions will be framed using the following prompts: Based on your lesson/ observation plan: What worked and how do you know? What didn't work and how do you know? Based on evidence, what have you learned about your practices and learners? How will you apply that learning in the future?
4. Evaluators must submit feedback within 24 hours of the observation, aiming to submit feedback the same day.
5. 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 the district.*

Guidelines for Non-Classroom Teachers

While observations of practice can be supportive of non-classroom teachers if their role requires direct interaction with students, these will commonly occur outside of a traditional classroom setting. Evaluators will work with non-classroom teachers to define supportive interactions that will allow for feedback in alignment with their role and responsibility. This may include a greater focus on reviews of artifacts that support understanding of performance related to stated standards and criteria.

Guidelines for Paraeducators

Paraeducators (paraprofessionals) should also have the opportunity to experience feedback that directly supports their understanding of impact on their students which also may not always be best represented through an observation in a classroom. Evaluators will work with ParaPro to define supportive interactions that will allow for feedback in alignment with their role and responsibility. Again, this may include a greater focus on reviews of artifacts that support understanding of performance related to stated standards and criteria. Currently, the district has the capacity to utilize the Vector platform for the annual evaluation of our paraprofessionals. During the 26-27 school year, supervisors of our paraprofessionals will be encouraged to utilize the Vector platform when completing these evaluations. As modifications are made to the ways we evaluate these important roles, adjustments will be made in Vector.

As BPS commits to supporting educators through feedback and recognizes the need to support individuals within the context of their roles and responsibilities, evaluators and educators will work collaboratively to reflect upon and examine practice through multiple modalities. Leveraging these modalities, feedback consisting of multiple and varied quantitative and qualitative indicators of professional growth will be provided to all educators. The table that follows provides examples of various ways in which evaluators and educators can organize evidence of practice and generate supportive ongoing feedback.

Examples of Modalities

Observation	Artifact Review	Collegial Conversations
Observations of… • instructional practice • team meetings • case reviews • coaching/mentoring • other educators • collaboration with • colleagues • crisis response • consultation with parents • other facilitated meetings (504s, PPTs) • professional learning • planning meetings • data team meetings • PLCs (or similar)	**Review of…** • lesson/unit plans • student assessments (all types) • student work • student data • running records (e.g. student assessment, parent calls, etc.) • teacher reflections • feedback reflections • other logistical records (attendance, extracurricular, assigned duties, etc.)	**Discussions during…** • goal setting meetings • office hours • planning meetings • data team meetings • PLCs (or similar)

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 0.6 the # of required observations

Leave Modifications

The district may 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 times # of days worked / 186. Teachers who take leave and return before the end of the year will be reported as non-evaluated.

Tiered Supports

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Prior to the start of a corrective action plan and upon immediate recognition of the need for additional support, evaluators and educators can consider various strategies across a tiered support model to ensure all efforts have been made to provide support and guidance in meeting performance expectations.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

The Tiered Support (**Table 2**) provides an overview of various strategies that can be used to ensure educators have access to professional growth opportunities in addition to those being universally applied within the school.

Table 2: Tiered Support Strategies

Scaffolds	**Description**	**Strategies** (Including but not limited to):
Tier 1 (All)	• Typical cycles of professional learning are provided to all members of staff. • Adequate time and support for student performance review • Feedback in alignment with school, collective, and/or individual goals	• Workshops, • webinars, Modeling Dialogue/mentoring • Supervisor observation & feedback
Tier 2 Supports	Tier 1 supports plus: • Additional, more frequent interactions that provide guidance and support to targeted needs • Revisions to the goal/action plan that are suggested by the supervisor, mutually agreed upon to the extent possible	Tier 1 supports plus: • Templates for planning and implementation aligned to the educator's role • Additional or revised action steps as a result of educator/supervisor discussion • Coaching specific to an area of identified needed growth
Tier 3 Supports	Tier 1 & 2 support plus: • Concentrated support that prepares for corrective action planning by determining core areas of need, have clearly articulated area(s) of focus, duration of time, and criteria for success	Tier 1 & 2 supports plus: • Regular, scheduled meetings with educator, evaluator, and identified collaborative support

