



BLOOMFIELD BOARD OF EDUCATION - REGULAR MEETING

Regular Meeting AT Tuesday, November 10, 2009

Bloomfield High School Library/Media Center 5 Huckleberry Lane Bloomfield, CT 06002, 1133 Blue Hills Avenue , Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
David Title, Acting Chair
2. Pledge of Allegiance
3. Election of Officers
 - A. Chair (Chair assumes duties)
 1. Vice Chair
 - a. Secretary
4. Consent Agenda
 - A. Approval of Minutes - Regular Meeting - October 13, 2009 3
 - B. Executive Session - October 13, 2009 7
5. Presentations
6. Public/PTO Comment
7. Superintendent's Report
 - A. 2008-2009 Strategic School Profiles 8
 - B. Update on Playground Equipment
D. Munsell
 - C. Financial Report 58
D. Munsell
 - D. CABE/CAPSS Conference Registration
 - E. Class Size Report 64
 - F. Other
8. Old Business
 - A. Approval of Revised 2010 Board of Education Meeting Calendar 71
9. New Business
 - A. Approval of Bloomfield Public Schools Participation in the "Race to the Top" Fund
 - B. Acceptance of Big Picture High School Project #011-0073 as Complete
 - C. First Reading Proposed Policy - 1100 Use of School Facilities 72
 - D. First Reading Proposed Policy - 1150 Pesticide Application on School Property 76
 - E. First Reading Proposed Policy - 1200 Possession of Deadly Weapons 77



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F. First Reading Proposed Policy - 3100 Student Activity Funds	80
G. First Reading Proposed Policy - 4500 Fingerprinting, Criminal History Records & Employment Reference Checks	81
H. First Reading Proposed Policy - 4600 Reports of Suspected Abuse or Neglect of Intellectually Disabled Adults	84
I. First Reading Proposed Policy - 4750 Policy Regarding Employee Use of The District's Computer Systems	88
J. First Reading Proposed Policy - 5050 Suicide Prevention and Intervention	89
K. First Reading Proposed Policy - 5110 Policy Regarding Section 504 of the Rehabilitation Act of 1973	90
L. First Reading Proposed Policy - 5117 Field Trips	91
M. First Reading Proposed Policy - 5140 Health Assessments/Screenings	92
N. First Reading Proposed Policy - 6310 Requirements for Graduation	97
O. First Reading Proposed Policy - 9040 Formulation, Adoption, Amendment or Deletion of Policies	98
P. First Reading Proposed Policy - 9050 Formulation, Adoption, Amendment or Deletion of Bylaws	100
Q. First Reading Proposed Policy - 9157 Quorum and Voting Procedures	101
10. Adjournment	
11. NEXT MEETING TUESDAY, DECEMBER 8, 2009, BOARD ROOM, 7:00 P.M.	

BLOOMFIELD BOARD OF EDUCATION – REGULAR MEETING

Tuesday, October 13, 2009
Bloomfield Board of Education
1133 Blue Hills avenue
Board Room

PRESENT: J. Michel, Chair D. Quinones, Vice Chair (1) D. Seldon, Secretary
 R. Dale A. Kapsis S. Thompson
 (1) – late arrival

ABSENT: R. Ike

ALSO PRESENT: D. Title, Superintendent
 R. Cormier, Interim Assistant Superintendent
 D. Munsell, Director of Business Affairs
 Attorney C. Chinni (7:45 p.m.)

1. ESTABLISH QUORUM AND CALL TO ORDER AND 2. PLEDGE OF ALLEGIANCE

J. Michel, Chair, after determining that a quorum was present, called the meeting to order at 7:00 p.m. and led attendees in the Pledge of Allegiance.

3. CONSENT AGENDA

The Chair requested approval of the previous meeting’s minutes. A motion was made by R. Dale and seconded by D. Seldon to approve the minutes of the Tuesday, September 1, 2009 Special Meeting, the Tuesday, September 1, 2009 Executive Session, and the Tuesday, September 8, 2009 Regular Meeting. The motion passed unanimously.

4. PRESENTATIONS

A. SUMMER ENRICHMENT PROGRAM

The Superintendent introduced Ms. K. Wright, a teacher at Carmen Arace Middle School, to the Board. Ms. Wright worked in the Summer Enrichment Program. She shared samples of the students’ creations from that program. The goal was to achieve a melding of art and math to create different projects.

She quickly reviewed the accomplishments that included radial design and symmetry, scale models, enlargement, and linear perspective drawings.

B. 2009 CMT AND CAPT REPORT

Dr. Title called on Ms. K. Parks to review her report for the Board. Her presentation consisted of a series of bar graphs showing the students’ percentage achievement levels.

Students in Grades 3 to 8 are measured by the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is used to measure students in Grade 10.

Ms. Parks reported the CMT scores are mixed across grade levels and content areas. 2009 scores for Grades 5 and 8 showed impressive gains in Science. Scores in grades 5, 7 and 8 were impressively higher in reading and math. Grade 3 and 4 scores were either flat or a small decline.

Scores for Grade 10 CAPT scores show an overall small decline.

Ms. Parks reported a comparison of scores between 2001 and 2009 shows overall growth in students scoring at Proficient or above on both the CMT and CAPT.

She remarked the goal in Bloomfield is to improve learning for all students. The goal is to have scores for Below Basic to decrease over time and for Proficient or above and Goal or above to increase. The percentage of students performing at Below Basic has seen significant declines over the years whereas the trend for students performing at Goal or above is beginning to increase.

The report prompted some discussion and questions from Board members. Ms. Parks commented the State sets the levels for Proficient and Goal. In addition to these two levels, there is an Advanced rating which is the highest achievement level. The Proficient level is the level tied to federal funding and is equivalent to the Passing grade defined by the No Child Left Behind (NCLB) program.

In response to a question, Ms. Parks replied that the district is always checking for adjustments of curricula with State standards. Within the district, teachers are reviewing individual student accomplishment levels and applying research based intervention techniques to identify students at risk of failure for their grade level. Remediation skills can be successfully applied and students can be caught up during intervention to restore them to satisfactory achievement levels. There is a lot of work now being done on remediation programs that are now getting down to the individual student level.

Ms. Parks remarked the standard for Goal on the CAPT is greater than that for the CMT. The district's next challenge is getting its students to Goal or above.

In response to the Chair's question about what more can the district do to help students achieve at a higher level, Ms. Parks commented on the need for a strong relationship between the district's teachers and administration and the parents of students.

The Superintendent cautioned against making drastic yearly changes to the district's Improvement Plans because there are no great changes in measured achievement scores.

Ms. Parks commented on the use of student assessments as monitors of students' progress and common formative assessments as tools. Data teams identify deficits and then incorporate that information into classroom instruction while developing interdisciplinary skills.

Bloomfield High School Principal I. Zytka, Laurel School Principal J. Naraine, and J.P. Vincent School Principal S. Way briefed the Board on various methods they are employing for getting their students to achieve at Proficient or above.

The Chair thanked the district's teachers for their efforts on behalf of all students and stressed the need for everyone involved in the learning process, including teachers, students, and parents, to bring their best efforts to the task of greater achievement.

Dr. Title reported that the various School Improvement Plans are due out this month.

B. DISCUSSION OF BOARD RESPONSIBILITIES

There was Board discussion concerning a letter from the Town Council addressing the Board of Education's rights and responsibilities. There were differences expressed as to the meaning and intent of the letter and its impact on the Board's independence and the need for Board discussion of the letter.

Contradictory opinions concerning the legal implications to the Board versus the clarity of the letter's content were voiced by several members present. Other comments were made concerning the Board's independence and acting responsibly.

Finally, it was agreed that questions concerning the letter, as addressed to the Board, would be appropriately a matter for discussion in Executive Session.

A motion was made by R. Dale and seconded by S. Thompson that the Bloomfield Board of Education move this agenda item to Executive Session discussion. The motion passed unanimously.

5. PUBLIC/PTO COMMENT

Mr. L. Gould addressed the Board with his concerns about what draws parents to the Town and their concerns for the school system. Dr. Title reported the district's teacher retention record shows there's no big churn of personnel and the retention record is very good.

6. SUPERINTENDENT'S REPORT

The Chair called upon the Superintendent to update the Board on the following matters:

A. CONSTRUCTION UPDATES

Dr. Title reported on the recent ribbon cutting ceremony for the Wintonbury Early Childhood Magnet School. The event was well attended.

The district currently possesses a full Certificate of Occupancy for the playground as well as for the entire building.

He reported all of the other projects are moving along well and all will come in on or below budget and will be complete by 2012.

B. LEGISLATIVE UPDATE

The Superintendent briefed the Board on matters relevant to the district. He reported that the mandate to have a district provide a K through 12 In School Suspension Program has been delayed for a year. He reported the district has such a program for Grades 5 through 12.

There are some statutory responsibilities for the Board to create some committees. One committee is to deal with professional development. Another committee is to deal with curriculum. Dr. Title will work with Attorney Chinni to sort it out and will report back to the Board on these matters.

The issue of magnet school tuition between Hartford and suburban communities has been resolved for the next two years. There are no savings to the district nor are there any additional charges.

Dr. Title commented a number of policy changes due to language changes will cause revisions that will be presented to the Board for action.

C. FINANCIAL REPORT

Dr. Title called on Ms. D. Munsell to brief the Board on the district's Financial Report as of the end of September. She reported that 75% of the budget has been spent or encumbered. The district budget is in good shape but there's a long way to go.

The Residency officer salary is over-encumbered due to personnel transition and will be adjusted. Spending for private tuition will be offset by Special education revenues as received.

Revenue assumptions in the budget are still valid.

D. OTHER

The Superintendent reported he has been asked to teach a course at Central Connecticut State College dealing with research in education.

7. OLD BUSINESS

There was none.

8. NEW BUSINESS

A. 2010 BOARD OF EDUCATION MEETING SCHEDULE

The Superintendent noted there are a few Thursday dates in the proposed calendar.

A motion was made by D. Quinones and seconded by R. Dale that the Bloomfield Board of Education approve the 2010 Board of Education Meeting Schedule as presented. The motion passed unanimously.

B. DEPARTING MEMBER

The Chair noted that this is the final meeting for A. Kapsis as a Board member. The Chair thanked him for his services to the students in the district and the Board of Education.

B. PENDING CLAIMS AND LITIGATION

At 8:40 p.m., a motion was made by D. Quinones and seconded by S. Thompson that the Bloomfield Board of Education move into Executive Session and also invite Dr. Title and Attorney Chinni for the purpose of discussing pending claims and litigation. The motion passed unanimously.

The Board reconvened into Regular Session at 9:23 p.m.

9. ADJOURNMENT

At 9:23 p.m., a motion was made by R. Dale and seconded by D. Seldon to adjourn. The motion passed unanimously.

Derrick Seldon, Secretary

BOARD OF EDUCATION MEETING – EXECUTIVE SESSION

Tuesday, October 13, 2009

Bloomfield Board of Education

1133 Blue Hills avenue

Board Room

PRESENT: J. Michel, Chair D. Quinones, Vice Chair D. Seldon, Secretary
 R. Dale A. Kapsis S. Thompson

ABSENT: R. Ike

ALSO PRESENT: D. Title, Superintendent
 Attorney C. Chinni

At 8:40 p.m., the Bloomfield Board of Education along with Dr. Title and Attorney C. Chinni convened into Executive Session for the purpose of discussing pending claims and litigation.

Following a discussion, at 9:22 p.m., a motion was made by D. Quinones and seconded by R. Dale to adjourn from Executive Session and reconvene into Regular Session. The motion passed unanimously.

Derrick Seldon, Secretary

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**The Big Picture High School
Bloomfield School District**

PATRICIA E. HYMES, Principal
CORONICA RICHARDSON, Asst. Principal
Telephone: (860) 769-6600

Location: 44 Griffin Road South
Bloomfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Interdistrict Magnet School

School Grade Range: 9-12

Instructional Focus: Personalized learning

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 83

5-Year Enrollment Change: N/A*

*Between 2003 and 2008, grades changed, became magnet school

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	38	45.8	27.4	26.0
Students Who Are Not Fluent in English	0	0.0	2.0	3.3
Students Identified as Gifted and/or Talented	2	2.4	4.1	4.7
Students with Disabilities	8	9.6	11.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	0	0.0	21.3	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	N/A	19.0	18.7
Biology I	N/A	19.2	19.3
English, Grade 10	N/A	18.6	19.1
American History	N/A	20.9	19.9

Language Instruction: No world language instruction was provided.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	1,041	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	N/A	N/A

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	N/A	N/A	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	N/A	N/A
Chemistry	N/A	N/A
4 or More Credits in Mathematics	N/A	N/A
3 or More Credits in Science	N/A	N/A
4 or More Credits in Social Studies	N/A	N/A
Credit for Level 3 or Higher in a World Language	N/A	N/A
2 or More Credits in Vocational Education	N/A	N/A
2 or More Credits in the Arts	N/A	N/A

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	2.0	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	39.2	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	100.0	63.3	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.0	2.6	2.4
% of Computers with Internet Access	100.0	99.8	99.2
% of Computers that are High or Moderate Power	100.0	98.9	98.8
# of Print Volumes Per Student*	3.5	15.6	16.0
# of Print Periodical Subscriptions	5	43	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		6.00
Paraprofessional Instructional Assistants		0.00
Special Education: Teachers and Instructors		1.00
Paraprofessional Instructional Assistants		0.00
Library/Media Specialists and/or Assistants		0.00
Administrators, Coordinators, and Department Chairs		2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		0.50
School Nurses		0.40
Other Staff Providing Non-Instructional Services and Support		5.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	7.1	14.4	13.8
% with Master's Degree or Above	85.7	77.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	11.0	8.3	8.4
% Assigned to Same School the Previous Year	42.9	89.0	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

Our greatest strength in building a community of learners comes from our students' families. At The Big Picture High School, we consider parents to be our most valuable resource because they know their child best. As we say, "We don't just enroll students; we enroll families."

We ask parents, as well as their child, to write an essay as part of the application for admission to the school. We include parents in all of our formal curriculum-building activities for their child. Parents are partners in the education of their student and are present for at least six to eight meetings a year for exhibitions and/or learning plan meetings. Each student has a personalized learning plan in which the progress of the student is assessed each trimester through an exhibition. This plan is created by a learning team consisting of the student, the parent/guardian, the teacher and sometimes, the mentor. Parents and mentors attend the student exhibition each trimester and assist in evaluating the progress of their student. Additionally, the parents are kept abreast of school activities by way of a monthly newsletter that is mailed to the home.

