



BLOOMFIELD BOARD OF EDUCATION - BLOOMFIELD BOARD OF EDUCATION SPECIAL MEETING

Bloomfield Board of Education Special Meeting AT Tuesday, September 19, 2023

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue ,
Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
D. Harris
2. Pledge of Allegiance
D. Harris
3. Opening Statement
TBD
4. Consent Agenda
D. Harris
 - A. Approval of Minutes - Special Meeting - June 6, 2023 3
 - B. Approval of Minutes - Special Meeting - June 26, 2023 5
 - C. Approval of Minutes - Special Meeting - July 26, 2023 7
5. Public/PTO Comment
D. Harris
6. Superintendent's Report
 - A. Opening Schools Report
J. Thompson
 - B. Human Resources Update
D. Moleti
7. Old Business
 - A. Laurel Elementary School Literacy Academy Update 10
J. Dwyer and team
8. New Business
 - A. Redesigned District Website and New Mobile App 23
D. Nesmith and L. Lamenzo
 - B. Adoption of the Flexibilities for Implementing the CT Guidelines for
Educator Evaluation for the 2023-2024 School Year 33
D. Moleti
 - C. Review and Possible Action on the Naming of the Bloomfield High School
Gymnasium 42
J. White
 - D. Approval of Policy 5118.111 Request



9. CAFE Updates
D. Harris
10. Board Comments
D. Harris
11. Adjournment
D. Harris



Board of Education Special Meeting
Tuesday, June 6, 2023 at 6:00 p.m.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

Attendance: D. Harris, Chair	Present
H. Frydman, Vice Chair	Absent
J. Wilkerson, Secretary	Present
R. Ike	Present
F. Bogle-Assegai	Present
L. Easmon	Present
T. Moore	Present

Also Present: J. Thompson, Superintendent of Schools
C. Chinni, Attorney for Bloomfield Public Schools

1. Establishment of a Quorum and Call to Order

D. Harris determined a quorum was present and the Bloomfield Board of Education special meeting was called to order at 6:00 p.m.

2. New Business

A. Superintendent's Evaluation 2022-2023 (discussion proposed for Executive Session)

A motion was made by J. Wilkerson and seconded by R. Ike for the Bloomfield Board of Education to enter into Executive Session for the purpose of the Superintendent's evaluation. They further invited Superintendent, Dr. James Thompson, Jr. and Attorney Chris Chinni to participate.

The motion was passed unanimously 6-0-0.

The Board members convened into Executive Session at 6:02 p.m. and returned to public session at 6:58 p.m.

B. Possible action concerning the Superintendent's contract

No action taken.

3. Adjournment

At 6:59 p.m. a motion to adjourn was made by R. Ike and seconded by L. Easmon.

The motion passed unanimously.



J. Wilkerson, Secretary

J. Thompson, Ed. D., Superintendent



Board of Education Special Meeting
Monday, June 26, 2023 at 5:00 p.m.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

Attendance: D. Harris, Chair	Present
H. Frydman, Vice Chair	Absent
J. Wilkerson, Secretary	Absent
R. Ike	Present
F. Bogle-Assegai	Present
L. Easmon	Present
T. Moore	Present

Also Present: C. Chinni, Attorney for Bloomfield Public Schools

1. Establishment of a Quorum and Call to Order

D. Harris determined a quorum was present and the Bloomfield Board of Education special meeting was called to order at 5:04 p.m.

2. Old Business

A. Discussion of a Personnel Matter (discussion proposed for Executive Session)

A motion was made by L. Easmon and seconded by R. Ike for the Bloomfield Board of Education to enter into executive session to discuss a personnel matter, and invite Christine Chinni, Attorney for the Board, into executive session.

The motion was passed unanimously 5-0-0.

The Board members convened into Executive Session at 5:05 p.m. and returned to public session at 5:39 p.m.

3. New Business

A. Possible Action on the Appointment of a Personnel Search Committee

A motion was made by L. Easmon and seconded by R. Ike for the Bloomfield Board of Education to appoint all members of the Board of Education to the personnel search committee for the purposes of conducting a search for a Superintendent of Schools.