	• Possible additional revisions to the action plan that are suggested by the supervisor AND • Support from a designated, mutually agreed upon colleague who will serve as additional support in the action plan to meet the desired professional growth goal • Developed in consultation with the supervisor, educator, and their exclusive bargaining representative	• Required professional Learning • Collaborative scheduling • Coaching specific to an area of identified needed growth • Specific, time-bound goals and supports

Corrective Action Process

In any given year, an educator might require more support than can be provided through the regular cycles of growth and improvement described in the previous sections, and, given evidence of additional needs, might be placed on a corrective action plan. While the form will be completed in the BPS educator evaluation platform, a template is provided HERE. In almost all cases all three tiers of support should be implemented prior to the development and implementation of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

It is important to note that there may be circumstances that require movement to a corrective action plan without implementation of all three tiers of support. Disregarding codes of conduct, significant issues with student performance, or concerns related to student safety may warrant the immediate implementation of a corrective action plans. Regardless of the situation, the educator's exclusive bargaining representative should be involved in meetings to determine the corrective action plan.

Corrective Action Expectations

- An improvement objective will be formed. This should target specific standards and criteria in alignment with areas of growth for that objective.
- A timeline for improvement will be established (45-60 days recommended)
- Additional resources, especially human resources such as coaches, peers in like-role, etc be added in support.
- Strategies and interventions along with who will provide the support will be established.
- Specific written feedback will be given to teacher
- Feedback meetings will be held 24 hours after observations to be scheduled ahead of time
- Corrective Action 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

Dispute and Conflict Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality through- out the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within five school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the

dispute and to identify any actions to be taken moving forward.

In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.

Option 2:

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

All disputes arising from the evaluation process shall be referred to the Grievance Process as outlined in bargaining unit contract language. Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11 (b) (3), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance coordinator • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant Superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Training Component and Calibration

Evaluators and educators will be trained in the facilitation of the new Teacher Evaluation Professional Development system prior to the start of each school year. All training material will be readily accessible on the district website. The district has invested in a Career Development & Evaluation Specialist scheduled to begin at the start in August of 2026. This new role will assist in monitoring and improving our systems of support and evaluation.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with the 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 observation and feedback approaches.

Local and State Reporting

The superintendent shall report:

1. the status of educator evaluations to the local or regional board of education on or before June 15; and
2. the status of the implementation of the educator evaluation and support program, including the frequency of evaluations, the number of educators who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before June 15 of each year.

For purposes of this section, the term "educator" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Leader Evaluation and Support Plan

District Vision Statement

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

Educator Evaluation and Support Vision Statement

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

It is the intention of the Bloomfield Schools that the District Plan inform annual School Plans, and that School Plans inform educator goals.

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

A supportive environment characterized by:	A rigorous program characterized by:	Adequate resources 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	• Comprehensive balanced curriculum aligned with State Standards • High expectations, achievement and performance • Mastery of skills and concepts • Effective instruction	• 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 district's 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 Educator 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…

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

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 these evaluation standards and 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

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system. A glossary of terms has been provided to support review and understanding of this plan (Appendix D).

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is

recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1. Professional Standards for School Leaders (PSEL)
2. Common Core of Leading
3. Learning Forward's Professional Learning Standards (2022)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.



The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator / Observer / Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as

the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process



*Please note: Dates in the graphic above may change annually. Please see the chart below for specific dates during the 2026-2027 school year