Parents are welcomed into our buildings at any time. Our students' family members are incredible resources in many ways. Some serve as internship mentors for other students; some discuss their careers or interests at whole-school assemblies; some teach music workshops.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	2	2.4
Black	68	81.9
Hispanic	5	6.0
White	8	9.6
Total Minority	75	90.4

Percent of Minority Professional Staff: 30.0

Non-English Home Language: All of this school's students come from homes where English is the primary language.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Big Picture High School is an interdistrict magnet school that recruits students from the surrounding communities of Bloomfield. To date we have enrolled from Avon, Bloomfield, Canton, East Windsor, Enfield, Manchester, New Britain, Rocky Hill, Simsbury, West Hartford, and Windsor. The Big Picture High School is part of the Big Picture Company network of small schools throughout the United States, Australia, and Denmark. This network provides students opportunities to participate in national and international programs and interact with students and teachers from diverse racial, ethnic, and economic backgrounds. Additionally, one of the school's learning goals has as its focus social justice. This learning goal is part of each student's learning plan each year.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	0	10.0
% of Grade 12 Students Tested	0.0	21.2
% of Exams Scored 3 or More*	N/A	N/A

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	5.0	47.4	5.4
Writing Across the Disciplines	10.0	55.0	5.9
Mathematics	N/A	N/A	N/A
Science	5.0	42.8	7.6

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	N/A	N/A	N/A
Critical Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
% of Graduates Tested	N/A	N/A	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	0.0	6.6	100.0
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	43.2

Activities of Graduates	School	State
% Pursuing Higher Education	N/A	N/A
% Employed, Civilian and Military	N/A	N/A

Student Attendance	School	State High Schools
% Present on October 1	94.0	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 9 students were responsible for these incidents. These students represent 11.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	7	0
Total	10	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

- the use of an online math program to complement direct instruction in math
- the implementation of summer workshops in math and science for all incoming students and identified 10th grade students during the summer of 2009
- the use of rubrics for exhibitions and gap sheets for all students who have attended the Big Picture High School for at least two trimesters
- encourage student participation in the Early College Initiative by ensuring that all eleventh grade students take at least one course at the local community college

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Big Picture High School is in its fifth year of operation and has accomplished the following:

- All 13 seniors have been accepted into post-secondary institutions.
 - A student helped to create an Intercollegiate Pride Coalition in the state of Connecticut.
 - Two students secured \$1,000 each for their projects from Youth Venture.
 - Another student secured a \$500 grant for her project from Hartford's Office of Youth Services.
 - Seven seniors received scholarships to college/university.
 - The BP Beverage Company will launch its first soda in August 2009.
 - All 13 seniors each completed a 75-page autobiography.
 - 20 students will take college classes in the fall.
-

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Carmen Arace Intermediate School
Bloomfield School District**TRACY A. YOUNGBERG, Principal
Telephone: (860) 286-2626Location: 390 Park Avenue
Bloomfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: 5- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 313

5-Year Enrollment Change: N/A

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	156	49.8	46.7	34.2
K-12 Students Who Are Not Fluent in English	2	0.6	0.6	7.0
Students with Disabilities	22	7.0	8.5	10.9
Students Identified as Gifted and/or Talented	71	22.7	6.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	134	84.3	82.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	1,002	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	17.1	17.1	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	45	30
Computer Education	0	17
English Language Arts	270	427
Family and Consumer Science	0	1
Health	45	22
Library Media Skills	0	18
Mathematics	270	198
Music	45	32
Physical Education	45	40
Science	135	98
Social Studies	135	91
Technology Education	0	2
World Languages	45	12

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 5 in this school. Statewide, 18.8% of elementary and middle schools that serve Grade 5 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.6	0.6	7.0
% of Identified Gifted and/or Talented Students Who Received Services	97.2	97.2	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.7	82.3	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.5	3.1	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	38.1	48.2	28.2
# of Print Periodical Subscriptions	12	17	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	24.90
Paraprofessional Instructional Assistants	5.00
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.30
Counselors, Social Workers, and School Psychologists	3.75
School Nurses	0.80
Other Staff Providing Non-Instructional Services and Support	10.50

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	10.6	12.3	13.3
% with Master's Degree or Above	52.9	67.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.0	10.2	8.6
% Assigned to Same School the Previous Year	88.2	87.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Carmen Arace Intermediate School is seriously interested in utilizing the natural support system each child has in their home. We believe that our students cannot reach their academic or social goals without support from their families. With this in mind, we have taken part in a number of different activities and initiatives to try keep our parents informed and involved. Some of these are:

- Daily communication between the teacher and the parents via the student's agenda.
 - All teachers and staff members are all available via email. All email addresses are available on our district website.
 - Wiki sites have been set up for students, and their families, to complete homework and projects via the internet.
 - Teachers have been recommending to families a variety of literacy and numeracy resources at their child's instructional level in an effort to allow parents to support their child at home. They also make parents aware of the need for a routine, study space and organizational techniques.
 - Instructional and assessment changes in literacy and numeracy are being made to reflect a child's progress from their current instructional level rather than their inability to achieve a grade level standard. These changes have been explicitly shown to the parents during our parent teacher conferences.
 - Our PTO is actively involved in recruiting family members to support the school. They have instituted a monthly Student of the Month program through Mega Education. Students are honored at each of our monthly PTO meetings and parental attendance at these meetings has never been greater.
 - Evening Family Events have become a regular part of our year long calendar. Academic and social expectations and progress are always discussed at these events.
-

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	1.0
Black	273	87.2
Hispanic	22	7.0
White	15	4.8
Total Minority	298	95.2

Percent of Minority Professional Staff: 17.8%

Non-English Home Language: 1.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Carmen Arace Intermediate School students participate in a number of programs that provide opportunities to interact with students and teachers from diverse racial, ethnic and economic backgrounds. Our new partnership with the University of Hartford will be instrumental in providing some of these opportunities. Our students will be taking part in the Educational Main Street Program, The College Student Tutoring Program, as well as several other age appropriate academic programs held on their campus.

Our sixth graders have also been invited to participate in The Connecticut River Connections Program which partners 6th-8th grade students from an urban district with those from a suburban/rural district. Using the Connecticut River Watershed as a context for teaching and learning, students collaboratively learn about science and one another while focusing on this shared resource. Our sixth graders participating in this program will utilize hands-on, minds-on activities that help them to understand principles covered by the Connecticut Content Standards in the grades six through eight.

In addition, our students take part in a variety of opportunities and programs linked to the Visual and Performing Arts Department in our district. When our students are given the opportunity to collaborate or even compete with students and schools around the state while demonstrating their incredible artistic and musical talents everyone wins.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	13.8	13.8	35.3	13.2

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	47.9	47.2	66.0	26.0
Writing	58.9	58.2	66.5	37.1
Mathematics	50.0	49.7	68.8	23.1
Science	34.4	34.0	58.1	25.3
Grade 6 Reading	43.4	43.4	68.9	22.5
Writing	50.3	50.3	62.2	33.6
Mathematics	49.7	49.7	68.8	28.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.7	98.6	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 105 students were responsible for these incidents. These students represent 29.7% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	7	0
Personally Threatening Behavior	13	0
Theft	12	0
Physical/Verbal Confrontation	13	0
Fighting/Battery	94	0
Property Damage	5	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	216	0
Total	361	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Bloomfield District has been functioning under a Strategic Plan since 2006. Each of the schools within the district has aligned their School Improvement Plan to the Strategic Plan's strategies and main objectives. At the Intermediate School, parents are repeatedly made of aware of our school's yearly goals, as well as the progress we have made toward them. These goals are presented at Open House and reinforced in our monthly newsletters and conferences throughout the year. Students are also kept apprised of our School Improvement Plan goals and also develop a personal goal that will ultimately help us reach the school wide goals. Both our school and district are committed to the belief that "all people can learn". Since this belief governs what we do with all of our students, regular and special education, we are constantly looking for more efficient and effective ways to help our students meet with success within the guidelines of state and federal law.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Carmen Arace Intermediate School (CAIS) is committed to the growth and performance of our students. The focus of our school is to provide an academic environment in which all members (parents, students, and staff) will reach their fullest potential. This focus comes to life in our academic offerings, commitment to the arts, and support to our students as they mature into young adults.

The following is a list of activities our school has been involved in during the past school year:

- Students and staff were involved in a district-wide collaboration that resulted in an art show displayed at the bus station in downtown Hartford.
 - Students in both grades collected non-perishable foods and donated money to support the FoodShare and other food banks in the greater Hartford Area.
 - Our students participated in the district -sponsored "Summer Reading Program."
 - Students completed summer packets in reading and math.
 - Students were involved in a district-wide arts performance, at the Bushnell.
 - Increased collaboration with the Bloomfield Youth Services Department.
 - Students participated in Partners in Science Program at CCSU and the Connecticut Pre-Engineering Program.
 - Students participated in Alex's Lemonade Stand, a campaign to raise money for cancer research.
 - Students participated in a Math-A- Thon that benefits the St. Jude's children Hospital.
 - Students in CAIS read more than 2500 books collectively for our 2009 Book Challenge.
 - Students take part in a yearly Battle of the Books completion that involves them reading the Nutmeg Books and competing against their classmates to answer comprehension questions about the books.
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STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Carmen Arace Middle School
Bloomfield School District**

SAMUEL T. GALLOWAY, Principal
 PATRICIA R. JONES, Asst. Principal
 Telephone: (860) 286-2622
 Website: www.blmfld.org/araceweb/cazine.htm

Location: 390 Park Avenue
 Bloomfield,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 7- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 302
 5-Year Enrollment Change: -62.7%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	155	51.3	51.3	25.1
Students Who Are Not Fluent in English	1	0.3	0.3	3.7
Students with Disabilities	38	12.6	12.6	11.7
Students Identified as Gifted and/or Talented	46	15.2	15.2	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	120	83.3	83.3	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,037	1,016

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	13.4	13.4	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	0.0	0.0	34.2
World Language	0.0	0.0	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	38	33
Computer Education	0	15
English Language Arts	267	229
Family and Consumer Science	0	13
Health	19	24
Library/Media Skills	0	6
Mathematics	267	152
Music	38	24
Physical Education	38	53
Science	120	144
Social Studies	120	143
Technology Education	0	23
World Languages	38	77

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 71.3% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	3.7
% of Identified Gifted and/or Talented Students Who Received Services	56.5	56.5	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	60.5	60.5	76.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.1	2.1	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	39.5	39.5	21.0
# of Print Periodical Subscriptions	12	12	28

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	27.10
Paraprofessional Instructional Assistants	3.00
Special Education: Teachers and Instructors	7.50
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.30
Counselors, Social Workers, and School Psychologists	6.05
School Nurses	0.80
Other Staff Providing Non-Instructional Services and Support	14.50

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.0	13.0	14.0
% with Master's Degree or Above	69.0	69.0	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	12.2	12.2	9.0
% Assigned to Same School the Previous Year	83.3	83.3	86.7

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Carmen Arace Middle School is committed to maintaining excellent communication with Bloomfield parent community. Parental communication is a key component of the Bloomfield Board of Education's Plan. During the 2008/2009 school year sandwich message boards were placed in front of every school in the district. These signs display the most current events that are taking place in the schools. This practice will continue for the 2008/2009 school year. The middle school specifically sends a monthly calendar providing information to parents. Through a program called Powerschool, parents can access to their child's grade and academic information. The school administration and the PTO work together to support school initiatives.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	1.0
Black	260	86.1
Hispanic	22	7.3
White	17	5.6
Total Minority	285	94.4

Percent of Minority Professional Staff: 31.6%

Non-English Home Language: 2.6% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Carmen Arace Middle School students participate in a variety of programs that provide them opportunities to interact with students and teachers from diverse racial, ethnic and economic backgrounds. Students participate in the Bloomfield led, interdistrict science and technology project, River-to-the-Sea. This project focuses on salmon restoration, with students from Farmington, Granby, East Granby, Hartford, and other nearby districts. Carmen Arace Middle School students also participate in the Partners in Science Program, which is collaboration with Central Connecticut State University and brings students together to study various scientific topics.

We also participate in the Connections program, an interdistrict Saturday program for seventh and eighth grade students. This program brings students together and provides hands-on activities at facilities such as Talcott Mountain Science Center, Greater Hartford Math and Science Academy, Hartford Stage Company, and Holcomb Farm Learning Centers. Our students also participate in the Inter-district Steel Pan Drum Program. Bloomfield and Simsbury students come together to learn the skill of playing steel pan drums.

Carmen Arace Middle School also offers intramural sports that provide students opportunities to visit other schools as well as giving other districts the opportunity to visit our school. Students also participated in several CAS sponsored activities including the annual Scholar Leader Banquet and the day long Student Leadership conference.

At the end of the school year, students participated in CPEP Day, the culminating activity of the Connecticut Pre-engineering Program held at a local university. Additionally, we formed a partnership with Henry James Memorial School in Simsbury. Students from both schools came together throughout the year and joined in a theatrical production which took place at the Hartford Stage at the end of the year.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	22.1	22.1	36.8	24.8

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	51.0	50.3	74.9	22.3
Writing	35.7	35.0	62.9	21.9
Mathematics	49.7	48.6	66.0	30.9
Grade 8 Reading	46.3	45.6	68.4	24.4
Writing	57.3	56.6	66.5	36.9
Mathematics	44.8	44.4	64.5	27.5
Science	31.5	31.0	60.6	25.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	93.4	93.4	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 121 students were responsible for these incidents. These students represent 34.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	3	0
Sexually Related Behavior	5	0
Personally Threatening Behavior	31	0
Theft	9	0
Physical/Verbal Confrontation	100	0
Fighting/Battery	38	0
Property Damage	4	0
Weapons	4	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	253	0
Total	448	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Carmen Arace Middle School improvement plan is aligned with the district's strategic plan. All instructional efforts and activities are aligned to the districts mission and objectives. The mission of the Bloomfield Public Schools, a diverse learning community committed to excellence, is to ensure that all students possess the academic skills needed to lead ,contribute and learn throughout life in global society by:

- Collaborating with the community;
- Meeting students' unique needs; and
- Helping students realize their potential in a challenging and nurturing environment

We are continuing our efforts to improve our students' math and language arts skills. We are placing an added emphasis on professional development, Intra-District Visitation, and data-driven instruction. In addition, summer school and after school programs are offered to reinforce skills. Additionally, family nights are being planned to better familiarize parents with what is expected of their children.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Carmen Arace Middle School is committed to ensuring that all students possess the academic and social skills needed to read, contribute and learn throughout life in a global society. By involving all of the members of our learning community in the academics, the arts, and child development, students will have the support necessary to grow to reach their maximum potential.