The motion was passed unanimously 5-0-0.

A motion was made by L. Easmon and seconded by R. Ike for the Bloomfield Board of Education to recess to a meeting of the personnel search committee.

The motion was passed unanimously 5-0-0.



The Board members recessed at 5:40 p.m. and returned to public session at 5:59 p.m.

4. Adjournment

At 5:59 p.m. a motion to adjourn was made by R. Ike and seconded by L. Easmon.

The motion passed unanimously 5-0-0.

J. Wilkerson, Secretary

J. Thompson, Ed. D., Superintendent



Board of Education Special Meeting

Wednesday, July 26, 2023 at 6:00 P.M.

Join Virtual Meeting via Zoom

<https://us02web.zoom.us/j/87397423511?pwd=UVgwdTc5blMzclNpOGxnOUZtRjVzd09>

Meeting ID: 873 9742 3511

Passcode: pDHC45

Dial-In Number: (929) 205-6099

Meeting ID: 873 9742 3511

Passcode: 279240

Attendance:

D. Harris, Chair	Present
H. Frydman, Vice Chair	Present
R. Ike	Present
T. Moore	Present
L. Easmon	Present
F. Bogle-Assegai	Present (<i>joined at 6:25 p.m.</i>)

Also Present: J. Thompson, Jr., Superintendent of Schools
 W. Guzman, Chief Operations Officer
 D. Nesmith, Assistant Superintendent of Accountability and Performance
 D. Moleti, Human Resource Coordinator
 D. Greco, Director of Accounting
 E. Pierce, District Grants Specialist
 L. Lamenzo, Director of School Improvement
 J. Titelbaum, District Data Systems Coordinator
 A.M. Cullinan, Curriculum Specialist
 S. Simpson, Director of Strategic Communications and Planning

1. Establishment of a Quorum and Call to Order

D. Harris determined a quorum was present and the Bloomfield Board of Education special meeting was called to order at 6:02 p.m.

2. Pledge of Allegiance

Attendees recited the Pledge of Allegiance.

3. New Business

A. Adoption of the 2023/2024 Revised Board of Education Budget

Dr. James Thompson, Jr., Superintendent presented a revised school district budget for fiscal year 2023-2024. The task of the Board of Education is to mitigate the \$1.3 million dollar budget reduction approved by the Bloomfield Town Council and to address the additional magnet school tuition expenses.

Dr. Thompson shared how the district worked to decrease the budget allocation and address a decrease in the Magnet School Tuition grant and increased magnet school tuition rates by updating health benefit costs, Special Education transportation costs, and insurance premium cost reductions.



Mr. William Guzman, Chief Operations Officer, provided further details of the mitigation efforts to reduce the budget by \$1.3 million dollars. Examples of these included the reductions in other post-employment benefits (OPEB), health insurance costs, Special Education transportation costs, staffing at Central Office, Worker's Compensation premium, and Auto/Property Liability premium.

Following the Board of Education approval of the budget, the district received notification of a reduction in the Magnet School Tuition grant and an increase in the CREC magnet school tuition rates. As a result, the district also had to mitigate an additional \$1.02 million reduction. The district will address the shortfall through grants, staffing adjustments, reduction in out-of-district placements, reduction in materials for the district, and a reevaluation of maintenance projects.

L. Easmon asked if any teachers will be eliminated. Dr. Thompson confirmed that teachers and Instructional Assistants will not be impacted. She further inquired what the four staff position reduction will entail. He noted they were positions that are vacant positions that will not be filled including a World Language teacher, Health teacher, and a Home-to-School Liaison. The fourth position is an Assistant Principal position that will be eliminated.

L. Easmon inquired about the maintenance projects. Mr. Guzman noted it includes some painting projects that will be postponed.