Goal Setting Completed by October 15, 2026	Mid-year Check-in Completed by March 1, 2027	End-of-Year Reflection Completed by June 30, 2027
Beginning of the Year Goal(s) and Planning • Self-reflect • Review evidence **Goal(s), Rationale, Alignment, and Professional Learning Plan** • Draft goal(s), rationale, alignment, professional learning plan **Goal Setting Conference** • Mutually agree on 1-, 2-, or 3-year goal(s) • Determine individual or group goal(s) • Mutually agree on professional learning needs and support	**Mid-Year Check-in: Reflection, Adjustments, and Next Steps** • Review & discuss currently collected evidence towards goal(s) and of practice • Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement **Mid-Year Conference** • Discuss evidence, reflection, and feedback from evaluator • Adjust and revise as needed	**End-of-Year Reflection and Feedback Process** • Self-reflection: Review & discuss professional learning, evidence of impact on organizational health, educator and student learning, growth and achievement **End-of-Year Conference /Summative Feedback and Growth Criteria** • Evaluator provides written summative feedback and guides next steps • Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning. Sample questions to support self-reflection and establishment of goals is provided in Appendix A. Goals and corresponding support are consistent with leader professional status (see Appendix B). Goals should always be aligned to the school plan, and connected to standards recommended by the PDEC and approved by the board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric and past student performance
- Design school plans that address areas of growth and development
- Identify a high leverage goal(s) that impact(s) leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of

current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement.

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided in alignment with BPS feedback guidelines:

- Supervisors submit feedback **within 24 hours of the observation**
- If needed. An Administrative Assistant will schedule 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 the district.*

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts	
Cohort 1 **Who**: • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) **What**: • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** • Leaders who have successfully completed Cohort 1 in their current LEA **What:** • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal;
- The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes;
- Next steps.

See Appendix C for further detail

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented (see Appendix F - Tiered Support Documentation Form).

Tiered Support (**Table 2**) provides an overview of various strategies that can be used to ensure educators have access to professional growth opportunities in addition to those being universally applied within the school.

Table 2: Tiered Support

Scaffolds	Description	Strategies (including but not limited to):
Tier 1 (All)	• Typical cycles of professional learning are provided to all leaders. • School-based and collaborative time and support for student performance review Feedback in alignment with school, collective, and/or individual goals	• Workshops, webinars, Modeling • Dialogue/mentoring • Supervisor observation & feedback
Tier 2 Supports*	Tier 1 supports plus: • Additional, more frequent interactions that provide guidance and support to targeted needs • Revisions to the goal/action plan that are suggested by the supervisor, mutually agreed upon to the extent possible	Tier 1 supports plus: • Templates for planning and implementation of School Excellence Plans • Additional or revised action steps as a result of educator/supervisor discussion • Coaching specific to an area of identified needed growth
Tier 3 Supports*	Tier 1 & 2 support plus: • Concentrated support that prepares for corrective action planning by determining core areas of need, have clearly articulated area(s) of focus, duration of time, and criteria for success • Possible additional revisions to the action plan that are suggested by the supervisor AND • Support from a designated, mutually agreed upon colleague who will serve as additional support in the action plan to meet the desired professional growth goal • Developed in consultation with the supervisor, educator, and their exclusive bargaining representative	Tier 1 & 2 supports plus: • Regular, scheduled • meetings with educator, • evaluator, and identified collaborative support • Required professional learning Collaborative scheduling • Coaching specific to an area of identified needed growth • Specific, time-bound goals and supports

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. While the form will be completed in the BPS evaluation platform, a template is provided HERE. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan (See Appendix F for more detail). The

Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. Additionally, the corrective action plan will cohere with the BPS Staff Handbook.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. * The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.*

Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

1. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
2. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
3. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to Connecticut General Statute 10-220a and Public Act 23-159 Section 11(b)(3), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance coordinator Paraeducator (required) Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for
- paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

- the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
- the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Appendices — Leader:

Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions

Self-Reflection Sample Questions

Designed to support the development of your goals

The following sample questions are designed to support your reflection on the coherence between your school plan and individual evaluation criteria.

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about your practice and its impact on organizational wellbeing? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback? • From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Designed to support formative and summative reflection

The following sample questions are designed to support your continuous and summative analysis of your goal attainment.