The following is a list of activities our school has been involved in during the past school year:

- District-wide collaboration that resulted in an art exhibit
 - School-wide Career Day and forty-five professionals visited classrooms
 - Saturday program, Partners in Science, at Central Connecticut State University
 - The Connecticut Pre-Engineering Program sponsored by the University of Connecticut
 - Inter-district River-to-the-Sea program
 - Drama Club and Dance Club which resulted in several school productions
 - Alex's Lemonade Stand, a campaign to raise money for cancer research
 - Sewing Club and assisted in making costumes for our Broadway production
 - National Geographic Geography Bee
 - Increased collaboration with Bloomfield Youth Service resulted in a youth development programs
 - Junior Achievement Program
 - An 8th grader won second place in an essay contest sponsored by the Attorney General's office
 - After school activities sponsored by the University Hartford's Educational Main Street
 - Inter-district program that fostered college awareness and careers in the sciences
 - Wilderness program to encourage team building and responsibility
-

STRATEGIC SCHOOL PROFILE 2008-09**Bloomfield School District**

DAVID G. TITLE, Superintendent
Telephone: (860) 769-4211

Location: 11 Turkey Hill Road
Bloomfield,
Connecticut

Website: www.blmfld.org/

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$28,843
Town Population in 2000: 19,587	Percent of Adults without a High School Diploma in 2000*: 15.8%
1990-2000 Population Growth: 0.5%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.2%
Number of Public Schools: 7	District Enrollment as % of Estimated. Student Population: 83.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008 2,157
5-Year Enrollment Change -12.3%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	991	45.9	33.7	30.3
K-12 Students Who Are Not Fluent in English	9	0.4	3.3	5.2
Students Identified as Gifted and/or Talented*	155	7.2	3.8	4.0
PK-12 Students Receiving Special Education Services in District	211	9.8	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	116	88.5	77.0	79.7
Homeless	2	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	20	10.3	21.3	19.0

*61.3% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	31	1.4
Black	1,877	87.0
Hispanic	147	6.8
White	99	4.6
Total Minority	2,058	95.4

Percent of Minority Professional Staff: 25.3%

Non-English Home Language: 1.6% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 20.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Bloomfield Public Schools provides numerous opportunities for its students and staff to interact with diverse populations. We participate in a number of the area magnet schools, including the Metropolitan Learning Center, the Greater Hartford Math & Science Academy, and the Greater Hartford Academy for the Performing Arts, and others. Bloomfield has also participated in a number of Interdistrict Cooperative Grants with surrounding school systems, including a long-standing relationship between Bloomfield High School and Granby High School. The Big Picture High School entered into its fourth year of operation during the 2008-2009 school year and graduated its first class. This unique school is modeled after the MET in Providence, Rhode Island and provides an individualized learning program through a series of real life experiences via internships for each of its enrolled students. Currently, there are students enrolled at the school from Avon, Bloomfield, Canton, East Windsor, Enfield, Manchester, New Britain, Rocky Hill, Simsbury, West Hartford and Windsor. Construction of the Wintonbury Early Childhood Magnet School that will provide a full day program for three, four and five year old students from Bloomfield and at least five surrounding communities is complete. It opens September 2, 2009. Both the Big Picture High School and the Wintonbury Early Childhood Magnet School are operated under the auspices of the Bloomfield Board of Education and are designed to help reduce racial and economic isolation for Bloomfield students.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	36.8	54.6	11.9
Writing	50.9	62.5	17.0
Mathematics	43.9	62.8	10.7
Grade 4 Reading	45.3	60.7	11.0
Writing	57.8	64.2	20.0
Mathematics	47.6	63.6	12.8
Grade 5 Reading	47.2	66.0	9.9
Writing	58.2	66.5	22.2
Mathematics	49.7	68.8	9.3
Science	34	58.1	9.3
Grade 6 Reading	43.4	68.9	9.2
Writing	50.3	62.2	19.0
Mathematics	49.7	68.8	11.7
Grade 7 Reading	50.3	74.9	7.0
Writing	35.0	62.9	7.0
Mathematics	48.6	66.0	12.1
Grade 8 Reading	45.6	68.4	10.3
Writing	56.6	66.5	20.6
Mathematics	44.4	64.5	12.3
Science	31	60.6	9.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	14.8	47.4	7.6
Writing Across the Disciplines	25.9	55.0	8.4
Mathematics	10.5	47.8	3.8
Science	11.9	42.8	7.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	24.9	36.2	17.9

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.8	74.5	
Average Score	Mathematics	391	507	4.7
	Critical Reading	396	503	4.7
	Writing	394	506	3.9

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	87.7	92.1	13.0
Cumulative Four-Year Dropout Rate for Class of 2008	7.6	6.6	24.1
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	45.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.9	82.0
% Employed (Civilian Employment and in Armed Services)	0.0	1.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	170.80
Paraprofessional Instructional Assistants	31.00
Special Education	
Teachers and Instructors	26.30
Paraprofessional Instructional Assistants	28.00
Library/Media Specialists and/or Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.50
School Level	12.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.00
Counselors, Social Workers, and School Psychologists	21.00
School Nurses	6.00
Other Staff Providing Non-Instructional Services and Support	178.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	11.8	14.5	13.6
% with Master's Degree or Above	67.7	77.2	76.1

Average Class Size	District	DRG	State
Grade K	14.3	17.5	18.3
Grade 2	14.8	18.3	19.3
Grade 5	17.1	20.3	21.0
Grade 7	13.4	19.7	20.5
High School	17.9	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	972	981	988
Middle School	1,037	1,001	1,016
High School	1,113	1,005	1,007

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.1	3.9	3.3
Middle School	2.1	2.8	2.6
High School	2.0	2.6	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,493	\$8,800	\$7,521	\$7,445	\$7,522
Instructional Supplies and Equipment	\$1,336	\$603	\$267	\$227	\$271
Improvement of Instruction and Educational Media Services	\$678	\$306	\$461	\$396	\$446
Student Support Services	\$3,061	\$1,382	\$808	\$887	\$806
Administration and Support Services	\$6,039	\$2,726	\$1,351	\$1,294	\$1,369
Plant Operation and Maintenance	\$4,869	\$2,198	\$1,382	\$1,360	\$1,377
Transportation	\$1,982	\$720	\$649	\$667	\$644
Costs for Students Tuitioned Out	\$2,424	N/A	N/A	N/A	N/A
Other	\$505	\$228	\$152	\$166	\$151
Total	\$40,387	\$15,258	\$12,869	\$12,779	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,160	\$2,781	\$1,791	\$2,153	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,324,327	18.1	22.1	20.5

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.9	23.1	2.4	0.7
Excluding School Construction	78.4	18.1	2.8	0.8

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Bloomfield Board of Education builds its operating budget based on the following criteria:

1. The district aligns all programs, resources, and staff allocation to the mission and objectives of its 2006-2011 Strategic Plan.
 2. Each building principal, director, or budget manager builds a budget with a team that includes parents, teachers and other interested staff. The building budgets consider the district strategic plan as well as building level School Improvement Plans in assembling their budget requests.
 3. Each building level budget is reviewed by the Superintendent of Schools and other central office staff to ensure equity of allocation while still addressing the needs that may be unique to an individual building.
 4. Public meetings and hearings are held by the Board of Education to promote public awareness and discussion of the proposed budget.
-

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	237
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	15	0.6	0.9	0.8
Learning Disability	73	2.9	3.8	3.9
Intellectual Disability	17	0.7	0.5	0.5
Emotional Disturbance	38	1.5	1.2	1.0
Speech Impairment	49	1.9	2.6	2.3
Other Health Impairment*	21	0.8	2.2	2.1
Other Disabilities**	24	0.9	1.1	0.9
Total	237	9.3	12.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	72.2	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	6.5	30.2	44.6	65.7
	Writing	5.9	19.5	51.5	64.1
	Mathematics	15.6	30.7	47.3	65.7
	Science	3.4	23.8	32.6	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	14.8	47.4
	Writing Across the Disciplines	N/A	N/A	25.9	55.0
	Mathematics	N/A	N/A	10.5	47.8
	Science	N/A	N/A	11.9	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.1
	% With Accommodations	84.9
CAPT	% Without Accommodations	41.4
	% With Accommodations	58.6
% Assessed Using Skills Checklist		15.4

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	8	3.4
Private Schools or Other Settings	32	13.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	133	56.1	70.2	72.7
40.1 to 79.0 Percent of Time	61	25.7	14.6	16.1
0.0 to 40.0 Percent of Time	43	18.1	15.2	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Student performance on the CMT at all grade level continues to show an upward trend as has been the case over the past five years. While there have been some setbacks from year-to-year in certain subtests, the overall trend remains positive with particular gains evident at the middle school. While scores are not at the desired level, we have put interventions in place for 2008-2009 that seem to have had the desired effect of moving scores forward in a positive direction. These interventions will continue for 2009-2010.

Bloomfield continues to shine in the area of visual and performing arts. For the sixth year running, students from throughout the district had a chance to showcase their talents in a district-wide performance held at the Bushnell in downtown Hartford. Over 800 students from grades 4 through 12 participated in this annual event.

The district has embraced the need to tie instruction to data and has been training its entire certified staff in the most effective ways to use data to inform how they teach. The Data Driven Decision Making Model will be the focal point for all future curriculum decisions.

Bloomfield has also adopted Positive Behavioral Support (PBS) as the district's vehicle for improving behavior of students across all grades. This process originated in the intermediate school and was implemented district-wide during the 2008-2009 school year.

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

**Bloomfield High School
Bloomfield School District**

IRENE H. ZYTKA, Principal
 DARRELL J. DANIELS, Asst. Principal
 DANIEL R. MOLETI, Asst. Principal
 Telephone: (860) 286-2630

Location: 5 Huckleberry Lane
 Bloomfield,
 Connecticut

Website: www.blmfld.org/bhs/bhs.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9-12

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 646
 5-Year Enrollment Change: -10.0%

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	272	42.1	27.4	26.0
Students Who Are Not Fluent in English	1	0.2	2.0	3.3
Students Identified as Gifted and/or Talented	36	5.6	4.1	4.7
Students with Disabilities	69	10.7	11.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	20	18.9	21.3	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	18.3	19.0	18.7
Biology I	18.2	19.2	19.3
English, Grade 10	17.1	18.6	19.1
American History	18.1	20.9	19.9

Language Instruction: Instruction was offered in the following language(s): French, Spanish.

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	1,184	1,007

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2007-08 School Year	17.0	30.5

Minimum Graduation Credits

The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2008	23.4	22.8	23.3

% of Class of 2008 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	92.6	94.1
Chemistry	79.3	73.6
4 or More Credits in Mathematics	12.4	65.5
3 or More Credits in Science	98.3	91.1
4 or More Credits in Social Studies	33.1	55.4
Credit for Level 3 or Higher in a World Language	55.4	60.6
2 or More Credits in Vocational Education	80.2	59.2
2 or More Credits in the Arts	25.6	41.6

Class of 2008

This school required more than the state minimum number of credits for graduation in physical education, science.

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	2.0	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	39.2	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	37.7	63.3	72.6

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.2	2.6	2.4
% of Computers with Internet Access	100.0	99.8	99.2
% of Computers that are High or Moderate Power	100.0	98.9	98.8
# of Print Volumes Per Student*	29.4	15.6	16.0
# of Print Periodical Subscriptions	12	43	48

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning: This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education: Teachers and Instructors		50.90
Paraprofessional Instructional Assistants		5.00
Special Education: Teachers and Instructors		6.80
Paraprofessional Instructional Assistants		5.00
Library/Media Specialists and/or Assistants		2.00
Administrators, Coordinators, and Department Chairs		4.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		1.10
Counselors, Social Workers, and School Psychologists		5.70
School Nurses		1.00
Other Staff Providing Non-Instructional Services and Support		28.50

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	10.5	14.4	13.8
% with Master's Degree or Above	63.9	77.0	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.3	8.3	8.4
% Assigned to Same School the Previous Year	80.3	89.0	87.0

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Bloomfield High School we are committed to parent engagement. Bloomfield High School involves parents by providing opportunities for them to volunteer as chaperones, tutors, and mentors. This year parents participated in the review of the district's mission and objectives and helped the school to adopt school uniforms.

At Bloomfield High School, we have a well established PTO governed board which meets monthly. The principal attends each meeting and updates parents on current events and issues at the high school. We have installed Connect-Ed, an all-call telephone messaging service to communicate with parents on issues ranging from school closings to financial aid nights. Freshman Parent Orientation Night, Financial Aid Night, and the College Fair provides parents the opportunity to receive information that will help them support their children's success at Bloomfield High School and successful matriculation to post secondary institutions.

Parents can access the child's grades and attendance online as well as directly e-mail teachers through our district website.

A quarterly newsletter is sent home to keep parents apprised of general school activities and departmental events.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	5	0.8
Black	576	89.2
Hispanic	41	6.3
White	24	3.7
Total Minority	622	96.3

Percent of Minority Professional Staff: 31.1

Non-English Home Language: 0.9% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Bloomfield High School is a small, suburban school located less than ten miles from downtown Hartford. There were many opportunities for students and staff at Bloomfield High School to experience and appreciate diversity. Bloomfield High School's proximity to Hartford enables students to participate in inter-district cultural activities that bring together students from many different communities at the Hartford Stage, the Wadsworth Athenaeum, and the Bushnell. School-wide community service projects provide opportunities for students to share experiences across generations and neighborhoods. Students have volunteered at the Food Bank, the Children's Medical Center and for soldiers in Iraq. The Career beginnings Program introduces ninth and tenth grade students to community organizations which promote education and learning. More than 30% of the teachers, counselors, administrators, and social workers who provide or support instructions at Bloomfield High School are minorities, including two teachers from India.

Bloomfield High School is currently in its third year of the Vanguard Initiative partnering with Granby Memorial High School. Departments initiated collaboration with Granby High School by means of pen pal activities, joint career and community college fair and a two night trip to the White Mountains in New Hampshire to work on science content strands and team building.

In the Special Education Department, the new Internship class provided 24 regular and Special Education students with internships at local businesses. There were various college and job fairs attended by over 50 students. For the second year, the World Language Department hosted our International Cultural Fair. The fair helps to foster cultural awareness for students from 26 different countries. The English Department received a CREC sponsored Pupil Partnership mini-grant in collaboration with Farmington High School. The grant engaged students of both schools in the arts.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	41.9	39.9	62.1

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	5	10.0
% of Grade 12 Students Tested	15.1	21.2
% of Exams Scored 3 or More*	2.9	72.8

*A score of three or higher is generally required for earning college credit.

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to www.ctreports.com.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	15.7	47.4	14.0
Writing Across the Disciplines	27.9	55.0	17.7
Mathematics	10.7	47.8	7.7
Science	13.0	42.8	15.7

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

SAT® I. The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	391	507	12.2
Critical Reading	396	503	11.6
Writing	394	506	10.5
% of Graduates Tested	81.8	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	87.7	92.1	16.4
Cumulative Four-Year Dropout Rate for Class of 2008	7.6	6.6	27.9
2007-08 Annual Dropout Rate for Grade 9 through 12	1.3	2.5	43.2

Activities of Graduates	School	State
% Pursuing Higher Education	76.9	82.0
% Employed, Civilian and Military	0.0	1.4

Student Attendance	School	State High Schools
% Present on October 1	98.0	94.6

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 154 students were responsible for these incidents. These students represent 24% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	4	0
Theft	8	0
Physical/Verbal Confrontation	28	0
Fighting/Battery	32	0
Property Damage	1	0
Weapons	4	1
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	146	0
Total	226	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

This was a rigorous year for the Special Education department due to the introduction of the CAPT MAS, and the new transition laws. Teachers were instructed in the Strategic Tutoring Model and have begun to implement these strategies in the Academic Support Curriculum.