H. Frydman asked if there are any additional projects that will be postponed like the fire alarms. Mr. Guzman noted the fire alarms have been addressed. Mr. Frydman inquired about the Workman's Compensation premium and William Guzman noted that CIRMA, our shared provider with the Town of Bloomfield, provided a reduction.

T. Moore inquired about clarification regarding the staff reductions. He also asked if any grants can offset the budget reductions. Mr. Guzman noted that some grants cannot be used to supplant.

R. Ike inquired about the two positions at Central Office. It includes an Administrative Assistant and Custodial position. Mr. Ike also asked if the assistant principal will be laid off and Dr. Thompson noted they will fill a vacant certified teaching position.

A motion was made by H. Frydman and seconded by R. Ike for the Bloomfield Board of Education to approve the 2023-2024 revised Board of Education budget in the amount of \$51,772,311, as presented.

The motion passed unanimously 6-0-0.

B. 2022/2023 Budget Transfers

Mr. Guzman, Chief Operations Officer presented the budget transfers for fiscal year 2022-2023.



The transfers are presented to the Board of Education as per the requirements of Board Policy 3160. The transfers are needed to reconcile deficits and to balance the accounts for year-end budget in preparation for the end of school year report, the ED001 report. The ED001 report informs the state of district expenditures and the state uses this information to calculate grants.

F. Bogle-Assegai stated it would be useful to have a key to identify abbreviations and acronyms. In the future, she stated the Board would also like to see details on the “transferred from” column. D. Greco noted the report would be very long if the “transferred from” was included. This is the way the report has been presented in the past, but it was noted the information can be included going forward.

L. Easmon inquired how the district has \$1.6 million to move around. This \$1.6 million represents all accounts that have balances and these funds are being transferred to accounts that have shortfalls. It was noted by Mr. Guzman that the budget cannot be left with deficits and therefore the transfers are required.

H. Frydman inquired how much money is remaining in the 1% set aside account. Mr. Guzman noted just over \$500,000 and funds have to be used for facilities and maintenance. Mr. Guzman stated he will provide the exact amount to the Board of Education.

A motion was made by H. Frydman and seconded by R. Ike for the Bloomfield Board of Education to approve the proposed 2022-2023 budget transfers, as presented.

The motion passed unanimously 6-0-0.

4. Adjournment

Don Harris introduced Kim Dunbar who was selected by the Town Committee to replace Joseph Wilkerson. The Town Council will vote on the official placement of this vacant Board position.