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix B: Definition of Cohorts – Leader Definition of Cohorts

Definition of Cohorts	
Cohort 1 **Who**: • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) **What**: • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	**Cohort 2** **Who:** • Leaders who have successfully completed Cohort 1 in their current LEA **What:** • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary

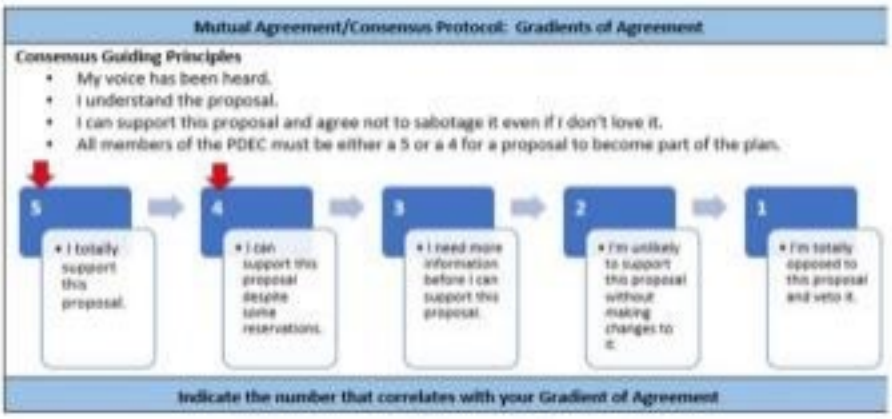
Appendix C: Growth Criteria and Sources of Evidence

Leader Growth Criteria & Evidence	
Growth Criteria **Development of New Learning and Impact on Practice** • The leader can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and how they used their new learning to improve practice. **Impact on the Organization** • The leader can demonstrate how they positively impacted the organizational health and can articulate connections/rationale between the improved learning and their own changes in practice. **Impact on Community** • The leader can demonstrate how they worked effectively with colleagues/ families/community.	**Possible Sources of Evidence** ● Information from site visits ● Strategic plans ● Learning walk/instructional rounds ● Self-reflection (e.g., journals, learning logs) ● Leader created professional learning materials ● Operational artifacts (e.g., schedules, procedural revisions) ● Educator learning outcomes ● Policy updates ● Community communications ● Constituent feedback ● Program development and implementation Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) ● Systems and structures

Educator Growth Criteria & Evidence	
Growth Criteria **Development of New Learning and Impact on Practice** • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. **Impact on Students** • Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	**Possible Sources of Evidence** • Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources

Appendix D: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.



By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.

From *Consensus decision making*. Seeds for Change. (n.d.). https://www.seedsforchange.org.uk/consensus

Corrective Action Plan: A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Action Plan with indicators of success for transitioning out of it. The Corrective Action/Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Action / Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school. A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- Massachusetts Department of Elementary and Secondary Education 5-Step Cycle and Model System for Educator Evaluation
- Ohio Department of Education – Ohio Teacher Evaluation System (OTES 2.0) Framework
- Tennessee Educator Acceleration Model
- Connecticut TEAM Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

feedback: "Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning. Learning Forward.*

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address

strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

mini-observations: A mini-observation observation is a structured and planned process of watching, assessing, and evaluating an educator's or leader's practice/performance. This requires feedback be provided within 24 hours and post-conference no later than 72 hours following the observation.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point rubric: A rubric that describes a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

tiered support:

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix E: Professional Learning Opportunities

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix F: Forms

Leader Forms

- FIX THIS SECTION

Educator Forms

- FIX THIS SECTION

Resources

CSDE Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 (CT GUIDELINES 2023)

CSDE Connecticut Leader and Educator Evaluation and Support Plans 2024. Retrieved: https://portal.ct.gov/-/media/sde/evaluation-and support/ctleadereducatorevalsupportplan2024.pdf