An Alternative Program for students previously outplaced began this year. The program is designed to help slowly transition these students back into the mainstream environment to the greatest extent possible. Bloomfield High School will be beginning its 5-year NEASC Report and will be recruiting parents to be on the various committees.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Bloomfield High School is in the second year of implementing a Positive Behavior Support (PBS) program. The goal of PBS is to provide a school-wide system of support focused on teaching appropriate behavior to all students in the school. Attention is focused on creating and sustaining school-wide, classroom and individual systems of support that improve lifestyle results for all youth. Our acronym PRIDE (preparedness, respect, integrity, determination and excellence) provides a guideline that both staff and students follow. The expected outcome is collaboration with parents and personalization of intervention and increased student engagement in decision making. Data teams have been established to create common assessments, analyze their results, and use the analysis to recommend modifications that will improve instruction and, in turn, student learning.

Students have been afforded the opportunity to take advantage of after-school tutoring sessions, three times a week. These sessions are administered by a certified staff and parent volunteer.

An advisory period meets twice a month. In advisory, students have the opportunity to develop meaningful, positive relationships with teachers outside the classroom, to meet with counselors, and to attend assemblies that support instructional objectives and enrich social instructional activities. Advisory activities include class meetings, college and career preparation, community services, and diversity awareness.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Laurel School
Bloomfield School District**JILL R. NARAINÉ, Principal
Telephone: (860) 286-2675Location: One Filley Street
Bloomfield,
ConnecticutWebsite: www.blmfld.org/laurel/default.html

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 265

5-Year Enrollment Change: -8.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	115	43.4	46.7	34.2
K-12 Students Who Are Not Fluent in English	1	0.4	0.6	7.0
Students with Disabilities	15	5.7	8.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	6.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	42	91.3	88.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	178	81.3	82.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	962	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.3	14.3	18.3
Grade 2	13.0	14.8	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art ¹	30	29
Computer Education ¹	18	14
English Language Arts ¹	504	496
Health I	18	19
Library Media Skills ¹	18	18
Mathematics ¹	198	198
Music ¹	36	30
Physical Education ¹	36	36
Science ¹	52	70
Social Studies ¹	52	68
World Languages	0	6
	N/A	N/A
	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.4	0.6	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.0	82.3	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.6	3.1	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	50.2	48.2	28.2
# of Print Periodical Subscriptions	25	17	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	20.20
Paraprofessional Instructional Assistants	6.00
Special Education: Teachers and Instructors	1.50
Paraprofessional Instructional Assistants	4.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.80
Counselors, Social Workers, and School Psychologists	1.50
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	11.20

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.3	12.3	13.3
% with Master's Degree or Above	78.3	67.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	13.3	10.2	8.6
% Assigned to Same School the Previous Year	82.6	87.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Laurel School, there is a strong commitment to the home school connection. We believe that the most effective way to educate our students is with the total support of our students' parents and caregivers. Parents are encouraged to join our Parent Teacher Organization (PTO) and work with the Laurel staff to develop and maintain a strong partnership between home and school to form the Laurel School Community. The PTO has been extremely supportive of many programs at Laurel by contributing to academic and social activities. The Laurel School Community sponsored events such as a Literacy Night, Family Game Night, March Madness and participation in "Turn Off the TV Week" and our annual Family Fun Night.

Home school communication is also promoted by the use of the student agenda in grades 1 – 4. The agenda is an integral communication tool which parents and teachers utilize to communicate any pertinent school information and on the students academic and social progress each day. The Laurel Letter (a parent newsletter) is sent home monthly with information provided by the principal, every grade level and department, regarding curriculum, celebrations, upcoming activities, short articles and suggestions for success.

Each child in the school was provided with a colorful, canvas book bag. Students brought home reading material each evening at their independent reading level, insuring that books were being read by every student, every night. Vacation reading logs promoted reading at home every night, especially during vacation. The reading staff presented a program during a PTO meeting on the importance of reading at home. Two book fairs are hosted at the school each year, with titles and levels to appeal to each and every student in the school.

The previous year's literacy grant was maintained and supported again this year with school funds. Each student in the intervention program received several books at their independent reading level to enjoy over the summer. Students were presented with the book bags at Laurel's Celebration of Literacy night in June. Over 100 students and parents attended the evening to celebrate the students' growth in reading in the past year. Students read their favorite books and poems to parents and friends in small group settings in Laurel classrooms.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	1.1
Asian American	0	0.0
Black	229	86.4
Hispanic	20	7.5
White	13	4.9
Total Minority	252	95.1

Percent of Minority Professional Staff: 20.0%

Non-English Home Language: 0.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Laurel Elementary School continues to provide many opportunities for staff and students to heighten their awareness of diversity and different cultures. Various cultures are interwoven into academics and the arts through interdisciplinary units of study. Cultures studied by the students of Laurel School include Japan, Africa, Egypt, Mexico, Native Americans and a study of medieval times.

Laurel School Cultural Committee has been established to ensure that Hispanic Heritage, Native American, Woman's History, Black History and West Indian months are acknowledged and celebrated throughout the school. Classroom libraries and the Laurel Library regularly add to their book and media collections of prominent, celebrated role models of individuals of color.

Laurel School fourth grade students participated in a "buddy" program with seventh and eighth grade students from The Masters School in West Simsbury, Connecticut funded through an Ingenuity Grant funded by the Bloomfield Education Foundation. The students met at Laurel School to participate in science based projects and enrichment activities such as chess, cooking, and drama. The Laurel students visited the Masters School campus and toured the campus, visited classes, ate lunch, and participated in teambuilding activities with their buddies.

Members of the Hartford Jewish Coalition and the Seabury Community volunteer within the classroom and with selected students each week in an individual, reading mentoring session. In addition, a partnership exists with The Seabury Community, whereby residents are visited by Laurel Kindergarteners on a monthly basis to participate in academic and social activities to promote an appreciation of diversity in all people, young and old.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	13.2	31.9	33.6	13.8
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	28.2	36.8	54.6	18.1
Writing	48.6	50.9	62.5	26.4
Mathematics	42.3	43.9	62.8	22.6
Grade 4 Reading	40.0	45.3	60.7	22.6
Writing	66.7	57.8	64.2	52.1
Mathematics	32.7	47.6	63.6	14.8
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.7	98.6	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 23 students were responsible for these incidents. These students represent 8.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	1	0
Physical/Verbal Confrontation	20	0
Fighting/Battery	5	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	28	0
Total	55	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

The Bloomfield Public Schools Strategic Plan Mission is the backbone of the Laurel School Improvement Plan. Laurel School is committed to excellence, to ensure that all students possess the academic skills needed to lead, contribute and learn throughout life in a global society.

Laurel School was recognized by the Connecticut Coalition for Achievement Now, ConnCAN, for making great strides towards closing the achievement gap. Guided Reading is utilized to ensure that each child is receiving reading instruction at their level. The reading consultants and tutors provided remedial and intervention services to every student who fell into the remedial range in reading.

In the area of Special Education, we continue to work on creating individualized programs for our students with special needs which provides them with instruction appropriate to their unique needs within the regular classroom setting whenever possible. Special education teachers are included in all areas of curriculum based training and instruction offered to regular education teachers.

Professional development focused on improving instruction, especially in the area of literacy. The primary focus was on training teachers in administering, scoring, and analyzing the DRA2. Additional professional development was provided in Supported Independent Reading and strategies to engage students in oral conversations regarding text and improving reading comprehension.

The focus of our efforts to sustain improvements has been through the use of Data Driven Decision Making (DDDM). Data Driven Decision Making Teams (met each month in every grade level to collaborate and create attainable, long and short-term goals for student achievement. Data walls within each classroom highlight student progress and growth, individually and collectively.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Laurel School works diligently to ensure that all students develop and consistently demonstrate the character attributes needed to be leaders and good citizens. A monthly school-wide Celebration of Excellence is held to recognize students who excel in the areas of academics and citizenship. The "Laurel Wreath" is awarded to a student who exhibits an exemplary work ethic and behavior.

Laurel School has an exceptional music and art program. The Filley Street Singers is our performing group.

S.T.A.R.S. (Students working with Teachers are Artists that Really Soar) enrichment classes for students in grades 2, 3, and 4, utilize multiple intelligence theory to infuse current children's literature, science, geography, and writing with the arts, to enhance student learning and cultural awareness.

Laurel School has celebrations and activities in all academic areas such as Read Across America Program and Turn Off the TV and Read week. Parental involvement is evident with the return of signed reading logs and many creative student posters made at home during these events. "Marvelous Mathematicians" is a contest of students' math abilities in a game show format. Student-led book clubs were facilitated after school in January utilizing a literature circle format which provided students with leadership roles.

Laurel has worked with the community to cultivate partnerships with town-wide organizations. Many activities are sponsored by the Prosser Library including an annual author visit. The Bloomfield Rotary Club donated dictionaries to every third grade student and provided an assembly that included a short program presented by the Noah Webster House. Our annual Laurel Volunteer Tea is held to acknowledge and celebrate our wonderful volunteers.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

Metacomet School
Bloomfield School District

PAUL A. GUZZO, Principal
 Telephone: (860) 286-2660

Location: 185 School Street
 Bloomfield,
 Connecticut

Website: www.blmfld.org/metacomet/Default.htm

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 232

5-Year Enrollment Change: -9.0%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	121	52.2	46.7	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.6	7.0
Students with Disabilities	13	5.6	8.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	6.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	28	75.7	88.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	157	80.5	82.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	962	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	11.7	14.3	18.3
Grade 2	13.3	14.8	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art ¹	30	29
Computer Education ¹	18	14
English Language Arts ¹	504	496
Health I	18	19
Library Media Skills ¹	18	18
Mathematics ¹	198	198
Music ¹	36	30
Physical Education ¹	36	36
Science ¹	52	70
Social Studies ¹	52	68
World Languages	0	6
	N/A	N/A
	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.6	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	92.3	82.3	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.2	3.1	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	65.6	48.2	28.2
# of Print Periodical Subscriptions	5	17	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	19.50
Paraprofessional Instructional Assistants	5.00
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	3.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.80
Counselors, Social Workers, and School Psychologists	1.30
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	12.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	12.7	12.3	13.3
% with Master's Degree or Above	79.2	67.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	11.2	10.2	8.6
% Assigned to Same School the Previous Year	83.3	87.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Metacomet Elementary is an exceptional school where dedicated teachers work closely with parents and the Bloomfield community to ensure that every child receives a quality education that will enable them to succeed in the 21st century. Staff members work with parents to help them create a home environment that encourages and supports learning.

Parents are a big part of Metacomet. Their continued support is essential. Parents are not only supportive of our curriculum, but also have ample opportunity to participate in a variety of committees. At Metacomet, we value each and every parent as their child's first teacher and we value the trust they place in us to educate their child through their first elementary school experience.

Twice a year (September and May), we hold an Open House orientation where parents can come to our school for information and to ask questions. We explain the whole school process with our parents and what the expectations are for their children. At Open House night, parents come to our school to meet the teachers and discuss the curriculum.

The PTO meets every month to plan activities that will engage parents in their child's education and make them more active participants in the school. PTO sponsored events such as; a Family Picnic, International Dinner, Family African Drumming, Family Bingo and the Meta picnic in June are ways of getting our parents and staff together at our school. We also hold workshops for parents to learn more about the Developmental Reading Assessment2 (DRA2), Connecticut Mastery Test (CMT), and our Positive Behavior Support Program (PBS). Each month our school holds a Town Meeting (assembly) where we showcase our students' talents and their work. Parents are encouraged to attend

This year, Metacomet Elementary introduced a new Student of the Month Breakfast assembly. Two students from each room were recognized each month for following all of our school rules. Parents were invited to attend and a McDonald's breakfast was provided for the students courtesy of Attorney Jeffrey Dressler, Mega Education and the Bloomfield McDonalds. Attorney Dressler and former boxing champion Sammy Vega spoke to both students and parents about the importance of school. Awards and prizes are given out each month to all of our students of the month.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	11	4.7
Black	202	87.1
Hispanic	11	4.7
White	8	3.4
Total Minority	224	96.6

Percent of Minority Professional Staff: 9.7%

Non-English Home Language: 0.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 1.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

This past year, a Metacomet third grade class collaborated with a third grade class from Hartland Elementary School through a CREC Pupil Partners Mini Grant. The two classes met five times during the year to make connections through scientific inquiry. Trips were made to Holcomb Farm, Roaring Brook Nature Center, and the Science Center of Connecticut. The students were paired up with partners from the sister schools to work on projects such as finding the physical properties of rocks, discovering rock formations, and the water cycle. We hope to increase participation in this program in 2009.

Metacomet enjoys an ongoing relationship with Wintonbury Manor, a local nursing home, which provides our students an interactive model that is ethnically, racially, and generationally balanced. Our students' visit the Manor several times annually and practice in a variety of activities. The residents are invited to attend our school for concerts and assemblies.

We have established partnerships with:

- The Hartford Jewish Coalition for Literacy, a consort of senior citizens volunteers assists our students in reading.
- The Ethel Walker School, a group of middle school students come to our school to mentor and read to our students.
- We also enjoy a partnership with the Greater Hartford Foster Grandparents program. Grandparents from the area volunteer in our classrooms and help form friendships and connections with our students.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	48.0	31.9	33.6	79.7
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	33.3	36.8	54.6	23.5
Writing	62.8	50.9	62.5	48.2
Mathematics	39.5	43.9	62.8	19.3
Grade 4 Reading	39.6	45.3	60.7	21.5
Writing	49.0	57.8	64.2	26.7
Mathematics	51.0	47.6	63.6	30.9
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.1	98.6	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 46 students were responsible for these incidents. These students represent 18.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	5	0
Theft	5	0
Physical/Verbal Confrontation	39	0
Fighting/Battery	39	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	27	0
Total	116	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

After reviewing the results of the 2009 Connecticut Mastery Test, our students' performance in reading improved. 68% of our third grade students were at or above proficiency which is an increase of 10% from 2008. 60% of our fourth grade students were at or above proficiency in reading. We look forward to the new literacy program as a means of raising our student's achievement even more in reading and writing. Our writing scores showed a slight gain in third grade with 88% of our students scoring at or above proficiency.

We must work harder in math, reading, and writing during the 2009-10 school year. 76% of our third graders and fourth graders reached the proficient or above level in math. This was a decline from 89% in 2008. Students must be taught in small guided math groups using hands on manipulatives and graphic organizers to enhance student's ability to represent and elaborate on knowledge using mental images.