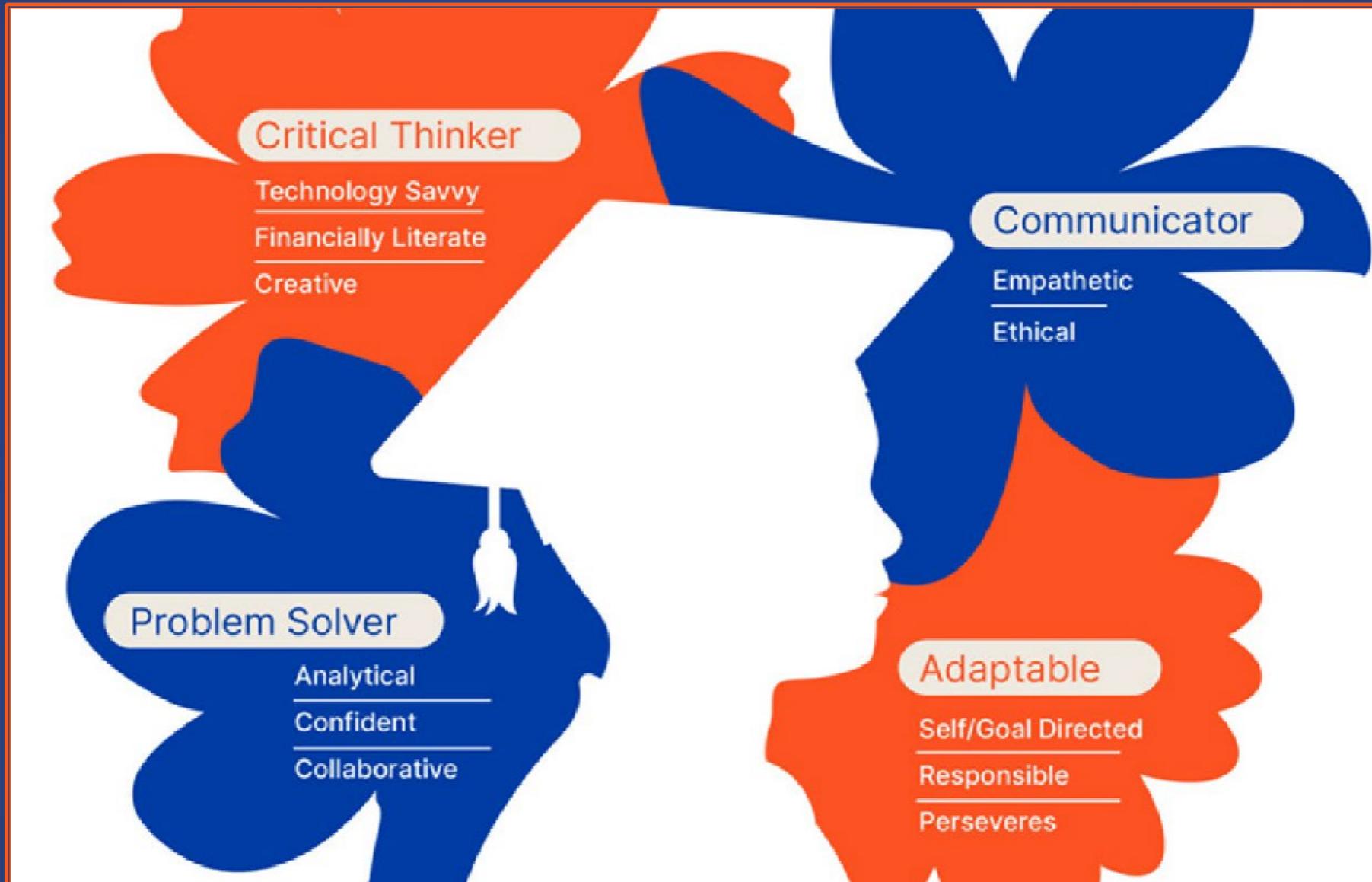
At 6:58 p.m. a motion to adjourn was made by R. Ike and seconded by L. Easmon.

The motion passed unanimously 6-0-0.

D. Harris, Chair

J. Thompson, Ed. D., Superintendent

Graduates In Bloom



Laurel Literacy Academy
September 19, 2023



*Jennifer Dwyer,
Principal, Laurel School*

*Lisa Lamenzo,
Director of School Improvement*

*Lynne Dumas,
First Grade Teacher*

*Darcy Schuster,
Second Grade Teacher*



Overview

Purpose

Update Board of Education on The Laurel Literacy Academy

Process

Review Implementation Plan and Action Steps

Payoff

Inform the Board of Education of PK-2 Early Literacy efforts



Laurel Literacy Academy Vision



Prepping Our Owlets for Flight

Foundations. Literacy. Inclusivity. Growth. Higher Expectations. Thinking.

The vision of the Laurel Literacy Academy is to prepare our students for **FLIGHT**, setting **high expectations** with **inclusive literacy experiences** while empowering teachers, leaders, and families with the **foundational** tools to **grow** students as readers, writers, speakers and **thinkers** in our global society.