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DRAFT

Bloomfield Board of Education
Meeting Schedule 2027

Date	Type of Meeting	Time	Location
January 12, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
January 26, 2027	Committee Meetings	6:00 PM	Board Room, BOE
February 9, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
February 23, 2027	Special Budget Meeting	7:00 PM	Hybrid Meeting*
March 9, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
March 23, 2027	Committee Meetings	6:00 PM	Board Room, BOE
April 6, 2027[1]	Regular Meeting	7:00 PM	Hybrid Meeting*
April 27, 2027	Committee Meetings	6:00 PM	Board Room, BOE
May 11, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
May 25, 2027	Committee Meetings	6:00 PM	Board Room, BOE
June 8, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
September 14, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
September 28, 2027	Committee Meetings	6:00 PM	Board Room, BOE
October 12, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
October 26, 2027	Committee Meetings	6:00 PM	Board Room, BOE
November 9, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*
December 14, 2027	Regular Meeting	7:00 PM	Hybrid Meeting*

References
1: Meeting moved to first Tuesday due to Spring Recess

**Hybrid meetings will be in-person at the Board of Education and virtual via Zoom*

TOWN OF BLOOMFIELD

POLICY MEMORANDUM

SUBJECT: Naming/Renaming Town Facilities and Honorary Street Name Designation

NO: 110.01
DATE: February 10, 2014
AMENDED: February 14, 2022
BY: Town Council & Board of Education
APPROVED: Town Council

DISTRIBUTION: Town Council, Town Departments

I. PURPOSE

The purpose of this policy is to establish procedures for naming/renaming town-owned facilities. The naming/renaming of Town-owned property is done to honor a person or entity who has had a significant impact on the history, tradition and/or success of the Town of Bloomfield, in addition to enhancing the values and heritage of the Town while being compatible with community interest.

II. RESPONSIBILITY

Any resident, group of residents or organization in the Town of Bloomfield shall have the right to request that a building, room, public land, landmark, etc., be named under the guidelines listed below. All buildings, public land and landmarks that are owned by the Town are under the control of the Town Council. Therefore, all recommendations for naming/renaming must be presented to the Town Council for action.

Under extraordinary circumstances which would cast a negative image upon the Town, any naming of Town-owned facilities in honor of an individual, family or group may be revoked at the discretion of the Town Council.

The names of individuals or corporations or groups involved in controversial enterprises or activities, such as those that would be detrimental to the mission or image of the Town of Bloomfield must be avoided.

The naming of any school-related facility shall go to the Board of Education for their review and potential recommendation before being presented to the Town Council.

All requests shall be evaluated by the Town Manager and/or designee, moved to appropriate committee / Town Department for recommendation, and moved to Town Council for final approval. The Town Council shall notice and conduct a public hearing to receive public comment and input prior to final vote. The Town Council shall have the absolute right to accept or reject on any naming requests.

III. PROCEDURE

All requests shall be submitted to the Town Manager or designee in writing for evaluation; referred to appropriate Town Department for recommendation, and subsequently moved to Town Council for final consideration and action. The Town Council shall have the absolute right to accept or reject any naming requests.

A. A building, room in a building, public land, landmark, etc., may be named after an individual person, multiple persons or an organization where such person, persons or organization has made a positive impact in the Town of Bloomfield.

B. The donation of land, facilities, or funds for the acquisition, renovation or maintenance of land or facilities, shall not constitute an obligation by the Town to name the land and/or facility or any portion thereof for an individual, family or organization.

C. Existing names are deemed to have historic recognition. It is the Town of Bloomfield's policy to keep the name of any existing park, Town-owned building(s), or recreational facility, particularly one whose name has Town or regional significance, unless there are compelling reasons to consider such a change; after a thorough study and super majority (6-3) vote of the Town Council. Furthermore, the Town may consider renaming to commemorate a person or persons posthumously, only when such person or persons have made a major, extraordinary contribution to the Town and, whose distinctions are as yet unrecognized.

D. It is the intent of this policy to prohibit, except under extraordinary circumstance with a super majority vote (6 to 3) of the Town Council and a required minimum of 2/3 of the affected property owners' written approval, the changing of street names that have existing homes or businesses using the street name in their address, or streets which connect with adjacent jurisdictions.

E. Street naming and renaming shall be made by Town Council resolution or as a result of an approval and recordation of a subdivision map.

F. The Town reserves the right to pass all costs, including staff time, labor and materials associated with the installation of plaques, monuments and/or replacement of signs resulting from this policy along to the individual, group or organization sponsoring the request. Each request will be reviewed and determined on a case-by-case basis.