Teachers will instruct in small groups and focus on the math, reading, and writing skills that students need to improve. The district literacy and math coaches, our reading teachers, tutors, unified arts teachers, special education teacher and instructional aides will collaborate with the regular education teachers and provide support to our struggling regular and special education students in the areas of math, reading and writing. Teachers will use cooperative grouping techniques to allow students to interact with each other in groups in ways that will improve their learning. Teachers will also use nonlinguistic representations (graphic representations; making physical models; generating mental pictures; drawing pictures and pictographs; and engaging in kinesthetic activities) to enhance our student's ability to represent and elaborate on knowledge using mental pictures. Finally, all instructors must set objectives and provide feedback to students in all subject areas. Teachers must give students a direction for learning and offer information on how they are performing relative to the learning goal.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The students in our school were taught reading in small guided reading groups. Teachers reviewed data from students' common formative assessments and grouped students by the same reading level. Students also worked in literacy centers and practiced the skills they needed to be good readers. Time was spent on organizing classroom libraries for students to be able to find the "just right" book to read during their silent reading center. Our classroom libraries are warm, inviting and comfortable places that foster a love for reading.

In the same way that we improved our students' knowledge of reading, we will do the same for writing and math. Students will be taught in small guided writing and math groups while the rest of the class works in writing and math centers. The students will be working in cooperative groups and using nonlinguistic representations to help them understand the learning goals. The teachers will set the objectives for every lesson and make sure feedback is given to the students.

All of our Metacomet students are rewarded with coins for showing respect to others; being responsible by handing in homework and doing class work; caring for their classmates; being honest when they have made mistakes; and having perseverance when the work gets tough. Every Thursday afternoon, the school store comes to each classroom and students who have "reward coins" can use these tokens to buy items. Students may also purchase a "club card" in which they can join a "Friday Club". Friday Clubs include: photography, karate, cooking, outdoors, computers, sports, art, Lego building, board games, and many others. These clubs promote a wonderful way for our students to explore new adventures in their education.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**J. P. Vincent School
Bloomfield School District**SHEILA A. WAY, Principal
Telephone: (860) 286-2640Location: 11 Turkey Hill Road
Bloomfield,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: PK- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 316

5-Year Enrollment Change: -18.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	134	42.4	46.7	34.2
K-12 Students Who Are Not Fluent in English	4	1.4	0.6	7.0
Students with Disabilities	46	14.6	8.5	10.9
Students Identified as Gifted and/or Talented	0	0.0	6.3	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	46	95.8	88.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	199	82.6	82.1	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	962	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.0	14.3	18.3
Grade 2	17.8	14.8	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art ¹	30	29
Computer Education ¹	18	14
English Language Arts ¹	504	496
Health I	18	19
Library Media Skills ¹	18	18
Mathematics ¹	198	198
Music ¹	36	30
Physical Education ¹	36	36
Science ¹	52	70
Social Studies ¹	52	68
World Languages	0	6
	N/A	N/A
	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	0.6	7.0
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	84.8	82.3	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.4	3.1	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	43.6	48.2	28.2
# of Print Periodical Subscriptions	27	17	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	22.20
Paraprofessional Instructional Assistants	7.00
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.70
Counselors, Social Workers, and School Psychologists	2.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	17.50

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.5	12.3	13.3
% with Master's Degree or Above	66.7	67.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.7	10.2	8.6
% Assigned to Same School the Previous Year	92.6	87.0	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

There was on-going communication between school and home. Our school provided an up-to-date website that contained upcoming events and staff information. Individual teachers sent home notices about assignments, homework and projects. Teachers also posted assignments on their voicemail for parents to check nightly. From the office parents received notices on Thursday in a colored folder. The color was established by grade level and is a signal for parents to read this information. Students in grades two, three and four had school agenda books that travel back and forth to provide individual student information and obtain parent signatures on homework. Each year, J.P. Vincent has provided two kindergarten orientation events and in September there was an evening open house. The entire staff is involved and parents are encouraged to meet the entire staff, visit their child's classroom and obtain information on expectations and assignments. There are two scheduled parent-teacher report card meetings that allowed parents to discuss their child's progress. Last year 95% of the parents attended these meetings.

There is an open door policy at our school. Parents are encouraged to get to know their child's teacher, visit the classrooms and be involved in school events. There is a Parent Character Education committee that works with staff on the development and dissemination of information to the entire parent population.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	7	2.2
Black	269	85.1
Hispanic	26	8.2
White	14	4.4
Total Minority	302	95.6

Percent of Minority Professional Staff: 27.8%

Non-English Home Language: 4.2% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 5.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

J.P. Vincent provides educational programs for kindergarten through grade four. We have a diverse population of students and staff. On a monthly basis, we have an assembly program "Community Forum" that recognizes the positive achievements of our students. Our students of the month, spotlight readers and athletes are recognized for their perseverance and achievements. Annually a fourth grade student is also recognized by the Rotary Club, a community organization that supports our schools. This student attends a Rotary meeting with their parents and receives a savings bond.

Areas such as art, music and physical education reinforce our academic and social programs. Our art and music programs provide opportunities for our students to learn about different cultures and learn through different learning modalities.

In order to reinforce the home school connection, our students participate in the Governor's Reading Challenge summer reading initiative. All students receive a reading packet that is returned to school in September. This summer reading assists in maintaining reading skills.

We continue to have volunteers from Duncaster Retirement Estates in Bloomfield, the Hartford Jewish Coalition of Volunteers, the Everybody Wins program and CIGNA Corporation. We also have a partnership with St. Joseph's College and the University of Hartford.

Our staff provided a Connecticut Mastery Test parent/ student night that was attended by over three hundred of our school community. This highly interactive presentation showed the parents the types of skills their children must obtain to score well on this standardized test.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	34.9	31.9	33.6	55.1
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	52.0	36.8	54.6	44.5
Writing	45.5	50.9	62.5	22.1
Mathematics	51.0	43.9	62.8	32.3
Grade 4 Reading	54.0	45.3	60.7	38.1
Writing	57.4	57.8	64.2	36.6
Mathematics	56.9	47.6	63.6	37.9
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.8	98.6	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 38 students were responsible for these incidents. These students represent 11.5% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	4	0
Theft	0	0
Physical/Verbal Confrontation	24	0
Fighting/Battery	9	0
Property Damage	1	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	26	0
Total	65	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

At J.P. Vincent School, we are strongly committed to maintaining our focus on improving each child's skills. We work on literacy, numeracy and social skills. We have had several staff members participate in the development of the system's new literacy curriculum and selection of new materials. We utilized our staff meetings to provide professional development best practices in reading and writing. Our sessions were often led by our school literacy staff with ongoing input from classroom teachers and support staff.

We also focused on several areas of math. Our fourth grade focused on strand 25 of the CMT. Problem solving was an area that we wanted to improve and we did by utilizing a supplemental program. This program increased student participation as the teacher became a facilitator. Students worked in cooperative groups and shared solutions to problems. This process resulted in a marked increase in our grade four CMT scores and is now used throughout our school.

In addition we developed a schoolwide character education program under the umbrella of Positive Behavior Intervention Support (PBIS). This was in the forefront of all of our instruction and school expectations in all areas of the school resulted in a reduction of major behavior referrals. Our school climate was positive and supportive.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Each year the staff at J.P. Vincent revisits its Vision and Mission Statements and the principal's "Theory of Action" in order to meet every student's needs. Based on our School improvement Plan and our Positive Behavior Intervention System (PBIS), we will work as a school team to teach academic and social skills.

- All staff will work to ensure all students achieve proficiency in literacy and numeracy as measured by the Connecticut Mastery Test and state standards.
- All staff will implement the written content area curricula and modify instruction based on students' needs.
- All staff will teach behavioral expectations that will contribute to a climate that is conducive to learning through our character education PBIS program.
- All staff will work collaboratively to increase the home-school relationship.

The J.P. Vincent community of learners includes all people in our home and school community. We strive to support all children and make sure they are all successful throughout their school experience.

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Adopted Budget 7/1/2009 - 6/30/2010	Expenses YTD 7/1/2009 - 6/30/2010	Encumbrances 7/1/2009 - 6/30/2010	Balance Before Req's Sub. 7/1/2009 - 6/30/2010	Submitted Requisitions 7/1/2009 - 6/30/2010	Balance After Req's Sub	Percent Remaining 7/1/2009 - 6/30/2010
1110 SALARIES, TEACHER	\$14,396,318	\$2,924,441	\$11,088,729	\$383,148	\$0	\$383,148	3%
1115 SALARIES, ADMIN	\$2,085,270	\$704,277	\$1,338,948	\$42,045	\$0	\$42,045	2%
01 CERTIFIED SALARIES	\$16,481,588	\$3,628,718	\$12,427,677	\$425,193	\$0	\$425,193	3%
1210 SALARIES, PROFESSIONAL STAFF	\$334,160	\$90,772	\$313,618	\$(70,230)	\$0	\$(70,230)	(21)%
1215 SALARIES, JROTC	\$95,255	\$(20,985)	\$107,012	\$9,228	\$0	\$9,228	10%
1220 SALARIES, TUTOR	\$352,697	\$70,141	\$322,104	\$(39,548)	\$0	\$(39,548)	(11)%
1230 SALARIES, PARA	\$421,978	\$84,339	\$357,745	\$(20,106)	\$0	\$(20,106)	(5)%
1235 SALARIES, NURSES	\$340,602	\$69,913	\$267,683	\$3,006	\$0	\$3,006	1%
1240 SALARIES, CLERICAL	\$1,450,040	\$396,471	\$1,030,177	\$23,392	\$0	\$23,392	2%
1250 SALARIES, BUSINESS OFFICE	\$294,909	\$96,380	\$196,726	\$1,803	\$0	\$1,803	1%
1255 SALARIES, TECHNICAL SUPPORT	\$240,460	\$90,891	\$158,732	\$(9,163)	\$0	\$(9,163)	(4)%
1257 SALARIES, RESIDENCY OFFICER	\$54,583	\$13,060	\$50,605	\$(9,082)	\$0	\$(9,082)	(17)%
1260 SALARIES, CUSTODIAN	\$1,280,341	\$359,613	\$840,306	\$80,422	\$0	\$80,422	6%
1265 SALARIES, MAINTENANCE	\$623,771	\$206,392	\$415,273	\$2,106	\$0	\$2,106	0%
1270 SALARIES, MONITOR	\$229,302	\$36,120	\$168,210	\$24,972	\$0	\$24,972	11%
1275 SALARIES, CROSSING GUARD	\$20,170	\$3,343	\$16,713	\$114	\$0	\$114	1%
1280 SALARIES, SUPPORT	\$17,800	\$1,400	\$0	\$16,400	\$0	\$16,400	92%

Bloomfield

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1290 OVERTIME, SUPPORT	\$151,561	\$45,521	\$0	\$106,040	\$0	\$106,040	70%
02 NON-CERTIFIED SALARIES	\$5,907,629	\$1,543,371	\$4,244,904	\$119,354	\$0	\$119,354	2%
2100 HEALTH INSURANCE	\$4,868,419	\$33,167	\$0	\$4,835,252	\$0	\$4,835,252	99%
2150 LIFE INSURANCE	\$180,000	\$41,970	\$111,193	\$26,837	\$0	\$26,837	15%
2170 INSURANCE BUY-OUT	\$30,800	\$7,700	\$25,200	\$(2,100)	\$0	\$(2,100)	(7)%
2200 SOCIAL SECURITY	\$858,351	\$210,230	\$611,557	\$36,564	\$0	\$36,564	4%
2300 PENSION	\$534,539	\$0	\$0	\$534,539	\$0	\$534,539	100%
2410 SEVERANCE	\$84,398	\$34,921	\$0	\$49,477	\$0	\$49,477	59%
2500 COURSE REMUNERATION	\$30,000	\$6,492	\$23,508	\$0	\$0	\$0	0%
2600 UNEMPLOYMENT COMP	\$126,982	\$29,297	\$73,763	\$23,922	\$0	\$23,922	19%
2700 WORKERS' COMP	\$197,900	\$96,245	\$96,247	\$5,408	\$0	\$5,408	3%
2800 PERSONAL PROPERTY LOSS - DISTRICT	\$2,000	\$0	\$0	\$2,000	\$0	\$2,000	100%
03 EMPLOYEE BENEFITS	\$6,913,389	\$460,022	\$941,468	\$5,511,899	\$0	\$5,511,899	80%
3100 ADMIN SERVICES	\$61,000	\$9,779	\$12,391	\$38,830	\$0	\$38,830	64%
3200 PROF EDUCATIONAL SERVICES	\$519,937	\$68,452	\$128,864	\$322,621	\$25,527	\$297,094	62%
3260 TESTING	\$26,500	\$1,663	\$2,104	\$22,733	\$1,000	\$21,733	86%
3300 PROF DEVELOPMENT	\$57,000	\$22,475	\$19,769	\$14,756	\$500	\$14,256	26%

Bloomfield

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3400 OTHER PROF SERVICES	\$75,000	\$1,447	\$5,000	\$68,553	\$0	\$68,553	91%
3500 TECHNICAL SERVICES	\$96,807	\$78,619	\$21,093	\$(2,905)	\$0	\$(2,905)	(3)%
3520 COPIER COSTS	\$132,394	\$34,924	\$74,085	\$23,385	\$0	\$23,385	18%
4300 MAINTENANCE & REPAIR	\$87,572	\$19,646	\$10,514	\$57,412	\$980	\$56,432	66%
4310 PURCHASED SERVICES BUILDINGS	\$299,081	\$38,924	\$158,564	\$101,593	\$0	\$101,593	34%
4320 VEHICLE MAINTENANCE & REPAIR	\$50,294	\$2,262	\$47,952	\$80	\$0	\$80	0%
04 CONTRACTED SERVICES	\$1,405,585	\$278,191	\$480,336	\$647,058	\$28,007	\$619,051	46%
5100 TRANSPORTATION, PUPIL	\$2,345,703	\$601,612	\$1,189,070	\$555,021	\$366	\$554,655	24%
5820 FIELD TRIPS	\$80,177	\$7,450	\$11,374	\$61,353	\$694	\$60,659	77%
05 PUPIL TRANSPORTATION	\$2,425,880	\$609,062	\$1,200,444	\$616,374	\$1,060	\$615,314	25%
5200 PROPERTY/LIABILITY INSURANCE	\$220,000	\$108,450	\$108,450	\$3,100	\$0	\$3,100	1%
5290 OTHER INSURANCE	\$6,673	\$6,673	\$0	\$0	\$0	\$0	0%
06 INSURANCE	\$226,673	\$115,123	\$108,450	\$3,100	\$0	\$3,100	1%
5300 COMMUNICATIONS	\$19,890	\$14,381	\$47,270	\$(41,761)	\$0	\$(41,761)	(210)%
5310 POSTAGE	\$53,949	\$8,318	\$813	\$44,818	\$0	\$44,818	83%
5400 ADVERTISING	\$40,000	\$13,490	\$13,545	\$12,965	\$0	\$12,965	32%
5500 PRINTING	\$93,200	\$26,520	\$19,275	\$47,405	\$0	\$47,405	51%