Laurel Literacy Timeline

2022-23

- To develop a Literacy Academy Steering Committee
- To establish a clear vision and mission for the Literacy Academy
- To establish timelines for implementation of multiple phases
- To perform a self assessment and create action plan based on results
- Implement related professional learning
- Re-introduce in person community and family literacy events

2023-24

- Kick-Off Laurel Literacy Academy with ribbon cutting
- Implement active learning in centers
- Provide professional learning relevant to self-assessment results
- Re-establish and build community events and partnerships
- Brand Laurel Literacy Academy
- Implement communication plan to families and community
- Introduce new events/partnerships

2024-25

- Continue branding
- Broaden PLC learning and continue PD
- Expand partnerships and family engagement events
- Focus on making the Academy “living” in Laurel

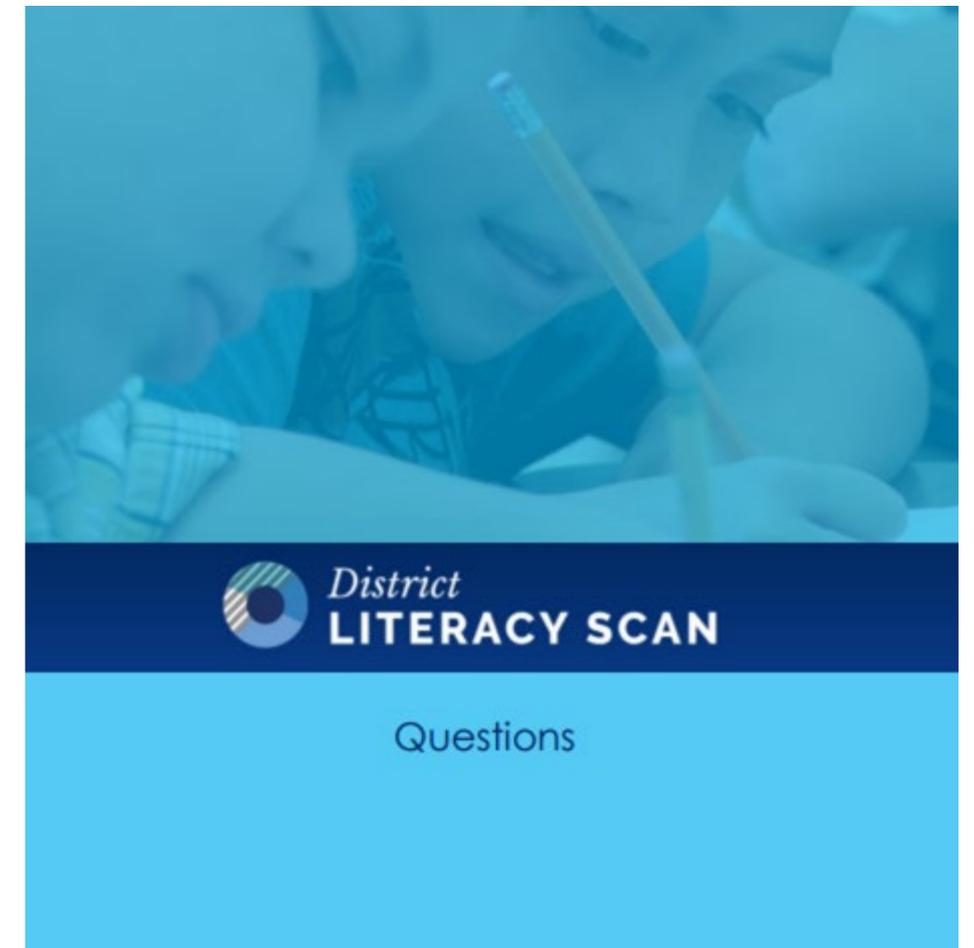
A Look Back 2022-23



- UCONN PK-3 Leadership Program
- Development of the district and level Laurel Literacy Academy Committee
- Selection and implementation of Literacy Scan
- Initiate United Way Partnership
- Conduct monthly Literacy Academy Leadership Committee Planning Sessions to:
 - Build vision of Laurel Literacy Academy
 - Conduct landscape analysis of Bloomfield's literacy partners
 - Plan and implement aligned professional development
 - Informed by Literacy Scan findings, develop action plans
 - Create branding
 - Produce consistent instructional frameworks