IV. NAMING CRITERIA

A. PARKS, TOWN-OWNED BUILDINGS, AND RECREATIONAL FACILITIES

1. Naming shall begin early in the development and/or acquisition.
2. Names should be appropriate to the park, Town-owned building, or recreational facility by reflecting the native wildlife, history, flora, fauna, geographic area, or natural geologic features related to the community of Bloomfield.
3. Names can be from significant historical events, cultural attributes, and a local landmark or for a historical figure.
4. Areas that can be recognized include: points of entry, walkways, trails, room or patio within a Town-owned building, recreational facilities such as group picnic areas, and physical features.

5. Names which reflect the Town's ethnic and cultural diversity are encouraged. All signage shall be in English.
6. Commemorative names honoring individuals or families should be based on the following criteria:
   a. made lasting and significant contributions to the protection of natural or cultural resources of the Town of Bloomfield;
   b. made substantial contributions to the betterment of a specific facility or park consistent with the established standards for the facility;
   c. made substantial contributions to the advancement of commensurate types of recreational opportunities with the Town of Bloomfield;
   e. be associated to an economic development or redevelopment activity;
   f. had a positive impact on the lives of Bloomfield's residents.

B. STREETS

1. Names shall be unique, easily discernible, and simple to pronounce for public safety consideration. Similar sounding or duplicate street names shall not be considered.
2. Street names may recognize native wildlife, flora, fauna or natural geologic features related to the community and the Town of Bloomfield.
3. Street names shall not contain more than 18-letter characters, including any combinations of spaces, or letters, designations in the base portion of the name.
4. Cumbersome, corrupted or modified names, discriminatory or derogatory names, from the point of view of race, sex, color, creed, ethnicity, religious affiliation, political affiliation or other social factors are not acceptable.
5. The Town adopts the street names when the final subdivision map for the development is recorded.
6. Bloomfield Street Naming Standards – See Appendix A

C. COMMEMORATIVE STREETS NAMES AND PLAQUES

1. Commemorative street name signs are additions to the street name and will not change the street address. Existing street name shall be retained and a supplemental sign or plaques shall be installed. Commemorative street name signs shall consider the same criteria for naming of streets.
2. Commemorative plaques shall be placed in common areas within the Town of Bloomfield. In recognition of individuals honored for their accomplishments and contribution to the Town, a community COLUMN OF HONOR, WALL OF HONOR, OR WALK OF HONOR (placeholder names) is to be established at (locations to be determined at Town Hall or existing Park such as Filley Park).The COLUMN/WALL/WALK OF HONOR will be a permanent honor, consisting of a marker describing the honoree(s) accomplishments. Recognition will be made either at a Town Council Meeting or at a special ceremony at the COLUMN/WALL/WALK OF HONOR.
3. Criteria for commemorative street names and plaques are as follows:
   a. Names honoring individuals, groups, or families should be based on one or more of the following criteria:
      i. made lasting and significant contributions to the protection of natural or cultural resources of the Town of Bloomfield
      ii. made substantial contributions to the betterment of the Town of Bloomfield which has positively impacted the lives of citizens of the Town of Bloomfield,

iii. be associated to an economic development or redevelopment activity in fulfillment of the Town's mission;
iv. commemorates a significant historical event;

b. Names of living persons shall be considered only under one or more of the following circumstances:
   i. The honoree contributed 50% or more of the cost of a major facility; A contribution is not required to be monetary (example: land or building)
   ii. The honoree initiated or contributed major time to the establishment of the Town project;
   iii. The overwhelming belief that the honoree would likely be honored for that facility posthumously;
   iv. The honoree has given extraordinary service to the Town and to the community;
   v. The honoree has attained national or international prominence and achievement.

c. Naming after an individual who has served as a Town Official or as a Town employee shall occur after the person has separated from Town service and should be based on one or more of the following criteria:
   i. Made contribution over and above the normal duties required by their positions.
   ii. Had a positive impact on the past and future development of programs, projects, or facilities in the Town of Bloomfield.
   iii. Made significant volunteer contributions to the community outside the scope of their job.
   iv. There is significant public support for a memorial to the Town official or Town employee.