Bloomfield

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07 COMMUNICATIONS	\$207,039	\$62,709	\$80,903	\$63,427	\$0	\$63,427	31%
5600 TUITION, PUBLIC	\$1,068,624	\$124	\$505,166	\$563,334	\$0	\$563,334	53%
5630 TUITION, PRIVATE	\$720,180	\$189,851	\$861,640	\$(331,311)	\$0	\$(331,311)	(46)%
5690 TUITION, MAGNET	\$432,412	\$0	\$6,000	\$426,412	\$0	\$426,412	99%
08 TUITION	\$2,221,216	\$189,975	\$1,372,806	\$658,435	\$0	\$658,435	30%
5810 STAFF TRAVEL	\$41,221	\$8,020	\$23,707	\$9,494	\$0	\$9,494	23%
5814 CONFERENCES & MEETINGS	\$58,355	\$3,668	\$10,079	\$44,608	\$85	\$44,523	76%
09 OTHER PURCHASED SERVICES	\$99,576	\$11,688	\$33,786	\$54,102	\$85	\$54,017	54%
6110 INSTRUCTIONAL SUPPLIES	\$432,447	\$118,193	\$54,041	\$260,213	\$941	\$259,272	60%
6115 OFFICE SUPPLIES	\$65,400	\$20,133	\$8,619	\$36,648	\$551	\$36,097	56%
6116 LIBRARY / AV SUPPLIES	\$24,732	\$4,239	\$3,535	\$16,958	\$0	\$16,958	69%
6117 COMPUTER SUPPLIES	\$40,000	\$11,775	\$5,944	\$22,281	\$0	\$22,281	56%
6120 SOFTWARE	\$197,704	\$149,573	\$6,991	\$41,140	\$0	\$41,140	21%
6900 OTHER SUPPLIES	\$30,660	\$2,932	\$9,012	\$18,716	\$0	\$18,716	61%
10 SUPPLIES	\$790,943	\$306,845	\$88,142	\$395,956	\$1,492	\$394,464	50%
6125 FACILITY SUPPLIES	\$87,022	\$50,580	\$19,125	\$17,317	\$0	\$17,317	20%
6130 FACILITY MATERIALS	\$85,783	\$17,011	\$31,087	\$37,685	\$0	\$37,685	44%

Bloomfield

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6200 HEAT	\$638,567	\$27,782	\$532,540	\$78,245	\$0	\$78,245	12%
6220 ELECTRICITY	\$851,303	\$225,058	\$507,410	\$118,835	\$0	\$118,835	14%
6290 WATER SERVICES	\$37,228	\$4,210	\$26,708	\$6,310	\$0	\$6,310	17%
7200 BUILDING IMPROVEMENTS	\$75,850	\$51,957	\$0	\$23,893	\$0	\$23,893	32%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,775,753	\$376,598	\$1,116,870	\$282,285	\$0	\$282,285	16%
6410 TEXTBOOKS	\$207,300	\$27,121	\$6,344	\$173,835	\$0	\$173,835	84%
6420 LIBRARY BOOKS, PERIODICALS	\$50,000	\$17,921	\$12,718	\$19,361	\$2,229	\$17,132	39%
6430 PROF BOOKS	\$9,398	\$3,484	\$733	\$5,181	\$0	\$5,181	55%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$266,698	\$48,526	\$19,795	\$198,377	\$2,229	\$196,148	74%
7300 NEW EQUIPMENT	\$89,067	\$42,451	\$3,351	\$43,265	\$0	\$43,265	49%
7320 REPLACEMENT EQUIPMENT	\$82,780	\$26,072	\$34,208	\$22,500	\$2,349	\$20,151	27%
7340 COMPUTER EQUIP	\$137,423	\$10,670	\$15,954	\$110,799	\$0	\$110,799	81%
13 EQUIPMENT	\$309,270	\$79,193	\$53,513	\$176,564	\$2,349	\$174,215	57%
8100 DUES & FEES	\$55,062	\$49,268	\$4,167	\$1,627	\$0	\$1,627	3%
8800 ATHLETIC PROGRAMS	\$95,403	\$26,696	\$35,313	\$33,394	\$852	\$32,542	35%
8900 STUDENT ACTIVITIES	\$29,400	\$1,005	\$684	\$27,711	\$0	\$27,711	94%
14 MISCELLANEOUS	\$179,865	\$76,969	\$40,164	\$62,732	\$852	\$61,880	35%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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GRAND TOTAL	\$39,211,104	\$7,786,990	\$22,209,258	\$9,214,856	\$36,074	\$9,178,782	24%

BPHS Class Sizes
as of October 2009

Grade	1	2	3	Total
Grade 9	14	12	11	37
Grade 10	14	13		27
Grade 11	14			14
Grade 12	14			14
Grand Total	14	13	14	92

BHS Class Size Report*
October 21 (Qtr 1)
(data as of 10-21-09)

Enrollment as of 10/21/2009:	
Grade 9:	145
Grade 10:	187
Grade 11:	145
Grade 12:	158
TOTAL:	635

DeptName	Description											Avg. Class Size	
		1	2	3	4	5	6	7	8	9	10		
Art	3-D Art	17											17.0
	Art I	23	23	20	19	7							18.4
Art												18.2	
Business	Accounting & Adv. Accounting	19	6										12.5
	Business Computer Applications	15	12										13.5
	Business Mtg./Int. Business	17											17.0
	Business Word Processing & Adv. Bus. WP	9											9.0
	Career Exploration	14	13										13.5
	General Business	19	6										12.5
	InVEST	13											13.0
	Marketing	15											15.0
	Personal Finance	22	17	12									17.0
	Yearbook Publishing	15											15.0
Business												14.0	
English	AP English 11	10											10.0
	AP English 12	25	9										17.0
	Honors Junior English	19											19.0
	Honors Sophomore English	21	19										20.0
	CAPT Writing	12											12.0
	Freshman English	20	19	19	19	16	14	9					16.6
	Honors Freshman English	20											20.0
	Honors Humanities English	22											22.0
	Honors Senior English	21											21.0
	Journalism I	12											12.0
	Junior English	25	21	17	15	10	10						16.3
	Senior English	24	23	20	16	15							19.6
	Sophomore English	24	22	21	20	17	17	9					18.6
	Speech	18											18.0
	Theater I & II	10											10.0
English												17.4	
Family & Consumer Science	Creative Fashion I	16	16	15									15.7
	Creative Fashion II	9											9.0
	Food & Nutrition	18	18	17	16	16							17.0
	Intro to Human Development	10											10.0
	World of Children	18	17										17.5
Family & Consumer Science												15.5	
J.R.O.T.C	Introduction to JROTC	8											8.0
	JROTC LET I & II	9	7	6	6								7.0
	JROTC LET III	2											2.0
	JROTC LET IV	3											3.0
	JROTC Fitness & Adventure Training	16											16.0
J.R.O.T.C												7.1	
Mathematics	Algebra I	22	22	20	18	13	11	9					16.4
	Algebra II	25	22	20	19	18	15						19.8

*Not including Special Ed, New Arrival, or Independent Study courses

BHS Class Size Report*
October 21 (Qtr 1)
(data as of 10-21-09)

DeptName	Description	1	2	3	4	5	6	7	8	9	10	Avg. Class Size
	Algebra III & Trigonometry	23										23.0
	AP Calculus	10										10.0
	AP Statistics	19										19.0
	CAPT Math	19										19.0
	Consumer Math	25	24									24.5
	Foundations of Algebra	18	14	12								14.7
	Geometry	25	22	22	19	19	19	16	11	9		18.0
	Honors Algebra II	21	12									16.5
	Honors Geometry	9										9.0
	Honors Pre-Calculus	25										25.0
	Pre-Calculus	19										19.0
Mathematics												17.9
Music	Concert Choir & Advanced Choir	21										21.0
	Concert Band	42										42.0
	Cultural Dance I and II	10	5	4								6.3
	Introduction to Songwriting	10										10.0
	Keyboard I and II	13	9									11.0
	Music Sound Studio I and II	12	10									11.0
Music												13.6
Physical Education	Phys Ed./Health I	23	22	18	12	8	8					15.2
	Phys Ed./Health II	30	29	29	26	24	23	22				26.1
	Phys Ed./Health III	5										5.0
Physical Education												19.9
Reading	Developmental Reading	11	6									8.5
	Int. Reading/Writing	9										9.0
	Reading Improvement	20	11									15.5
Reading												11.4
Science	Physics	19	19	15								17.7
	Anatomy & Physiology	23										23.0
	AP Biology	11										11.0
	Biology	20	18	16	13	13	13					15.5
	CAPT Science	13										13.0
	Honors Physics /UCONN	15										15.0
	Chemistry	22	22	15	13							18.0
	Environmental Chemistry	20	16									18.0
	Forensic Science	14										14.0
	Honors Anatomy & Physiology	17										17.0
	Honors Biology	23										23.0
	Honors Chemistry	11										11.0
	Honors Integrated Science	13										13.0
	Integrated Science	20	18	17	15	11	10	9	5			13.1
Science												15.6
Social Studies	African American Exp.	24	11									17.5
	AP US History	8										8.0
	Civics	25	18	17	14	12	10					16.0
	Honors Humanities Social Studies	22										22.0
	Honors Modern World History	18										18.0
	Honors US History	25	8									16.5
	Modern World History	21	21	21	19	18	18	16	14			18.5
	Psychology	23										23.0
	Sociology	23	23									23.0
	US History	25	23	20	20	19	17	16	15			17.8

*Not including Special Ed, New Arrival, or Independent Study courses

BHS Class Size Report*
October 21 (Qtr 1)
(data as of 10-21-09)

DeptName	Description	1	2	3	4	5	6	7	8	9	10	Avg. Class Size
Social Studies												18.3
Technology Education	Graphic Communication	14										14.0
	Publication Design I & II	10	5									7.5
	Technical Drawing (CAD I) & Engineering Drawing (CAD II)	11										11.0
Technology Education												10.0
Vocational Education	Automotive I	15	14	12								13.7
	Automotive II & II	15	11									13.0
	Culinary Arts I & II	12	11	10								11.0
	Internship Program	9										9.0
Vocational Education												12.1
World Languages	UCONN Spanish	14										14.0
	French I	24	14									19.0
	French II	9	5									7.0
	French III	11										11.0
	French IV & Honors French IV	16										16.0
	Honors French II	12										12.0
	Honors French III	17										17.0
	Honors Spanish II	8										8.0
	Honors Spanish III	15										15.0
	Spanish I	24	23	21	17	13						19.6
	Spanish II	19	18	14	13							16.0
	Spanish III	25	13									19.0
	Spanish IV & Honors Spanish IV	13										13.0
World Languages												15.6
BHS AVERAGE CLASS SIZE												16.1

AGRISCIENCE:												
Agriscience	Agri-Science & Technology I	9	7									8
	Agri-Science Biology	15	9									12.0
	Animal Science	11	10									10.5
	Botanical Science/Floral Design	11										11.0
	Honors Vet Science I	3										3.0
	Natural Resources/Environ. Science	14										14.0
Agriscience												9.9

*Not including Special Ed, New Arrival, or Independent Study courses

Arace Intermediate School (CAIS) Class Size Report*
October 2009 (Qtr 1)
(data as of 10/21/2009)

Enrollment as of 10/21/09:	
Grade 5:	170
Grade 6:	122
TOTAL:	292

Grade	Core / Unified Arts	Course													Avg. Class Size	
			1	2	3	4	5	6	7	8	9	10	11	12		
5	Cores	Language Arts	20	20	19	19	19	19	19	19	18	17				18.9
		Math	20	20	19	19	19	19	19	19	18	17				18.9
		Science	20	20	19	19	19	19	19	19	18	17				18.9
		Social Studies	20	20	19	19	19	19	19	19	18	17				18.9
	Cores Average:															18.9
	Unified Arts	Art	15	11	11	11	10	9	9	9	8					10.3
		Band	13	13	5											10.3
		Chorus	18	17	14											16.3
		French	10	6	5											7.0
		Health Ed	13	10	9											10.7
		Library Studies	12	12	10											11.3
		Music	12	10	9											10.3
		Physical Education	20	20	19	19	18	18	18	18	17					18.6
Spanish		8	5	3											5.3	
Unified Arts Average:															12.2	
5 Average Class Size:															15.4	
6	Cores	Language Arts	16	15	14	14	14	13	13	13	10				13.6	
		Math	16	15	14	14	14	13	13	13	10				13.6	
		Science	16	15	14	14	14	13	13	13	10				13.6	
		Social Studies	16	15	14	14	14	13	13	13	10				13.6	
	Cores Average:															13.6
	Unified Arts	Art	10	10	10	8	7	7	7	6	6					7.9
		Band	10	9	4											7.7
		Chorus	20	17												18.5
		French	7	7	5											6.3
		Health	10	7												8.5
		Library Studies	7	5												6.0
		Music	10	9	6											8.3
		Physical Education	19	18	18	18	17	17	16							17.6
Spanish		6	5	4											5.0	
Unified Arts Average:															10.1	
6 Average Class Size:															11.9	

*Excludes Special Education and TAG (Talented/Gifted) classes

Arace Middle School (CAMS) Class Size Report*
October 2009 (Qtr. 1)
(data as of 10/21/09)

Total Enrollment as of 10/21/09:	
Grade 7:	159
Grade 8:	154
TOTAL:	313

Grade	Core / Unified Arts	Course													Avg. Class Size	
			1	2	3	4	5	6	7	8	9	10	11	12		
7	Cores	Language Arts	22	20	20	19	19	19	18	14						18.9
		Reading 7	10	8	4	1	1									4.8
		Math	20	20	19	18	18	18								18.8
		Accelerated Math (Pre-Alg)	22	18												20.0
		Science	21	20	20	20	19	19	18	17						19.3
		Social Studies	24	18	18	18	18	15	15	11						17.1
	Cores Average:														16.7	
7	Unified Arts	Art	15	14	14	11	11	11	11	11	10				12.0	
		Band	12	8	7										9.0	
		Chorus	24	21											22.5	
		French	9	8	5										7.3	
		Spanish	11	10	7										9.3	
		Health Ed	14	12											13.0	
		Music	11	10	9										10.0	
		Physical Education	25	24	24	23	20	20	20						22.3	
			Unified Arts Average:													12.6
			Grade 7 Average Class Size:													14.6
8	Cores	Language Arts	22	21	20	19	18	18	17	17					19.0	
		Reading 8	11	10	7	2									7.5	
		PreAlgebra	23	20	20	19									20.5	
		Accelerated Math (Algebra)	19	17											18.0	
		Science	22	20	20	19	19	18	18	17					19.1	
		Social Studies	22	17	17	17	16	14	14	14					16.4	
	Cores Average:													17.2		
8	Unified Arts	Art	16	15	15	13	12	11	11	11	10				12.7	
		Band	9	4	3										5.3	
		Chorus	18	17											17.5	
		Spanish	14	11	9										11.3	
		French	10	10	9										9.7	
		Health Ed	15	11	7										11.0	
		Music	13	12											12.5	
		Physical Education	20	20	20	18	17	17	15	14	13				17.1	
	Unified Arts Average:													12.9		
	Grade 8 Average Class Size::													15.1		

* Excludes Special Education and TAG (Talented/Gifted) classes.