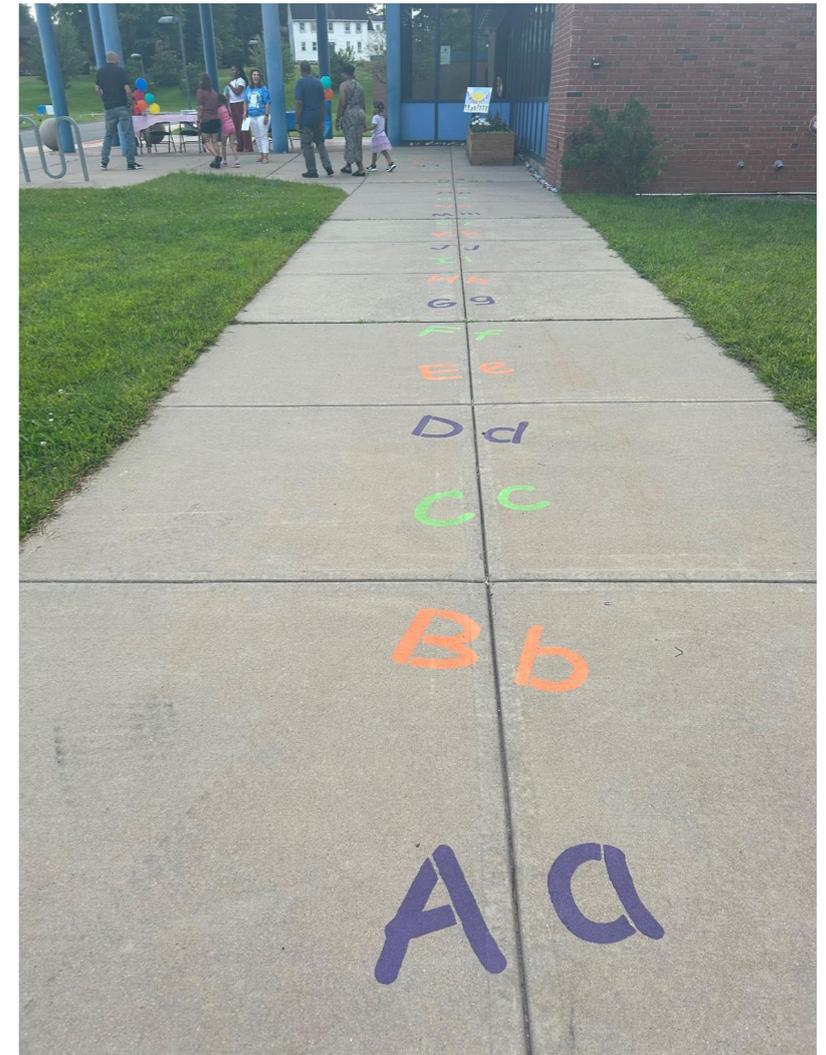
Literacy Scan

- Created by CSDE, ReadyCT, and Hill for Literacy and Literacy How
- **Purpose:** A tool to allow districts to self-assess current literacy practices and then collaborate as a team to improve literacy strategies. This tool also provides many relevant resources and examples that will help to implement effective literacy practices.
- **Process:** Administer scan across multiple years to track the progress of literacy implementation while simultaneously informing next steps.
- **Payoff:** Grounded in research, a systematic approach to planning, implementing and monitoring a PK-2 literacy model.



A Look Forward 2023-24

- Laurel Literacy Academy Ribbon Cutting- October 3rd, 2023
- Implement active learning model during centers relevant to data
- Re-establish and expand community partnerships
- Brand Laurel Literacy Academy
- Implement communication plan to families and community
- Introduce new events/partnerships
- Provide professional learning to staff:
 - CSDE Science of Reading Masterclass Cohort
 - CSDE ReadConn- *A K-3 Reading Skills Professional Learning Series*
 - mCLASS DIBELS Assessment



Community and Family Partnerships

- Mystery Readers
- Curriculum Nights
- Parent Partnership Nights
- CT Reading Partners
- Burger King
- United Way
- One Book, One School
- UCONN PenPals
- Prosser Library
- STEAM



Science of Reading (SOR) Masterclass

Statewide professional learning and coaching to develop local capacity for science of reading and components of comprehensive K-3 literacy instruction:

- Phonemic awareness
- Phonics
- Reading fluency
- Vocabulary development
- Listening and reading comprehension
- Language comprehension



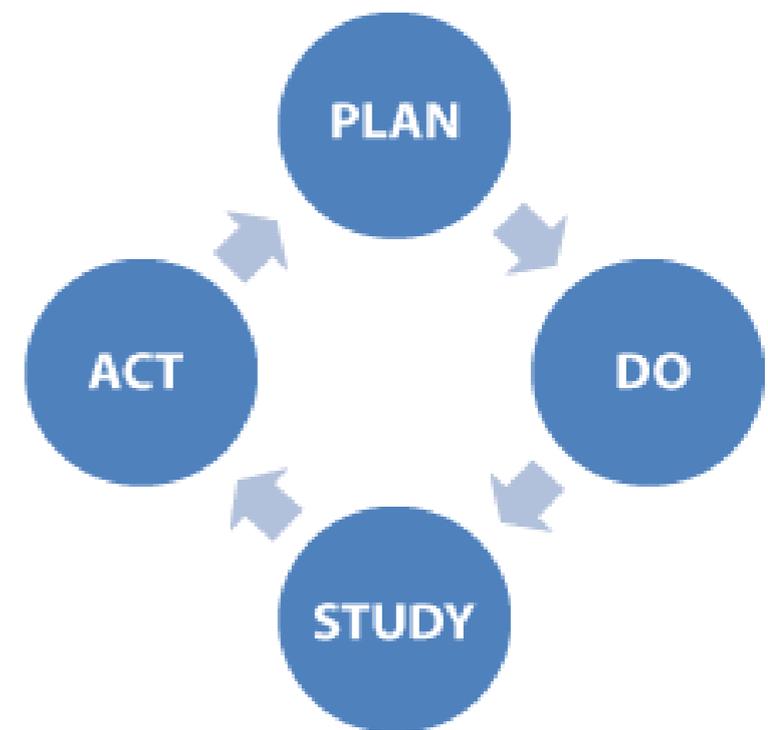
Science of Reading Masterclass Outcomes

- Established literacy as the priority and align systemic practices to support SOR
- Developed and implemented a SOR improvement plan including specific and measurable literacy goals in the areas of: (1) Leadership Systems and Structures (2) Assessment (3) Professional Learning (4) Tiered Instruction (5) Family Engagement
- Fidelity of SOR implementation (focus walks).
- Participated in multi-faceted professional learning to deepen knowledge and skills in SOR and aligned SOR practices: phonemic awareness, Phonics, reading fluency, vocabulary development, listening and reading comprehension, and language comprehension



Laurel Literacy Academy Key Levers

- Leadership
- Tiered Instructional Model/Curriculum
- Professional Development
- Assessment
- Family and Community Engagement
- Student Engagement
- Communication
- Transitions and Collaboration



Thank you



Graduates In Bloom



Apptegy
September 19, 2023



Desi Nesmith,
Assistant Superintendent

Lisa Lamenzo
Director of School Improvement



Overview

Purpose

To inform the Board of Education on the district's effort to strengthen communication

Process

Review website and mobile app features

Payoff

Strengthen and streamline communication to staff, students, family, and community



Why?



What?



• Website Redesign

• Creation of Mobile App

How?

2023 - 2024 Academic Calendar New Student Registration 🔍

 Bloomfield Public Schools ☰ MENU SCHOOLS ▾ TRANSLATE ▾



NEWS — LIVE FEED —





 about 9 hours ago, Stan Simpson

Important Reminder: All enrolled students in district will receive a free

How?

1



2

Chose Notification Settings and Preferences

Choose what notifications to get

BLOOMFIELD HIGH SCHOOL

Bloomfield High School

GLOBAL EXPERIENCE MAGNET SCHOOL

Global Experience Magnet Sc...

CARMEN ARACE MIDDLE SCHOOL

Carmen Arace Middle School

Save

3

Push Notifications

Send push notifications to subscriber groups in the app to drive your community back to the app.