Appendix A

Bloomfield Street Naming Standards:

1. Every distinct street with two or more dwellings should be given a separate, unique, easily discernable, and simple to pronounce name. This includes all private streets and driveways.

2. Each street should have one -- and only one -- correct name. A named street should be essentially continuous, without gaps.

3. Street names for continuous or aligned travel ways should only change when there is a substantial intersection or other such logical separation location.

4. Street names, excluding suffixes, shall not be more than eighteen characters, including spaces, in length.

5. Cumbersome, corrupted or modified names, discriminatory or derogatory names, from the point of view of race, sex, color, creed, ethnicity, religious affiliation, political affiliation or other social factors are not acceptable.

6. There should be no duplicate street names, such as Pine Road and Pine Lane; except where logic suggests acceptability, such as a more 'minor' street directly connects to, and is related to, a more major street (e.g. 'Jerome Avenue' and 'Jerome Way').

7. There should be no similar sounding names, such as Beach Avenue and Beech Avenue, Main Street and Maine Street, or Apple Hill Road and Apple Road.

8. Every street name should have a corresponding standard suffix as allowable under the attached 'Bloomfield Street Name Suffix Standards'.

9. Street name qualifying suffixes should only be used where logic suggests acceptability. For instance (using current Bloomfield street names,) 'Griffin Road North' and 'Griffin Road South' are acceptable because they are aligned on either side of an intersecting street; 'Ryefield Hollow Drive North' and 'Ryefield Hollow Drive South' are not acceptable because there is no logical relationship.

10. Street names should be assigned based on traffic patterns. When a street forks into two streets, the fork with the higher traffic volume should continue the same name.

11. Streets should not be identified by a route number.

12. Street names may recognize natural wildlife, flora, fauna, or natural geologic features related to the community and the Town of Bloomfield.

13. Pseudo street names should not be used in addresses; (e.g. '1 Acme Plaza' should not be used in a building address unless the building has access to a street named 'Acme Plaza'.)

14. Special characters, such as hyphens, apostrophes, periods, or decimals, are not allowed in street names.

15. Streets within multi-structure complexes (e.g., business campus, multiunit apartment complex) should be named and each structure individually addressed.

16. Street names for new subdivisions shall be proposed by the developer, reviewed by the Planning Commission, and approved by the Town Council. The street names are adopted by the Town when the final subdivision map for the development is recorded.

As a school community, we began to discuss school name and mascot options with our students. At the onset, we took all brainstorming along with student reasoning for each. We began with about 5 different options or school names along with different mascots. Over the past few weeks, students have narrowed down the choices to two options, although they are really hoping for one(LAB).

Choice 1: Alternative Learning Center (ALC)

This choice has remained as one of the options as there is some connection to the name since we began the school year this way. Students and staff are used to ALC as it is currently our sense of belonging. This has stayed in our top two, but students have made it clear they are set to let it go. There is a feeling of a negative meaning if we stay with “alternative” in the name. Students want to be perceived in a positive way moving forward.

Choice 2: Lynx Academy of Bloomfield (LAB)

This choice is the consensus within our school community. We believe that LAB for short defines our learning community and allows us to be seen in a more positive light. We believe in our tagline of “Find your path, reach your potential”. At Lynx, we are committed to being connected as a link to the community and our schools as students may navigate through different programming. We are also linked to connecting students to services outside of school as needed. Our school mascot, the trail lynx, is a wild cat that uses its unique characteristics to thrive in its environment. For instance, it has long ears to focus on sound waves and enhance its hearing. It also has wide paws to help it navigate through deep snow. Although these attributes may be different from other animals, it uses them to its advantage to be successful in life. We believe this represents our students and staff at our school. We embrace each individual person along with their strengths and work to navigate towards success. The goal is to reach high school graduation and be prepared for what comes next. A successful future!