**Class Size Report
Elementary Schools
October 2009
(data as of 10-21-09)**

K-4

School	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Total # of Sections	Total # Students (K-4)	Average Class Size
Laurel	17 16 16	17 16 16	21 21	21 19 17	20 20 20 7	15	264	17.6
Metacomet	14 13	17 17	17 15 15	17 17	14 14 13	12	183	15.3
Vincent	16 13 13	18 17 15	19 18 13	18 17 15 14	18 18 15	16	257	16.1
All Schools:	15	17	17	17	16	District Average (K-4):		16.4

Wintonbury Early Childhood Magnet											Total # of Sections	Total # Students (PK-K)	Average Class Size	
Pre-K	18	18	18	17	17	17	17	17	17	16	16	12	205	17.1
Kindergarten	18	15										2	33	16.5
Total/Avg.												238	17.0	

**BLOOMFIELD BOARD OF EDUCATION
2010 MEETING SCHEDULE**

REVISED

DATE	TYPE OF MEETING	LOCATION
January 12, 2010	Regular	Board Room
February 18, 2010	Regular Meeting	Board Room
February 25, 2010	Special Budget Meeting	Board Room
March 23, 2010	Regular	Board Room
April 15, 2010	Regular	Board Room
May 18, 2010	Regular	Board Room
June 15, 2010	Regular	Board Room
September 14, 2010	Regular	Board Room
October 19, 2010	Regular	Board Room
November 16, 2010	Regular	Board Room
December 14, 2010	Regular	Board Room

USE OF SCHOOL FACILITIES

A. Application Procedures

In accordance with Conn. Gen. Stat. § 10-239, the Board of Education may permit the use of any school facility for nonprofit educational or community purposes whether or not school is in session. The Board of Education may also grant the temporary use of any school facility for public, educational or other purposes, including the holding of political discussion, at such time the facility is not in use for school purposes. In addition, the Board shall grant such use for any purpose of voting under the provisions of Title 9 of the Connecticut General Statutes whether or not school is in session. Such uses shall be governed by the following rules and procedures, and shall be subject to such restrictions as the Superintendent or his/her designee considers expedient.

Consistent with this policy, the Superintendent shall develop and promulgate Administrative Regulations and associated forms governing use of school buildings and facilities by community and other groups. Since the primary purpose of school facilities is for educational activities, such activities will have priority over all other requested uses.

Requests for use of facilities shall be submitted to the following individuals, in accordance with the Administrative Regulations:

<u>Facility</u>	<u>Requests Submitted To</u>
For use of school buildings	Building Principal
For use of athletic fields and facilities	Athletic Director
For use of other school facilities	Director of Facilities

Groups requesting use of school buildings and facilities must identify the ~~specific~~ **intended use** and facilities desired, and approval will be for those specific facilities only. All school equipment on the premises shall remain in the charge and control of the building principal or responsible administrator, and shall not be used without the express written permission of the administrator.

Principals and other responsible administrators shall ~~submit copies of each building use form with a notation of whether such uses have been approved~~ **approve or disapprove all requests for building use**. Approval of school facilities by the principal or other responsible party may be revoked at any time by the Superintendent or his/her designee.

B. Eligible Organizations and Priority of Use

Administrators responsible for approving/disapproving requests for use of school district facilities will use the following guidelines regarding priority of usage of such facilities:

Order of priority:

1. School-sponsored programs and activities.
2. Activities of school-related organizations (*e.g.* PTO, Booster Clubs, After Graduation Committees and similar organizations).
3. Town department or agency activities.
4. Activities of non-profit organizations operating within the Town, other than school-related organizations covered by category #3 above.
5. Activities of for-profit organizations operating within the Town.
6. Out-of-town organizations.

C. Restrictions on Use of School Facilities

The following restrictions shall apply to the use of school facilities:

1. Illegal activities will not be tolerated.
2. Use or possession of tobacco, alcoholic beverages or unauthorized controlled substances shall not be permitted on school property.
3. Refreshments may not be prepared, served or consumed without the prior approval of the ~~responsible administrator~~ **Director of Facilities and Food Service Director**. If such approval is granted, refreshments may be prepared, served and consumed only in areas designated by the ~~responsible administrator~~ **Director of Facilities and Food Service Director**.

4. Obscene advertising, decorations or materials shall not be permitted on school property.
5. Advertising, decorations or other materials that promote the use of illegal drugs, tobacco products, or alcoholic beverages shall not be permitted.
6. Activities that are disruptive of the school environment are not permitted.

Any violation of this Policy or any applicable Administrative Regulations may result in permanent revocation of the privilege to use school facilities against the organization and/or individuals involved.

D. Fees and Other Costs

Users of school facilities shall be responsible for the fees and costs set out in a fee schedule established by the Superintendent with the approval of the Board of Education. The following guidelines shall be incorporated into such fee schedule:

<u>Category</u>	<u>Fee</u>
1. School-sponsored programs and activities.	No rental fee or associated costs.
2. Activities of school-related organizations (e.g. PTO, Booster Clubs, After Graduation Committees and similar organizations).	No rental fee or associated costs.
3. Town department or agency activities.	Associated costs.
4. Activities of non-profit organizations operating within the Town, other than school-related organizations covered by category #3 above.	Associated costs.
5. Activities of for-profit organizations operating within the Town.	Rental fee and associated costs.
6. Out-of-town organizations	Rental fee and associated costs.

“Associated costs” shall include, but shall not be limited to **lighting systems, sound systems and technology equipment**, fees for the services of any custodial personnel, food service personnel, security personnel or other personnel, deemed by the responsible administrator to be necessary in connection with the use of a school district facility. Such costs shall be at the rates set forth in the fee schedule. Rental fees and/or associated costs otherwise applicable may be waived by the Superintendent or his/her designee if such waiver is deemed by the Superintendent or his/her designee to be in the best interest of the school system and/or the Town.

E. Responsibility for Damage to Property or Loss of Property

In order to use school district facilities, any organization or individual requesting such use must agree to assume responsibility for any damage to and/or theft or loss of any school district property arising out of the use of the facilities.

Legal References:

Connecticut General Statutes 10-239. Use of School Facilities for Other Purposes
Connecticut General Statutes Title 9. Elections.

Policy Adopted: ~~January 21, 2003~~

**POLICY REGARDING PESTICIDE APPLICATION
ON SCHOOL PROPERTY**

It is the policy of the Bloomfield Board of Education to implement an integrated pest management plan that uses available pest control techniques to reduce the amounts of pesticides applied in any building, or the grounds of any of its schools by using alternative methods of pest control, that may include structural maintenance, proper sanitation practices, appropriate solid waste management and alternative mechanical or biological control, along with pesticides.

The decision to apply pesticide in any building, or the grounds of any of Bloomfield's Public Schools is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any of the Bloomfield Public Schools during regular school hours or during planned activities at any school except as provided by Connecticut statute or regulation. **In addition, no lawn care pesticide shall be applied at any school attended by students in grade 8 or lower, except for applications to playing fields made pursuant to the Board's integrated pest management plan.**

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Board may make an emergency application of pesticide without prior notice to parents or guardians of children in any school and/or staff members in the event of an immediate threat to human health, subject to the notice provisions of applicable Connecticut statutory and regulatory provisions.

Legal References:

Connecticut General Statutes:
§10-231d

~~United States Code:~~

———(Not applicable)

Policy Adopted: ~~November 12, 2002~~

**POLICY REGARDING POSSESSION
OF DEADLY WEAPONS**

I. Definitions:

- A. **Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).
- B. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- C. **School-Sponsored Activity** "means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a.
- D. **Peace Officer** means a state police officer, a member of the local police department, an inspector in the state Division of Criminal Justice, a sheriff, deputy sheriff or special deputy sheriff, a conservation officer or special conservation officer, a constable who performs criminal law enforcement duties, a special policeman, an adult probation officer, a Department of Correction official authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, an investigator in the investigations unit of the Office of the State Treasurer, or any special agent of the federal government. Conn. Gen. Stat. § 53a-3 (9).

II. Prohibition of Deadly Weapons

In accordance with Conn. Gen. Stat. § 53a-217b, the possession of a deadly weapon on the real property of any school or administrative office building in this district, or at a school-sponsored activity, is prohibited.

III. Mandatory Exception

Persons in lawful possession of a deadly weapon may bring the weapon on the real property of any school or administrative office building in this district, or to a school-sponsored activity if:

The person is a peace officer engaged in the performance of his or her official duties.

IV. Permissive Exceptions

Persons in lawful possession of a deadly weapon may bring the weapon on the real property of any school or administrative office building in this district, or to a school-sponsored activity if:

- A. The person brings the weapon on the real property of any school or administrative office building or to a school-sponsored activity for use in a program approved by school officials, the person gives notice of his/her intention to bring such weapon on to the real property of any school or administrative office building or to a school-sponsored activity, and the person receives prior **written** permission from school officials to bring such a weapon onto the real property of the school or administrative office building or to a school sponsored activity.
- B. The person possesses the weapon on the real property of any school or administrative office building or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.

Persons in lawful possession of a deadly weapon may bring the weapon on the real property of any school building in this district if:

- C. The person crosses school property in order to gain access to public or private lands open to hunting or for other lawful purposes, the person's weapon is not loaded and the Board of Education has not prohibited such person's entry.

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon on the real property of an elementary or secondary school in this district, or administrative office building, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such weapon, will be reported to the local police authorities once school officials become aware of its possession.
- B. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon on the real property of its school buildings or administrative office buildings, or at a school-sponsored activity, from using any and all school facilities.

VI. Dissemination of Policy

The Board of Education shall inform all students, parent(s) and/or guardians, employees, town residents, and visitors of this policy governing possession of a deadly weapon.

ADOPTED: ~~Summer, 2000~~

Legal References:

Connecticut General Statutes §10-233a, §53a-3 and §53a-217b -- as amended by P.A. 98-129, Section 15.

STUDENT ACTIVITY FUNDS

The Superintendent or his/her designee may establish student activity funds to handle any of the following: 1) the finances of that part of the cost for the school lunch program that is not provided by local appropriations; 2) the finances of that part of the cost of the driver education program that is not provided by local appropriations; 3) such funds of schools and school organizations as the Superintendent or his/her designee may determine to be in the best interest of the school district (which funds may include amount received as gifts or donations).

The Superintendent or his/her designee shall designate a person to serve as treasurer of any student activity fund. Such treasurer shall be bonded and shall keep separate accounts for each student activity fund. The treasurer may expend monies from the student activity funds only to the extent such expenses are in furtherance of the stated purposes of the student activity fund, and subject to any restrictions imposed by the Superintendent or his/her designee at the time the student activity fund is established or subsequently. The control of school funds and funds of any school organizations shall remain in the name of the respective schools and organizations.

The accounts of any student activity fund shall be considered town accounts and shall be audited by the town auditor in the same manner as all other town accounts. **Any fund established by a graduating class must be liquidated by the date of graduation. If such fund is not liquidated, the remaining monies shall become the property of the Board.**

Legal Reference:

Conn. Gen. Stat. §10-237.

Policy Adopted: ~~September 17, 2002~~

**4500
Personnel**

**FINGERPRINTING, CRIMINAL HISTORY RECORDS AND EMPLOYMENT
REFERENCE CHECKS**

Each applicant for a position with the district, **including but not limited to a student teacher**, shall be asked whether he/she has ever been convicted of a crime and whether there are any criminal charges pending against him/her at the time of application. Employees shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

Prior to hiring any person, the district shall make a documented good faith effort to contact previous employers of the person in order to obtain information and recommendations that may be relevant to the person's fitness for employment.

A. Criminal Records Check Procedure

Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) days from the date of employment. Each worker placed within a school under a public assistance employment program who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) days from the date such worker begins to perform such service. Record checks will be processed according to the following procedure:

1) No later than ten calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent will supply the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Bloomfield Police Department. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks.

2) No later than ten calendar days after the Superintendent has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by the Bloomfield Police Department. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

3) Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the

fingerprinting process and/or the submission or processing of the requests for criminal record checks.

4) Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check.

5) Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

B. Notice of Conviction

If, at any time, the Board of Education receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the Board shall send such notice to the State Board of Education.

C. Substitute Teachers

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1) If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.

2) If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district.

D. Policy Inapplicable to Operators of School Transportation Vehicles and Students Employed by the School District

1) This policy shall not apply to an operator of a school transportation

vehicle who is already required to submit to a criminal history records check pursuant to Connecticut General Statutes § 14-44 (d).

2) This policy shall also not apply to a student employed by the local or regional school district in which the student attends school.

Legal References: Conn. Gen. Stat. § 10-221d. Criminal history records checks of school personnel. Fingerprinting. Termination or dismissal.

Public Act 01-173, § 55, §56

Public Act 01-175, § 2

Public Act 02-136

Policy Adopted: ~~November 12, 2002~~

**4600
Personnel**

**REPORTS OF SUSPECTED ABUSE OR NEGLECT
OF ~~MENTALLY RETARDED~~ INTELLECTUALLY DISABLED ADULTS**

Section 46a-11b of the Connecticut General Statutes requires that certain school personnel (including teachers, school administrators, school guidance counselors, paraprofessionals, licensed nurses, psychologists, social workers, mental health professionals, occupational therapists, dental hygienists and speech pathologists) report any suspected abuse or neglect of ~~mentally retarded~~ **intellectually disabled** persons between eighteen (18) and sixty (60) years of age. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in the event that they have reasonable cause, arising out of, or in the course of his or her employment by the Board of Education, to suspect that any ~~mentally retarded~~ **intellectually disabled** person between eighteen (18) and sixty (60) years of age has been abused or neglected.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abuse" means the willful infliction of physical pain or injury or the willful deprivation by a caretaker of services which are necessary to the person's health or safety.

"Neglect" means a situation where a ~~mentally retarded~~ **intellectually disabled** person either is living alone or is not able to provide for himself or herself the services which are necessary to maintain his or her physical and mental health or is not receiving such necessary services from the caretaker.

"Statutory Mandated Reporter" means an individual required by Conn. Gen. Stat. Section 46a-11b to report suspected abuse and/or neglect of ~~mentally retarded~~ **intellectually disabled** adults. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school guidance counselors, paraprofessionals, licensed nurses, psychologists, social workers, mental health professionals, physical therapists, occupational therapists, dental hygienists and speech pathologists.

3. Reporting Procedures for Statutory Mandated Reporters

If a statutory mandated reporter has reasonable cause, arising out of, or in the course of his or her employment by the Board of Education, to suspect that any ~~mentally retarded~~ **intellectually disabled** person between eighteen (18) and sixty (60) years of age has been abused or neglected, he/she shall immediately, but in any case within no later than five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities. The statutory mandated reporter shall also immediately notify the Superintendent.

Such oral report shall be followed by a written report to the Director of the Office of Protection and Advocacy for Persons with Disabilities within five additional calendar days, and a copy of any written report shall be given to the Superintendent.

4. Reporting Procedures for Non-Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as set forth above.

- a) If an employee who is not a statutory mandated reporter has reasonable cause, arising out of, or in the course of his or her employment by the Board of Education, to suspect that any ~~mentally retarded~~ **intellectually disabled** person between eighteen (18) and sixty (60) years of age has been abused or neglected, the following steps shall be taken.
 - (1) The employee shall immediately, but in any case within no later than five calendar days, make an oral report by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
 - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a ~~mentally retarded~~ **intellectually disabled** person between eighteen (18) and sixty (60) years has been abused or neglected, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters, set forth above.
- b) Nothing in this policy shall be construed to preclude an employee from reporting suspected abuse and/or neglect of ~~mentally retarded~~ **intellectually disabled** adults directly to the Office of Protection and Advocacy for Persons with Disabilities.

5. Contents of Report

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) the name and address of the allegedly abused or neglected person;
- b) a statement from the reporter indicating a belief that the person is ~~mentally retarded~~ **intellectually disabled**, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
- c) information concerning the nature and extent of the abuse or neglect; and,
- d) any additional information which the reporter believes would be helpful in investigating the report or in protecting the ~~mentally retarded~~ **intellectually disabled** person.

6. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report, and shall, to the extent feasible, endeavor to coordinate any such investigation with the investigation conducted by the Office of Protection and Advocacy for Persons with Disabilities.

The Superintendent's investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that a ~~mentally retarded~~ **intellectually disabled** person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

7. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

8. Disciplinary Action for Failure to Follow Policy

Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

9. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes:

Section 46a-11b et seq.

ADOPTED: ~~Summer, 2000~~

**POLICY REGARDING EMPLOYEE USE OF
THE DISTRICT'S COMPUTER SYSTEMS**

Computers, computer networks, Internet access, and E-mail are effective and important technological resources in today's educational environment. The Board of Education has installed computers, a computer network, including Internet access and an E-Mail system (referred to collectively as "the computer systems"), in order to enhance both the educational opportunities for our students and the business operations of the district.

These computer systems are business and educational tools. As such, they are made available to Board employees for business and education related uses only. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used only for appropriate business and education related purposes. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors.

As the owner of the computer systems, the **Board** reserves the right to monitor, **restrict and limit** the use of the district's computers and computer systems.

Legal References:

Children's Internet Protection Act (Pub. L. 106-554)
Conn. Gen. Stat. § 53a-182b; 53a-183; 53a-250
Electronic Communication Privacy Act, 18 U.S.C. §§ 2510 through 2520
No Child Left Behind Act of 2001 (Pub. L. 107-110), to be codified at 20 U.S.C. §
6777

Policy Adopted: ~~September 17, 2002~~

SUICIDE PREVENTION AND INTERVENTION

The Bloomfield Board of Education recognizes that suicide is a complex issue and that schools are not mental health treatment centers. ~~School~~ **Certain Pupil Personnel Services staff (social workers, psychologists, guidance counselors)** may recognize a potentially suicidal youth and, in such cases, ~~may make a preliminary determination of level of~~ **conduct a risk assessment**. The Board directs the school staff to refer students who ~~are at mid-high risk~~ **are at mid-high risk** ~~come to their attention as being at risk of attempting suicide~~ for professional assessment and treatment services outside of the school.

~~The Board recognizes the need for youth suicide prevention procedures and will establish programs to assist staff to identify risk factors, intervention procedures, and procedures for referral to outside services. Training will be provided for teachers and other school staff and students to provide awareness and assistance in this area.~~

Any Board employee who has knowledge of a suicidal threat, attempt or ideation must immediately report this information to the building principal or his/her designee, who will, in turn, notify appropriate Pupil Personnel Services staff. ~~, including the designated Crisis Intervention Team PPS staff with administrative assistance, if necessary, will~~ **The Pupil Personnel Services staff conducting the risk assessment will** contact the student's family and **provide them with** appropriate resources outside and within the school system. Information concerning a student's suicide attempt, threat or risk will be shared with others to the degree necessary to protect that student and others.

Legal Reference:

Connecticut General Statutes §10-221(e)

ADOPTED: ~~Summer, 2000~~

**4850
Personnel**

**5110
Students**

**POLICY REGARDING SECTION 504
OF THE REHABILITATION ACT OF 1973**

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, **eating, sleeping, standing, bending, reading, concentrating, thinking, communicating** and working);
2. has a record of such an impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Bloomfield Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. Persons who feel that they may have been discriminated against on the basis of disability should contact the Bloomfield Public Schools Section 504 Coordinator.

The school district also has specific responsibilities under the Act with respect to providing access to appropriate educational services for students who qualify under Section 504. These responsibilities include the obligation to identify, to evaluate, and to afford access to appropriate educational services. If the parent or guardian disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or placement of their child, he/she has a right to an impartial hearing.

If there are questions, please feel free to contact Deirdre Osypuk, § 504 Coordinator for the Bloomfield Public Schools, at phone number 769-4260.

Legal References: 29 U.S.C. § 794
34 C.F.R. § 104 et seq.

Policy Adopted: ~~November 12, 2002~~

**5117
Students**

FIELD TRIPS

The Board of Education encourages and sanctions student field trips that are of value in helping achieve each participating student's educational objectives.

All student field trips shall require prior written approval by the building principal. In addition, all student field trips that are scheduled to last more than one day **or involve out-of-state** travel shall require the prior written approval of the Superintendent or his/her designee.

~~All student field trips that require public solicitation of funds shall require Board approval prior to any fundraising by involved students or others on their behalf. In addition, any such fundraising activities must comply with the provisions of the Board Policy concerning fundraising activities (Policy No. 5400) and any administrative regulations implementing such Board Policy.~~

The Board of Education will not be responsible for any field trip that is not approved in accordance with the procedures set forth in this policy and the accompanying regulations.

Policy Adopted: November 12, 2002

HEALTH ASSESSMENTS/SCREENINGS

I. Assessments

The Bloomfield Board of Education requires each student enrolled in the Bloomfield Public Schools to have health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent him/her from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for him/her. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, or the school medical advisor. The Board of Education will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or he/she may provide for such assessment him/herself. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations made be denied continued attendance in the Bloomfield Public Schools.

II. Assessments Required:

Prior to enrollment in the Bloomfield Public Schools, each student must undergo a health assessment, which shall include:

- (a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and, ~~beginning with the 2003-2004 school year,~~ a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;

- (b) an updating of immunizations as required by state law;
- (c) vision, hearing, speech and gross dental screenings;
- (d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

Each student enrolled in the Bloomfield Public Schools in grade six ~~{or seven}~~ and in grade ten ~~{or eleven}~~ must undergo a health assessment, which shall include:

- (a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and, beginning with the 2003-2004 school year, a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;
- (b) an updating of immunizations as required by state law;
- (c) vision, hearing, postural and gross dental screenings;
- (d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade six/~~seven~~ and grade ten/~~eleven~~ assessments shall also include tests for tuberculosis, and sickle cell anemia or Cooley's anemia, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

The Board of Education shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

III. Screenings Required:

The Board of Education will provide annually to each student enrolled in kindergarten, grades one to six, inclusive, and grade nine, a vision screening using a Snellen chart or equivalent screening. The Superintendent shall give written notice to the parent or guardian of each student who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease.

The Board of Education will provide annually to each student enrolled in kindergarten to grade three, inclusive, grade five and grade eight, audiometric screening for hearing. The Superintendent shall give written notice to the parent or guardian of each student who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect.

The Board of Education will provide annual postural screenings for each student in grades five to nine. The Superintendent shall give written notice to the parent or guardian of each student who evidences any postural problem, with a brief statement describing such evidence.

All of the screenings required under these administrative regulations will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

IV. Assessment/Screening Results:

The results of each assessment and screening required by these administrative regulations shall be recorded on forms supplied by the State Board of Education. Each physician, advanced practice registered nurse, registered nurse, or physician assistant performing health assessments under these administrative regulations shall sign each form and any recommendations concerning a student shall be in writing. Assessment/screening forms shall be included in the cumulative health record of each student and they shall be kept on file in the school attended by the student. If a student permanently leaves the Bloomfield Public Schools, his/her original cumulative health record shall be sent to the chief administrative officer of the school district to which the student moves, with the Bloomfield Board of Education retaining a copy.

Appropriate school health personnel shall review the results of each assessment and screening. If the reviewing school health personnel judge that a student is in need of further testing or treatment, the Superintendent shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by

appropriate school health personnel in the same manner as the results of the health assessments and screenings required under these administrative regulations.

V. Exemption

Nothing in these administrative regulations shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if he/she is an emancipated minor or is eighteen years of age or older, notifies the teacher or principal or other person in charge of such student in writing that he/she objects on religious grounds to such physical or medical examination or treatment or medical instruction.

VI. Other Non-Emergency Invasive Physical Examinations and Screenings:

- (a) In addition to the screenings listed above, the district may, from time to time, require students to undergo additional non-emergency, invasive physical examination(s)/screening(s).
- (b) A non-emergency, invasive physical examination or screening is defined as:
 - 1. any medical examination that involves the exposure of private body parts; or
 - 2. any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening; and
 - 3. is required as a condition of attendance, administered by the school and scheduled by the school in advance; and
 - 4. is not necessary to protect the immediate health and safety of the students.
- (c) If the district elects to conduct any such examinations, then, at the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to conduct the non-emergency invasive physical examination(s) and/or screening(s) described in this subsection. Such notice shall include the specific or approximate dates during the school year of the administration of such non-emergency invasive physical examination(s)/screening(s).
- (c) Upon request, the administration shall permit parents or students over the age of eighteen (or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

VII. School Representative to Receive Information Concerning Health Assessments:

The Board of Education designates the Director of Special Services as the representative for receipt of reports from health care providers concerning student health assessments.

Legal References:

Connecticut General Statutes

§ 10-206 Health assessments

§ 10-206a Free health assessments

§ 10-208 Exemption from examination or treatment

§ 10-214 Vision, audiometric and postural screenings: When required; notification of parents re defects; record of results

Public Act 03-211, "An Act Concerning the Provision of Medical Care for Students' Health Care Needs"

Federal Law:

Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h.

Policy Adopted: ~~October 7, 2003~~

REQUIREMENTS FOR GRADUATION

A graduate of the Bloomfield Public Schools must have earned the minimum number of credits and met the established credit distribution requirement. In accordance with the law 10-223a, students must also meet additional performance standards. For the Classes of 2006 and 2007, CAPT Performance standards must be met in Writing, and Mathematics, For the Class of 2008 and beyond, additional CAPT performance standards must be met in Reading and Science.

MINIMUM CREDITS AND COURSE REQUIREMENTS:

~~Classes of 2006 and 2007~~

• English	4.0 Credits
• Mathematics	3.0 Credits
• Science (includes Biology)	2.0 Credits
• Social Studies (includes U.S. History & Civics)	3.0 Credits
• Arts or Vocational Education	1.0 Credits
• Physical Education/Health	1.5 Credits
• Electives	7.5 Credits
• Mathematics Competency	.1 Credit
• Writing Competency	.1 Credit
	22.2 Credits

~~Class of 2008 and beyond~~

• English	4.0 Credits
• Mathematics	3.0 Credits
• Science (includes Biology)	3.0 Credits
• Social Studies (includes U.S. History & Civics)	3.0 Credits
• Arts or Vocational Education	1.0 Credits
• Physical Education/Health	1.5 Credits
• Electives	7.5 Credits
• Mathematics Competency	.1 Credit
• Writing Competency	.1 Credit
• Reading Competency	.1 Credit
• Science Competency	.1 Credit
	23.4 Credits

FORMULATION, ADOPTION, AMENDMENT OR DELETION OF POLICIES

1. In the absence of any written policy, administrative regulations will be used to guide and administer the effective operation of the school district.
2. Suggestions for either new policies or policy changes would normally come to the Board of Education from any of the following:
 - A. Board of Education Members
 - B. Superintendent
 - C. Statute
 - D. Matters of law
 - E. Citizens
 - F. Students.
3. The Superintendent will prepare a draft policy statement for consideration and for the development by the Board of Education.
4. Policy proposals and suggested amendments to, revisions of, or deletions of existing policies shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regular Board of Education meeting in which such proposed policies, amendments, revisions or deletions thereof shall be read and discussed.
5. Policies that deal with matters of an emergency nature may be introduced at any regular or special Board meeting.
6. Policies that affect students shall become effective at the beginning of the next school year following adoption unless the policy provides otherwise.
7. Except for emergency situations, policies will be adopted, amended, or deleted after consideration at a regular meeting of the Board of Education. The agenda shall be marked to indicate such policy matters.
8. When a policy is placed on the agenda for the second consecutive meeting, a motion either to adopt or not to adopt the policy or the proposed policy changes is necessary for discussion. If the discussion results in a suggestion for change, such changes will be included in the second reading of the policy prior to adoption.

9. The formal adoption or deletion of policies and the adoption of policy changes shall be by majority vote of all members of the Board, and the action shall be recorded in the minutes of the Board.
10. Only those written statements so adopted as policy and so recorded shall be regarded as official policy of the Board.

Bylaw Adopted: ~~January 21, 2003~~

9050
Bylaws

FORMULATION, ADOPTION, AMENDMENT OR DELETION OF BYLAWS

Bylaw proposals and suggested amendments to, revisions of, or deletions of existing bylaws shall normally be submitted to all members of the Board of Education by the Superintendent in writing prior to a regular Board of Education meeting in which such proposed bylaws, amendments, revisions or deletions thereof shall be read and discussed.

Except for emergency situations, bylaws will be adopted, amended, or deleted after consideration at a regular meeting of the Board of Education. The agenda shall be marked to indicate such matters.

When a bylaw is placed on the agenda for the second consecutive meeting, a motion either to adopt or not to adopt the policy or the proposed bylaw changes is necessary for discussion. If the discussion results in a suggestion for change, such changes will be included in the second reading of the bylaw prior to adoption.

Any bylaw of the Board may be adopted, amended or deleted at any regular meeting by a majority vote of all members of the Board, provided that such proposal shall have been given to the Board at the previous regular meeting.

ADOPTED: ~~Summer, 2000~~

QUORUM AND VOTING PROCEDURES

1. Quorum:
 - A. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business **except as otherwise provided by law.**

2. Voting Procedures:
 - A. No member can vote on a question in which he/she has a direct personal or pecuniary interest.
 - B. Members may vote for themselves for any office or other position.
 - C. While it is the duty of every member who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
 - D. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
 - E. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which taken.
 - F. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

Bylaw Adopted: ~~January 21, 2003~~