School Sections

Enable users to drill down to view content for a specific school or set a default school.

The Info People Want

Provide easy, native access to the content and information your parents want most.



Who?

- Staff
- Students
- Families
- Board of Education
- Town Leaders
- Community Members
- Partner Organizations
- And so on....



Team Effort

- Central Office
- IT
- Principals
- Administrative Assistants
- Webmasters
- Staff
- Board of Education
- Families
- Students
- Community Partners

“the **single**
biggest **problem**
in **communication**
is the **illusion**
that it has taken
place.”

George Bernard Shaw

Thank you



IX.B.

Connecticut State Board of Education Hartford

To Be Proposed:
March 1, 2023

Resolved, That the State Board of Education, pursuant to Section 10-151d of the CT General Statutes, approves extending the Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* into the 2023-24 school year, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this first day of March, Two Thousand Twenty-Three.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

TO: State Board of Education

FROM: Charlene M. Russell-Tucker, Commissioner of Education

DATE: March 1, 2023

SUBJECT: Extending the Flexibilities for Implementing the *Connecticut Guidelines for Educator Evaluation 2017(Flexibilities)* into the 2023-24 School Year

Executive Summary

Introduction

This report provides the State Board of Education (SBE) with a rationale for the recommendation to extend the Flexibilities for Implementing the *Guidelines for Educator Evaluation and Support 2017* ([Guidelines 2017](#)) into the 2023-24 school year.

History/Background

In accordance with Governor Ned Lamont’s Executive Order 7C, the Connecticut State Department of Education (CSDE) provided flexibilities within the *Guidelines 2017* and Connecticut General Statute Section 151b for implementation in the 2020-21 school year. These flexibilities reflected the critical importance of the social and emotional learning and well-being of students and educators during the 2020-21 academic year, were revised for the 2021-22 school year, and were extended for the 2022-23 school year.

Pursuant to Connecticut General Statutes (C.G.S.) 10-151d, the CSDE reconvened the Educator Evaluation and Support 2022 Council (EES 2022), known in C.G.S. as the Performance Evaluation and Advisory Council (PEAC), to begin the process to develop revised Guidelines for educator evaluation and support to reflect the current context of education, vs. in 2012 when the initial CT Guidelines for Educator Evaluation were developed, the evolving and innovative best practices for teaching and leading in schools, and the impact of COVID 19 on CT’s schools, educators, students, and families. In addition to the CSDE and SBE representatives, who are non-voting members charged with organization, facilitation and partner engagement, the members of EES 2022 include:

- American Association of Colleges for Teacher Education – CT (AACTE-CT)
- American Federation of Teachers - CT (AFT-CT)
- CT Association of Boards of Education (CABE)
- CT Association of Public School Superintendents (CAPSS)
- CT Association of Schools (CAS)
- CT Association of School Administrators (CASA)
- CT Education Association (CEA)
- CT Federation of School Administrators (CFSA)
- Minority Teacher Recruitment (MTR) Policy Oversight Council
- Regional Educational Service Centers Alliance (RESC Alliance)

Information on the [Educator Evaluation and Support Council 2022](#) (EES 2022 Council) can be found on the webpage, which includes summaries of stakeholder feedback from CT educators and district Professional Development and Evaluation Committees (PDECs), best practices in educator evaluation and support from other states and Connecticut districts, research on educator evaluation and support, and processes used to develop guiding principles and key components of the revised *Guidelines 2017*.

Recommendation and Justification

The EES 2022 Council anticipated having revised Guidelines for Educator Evaluation and Support (Guidelines 2023) to propose to the State Board of Education (SBE) by early 2023, for implementation in the 2023-24 school year. This timeline has been extended to May 2023. This extended timeline is due to the commitment, engagement, and collaboration of EES 2022 Council members to ensure that the Guidelines 2023 will reflect best practices and professional learning for CT educators, resulting in improved outcomes for students.

On January 18, 2023, the EES 2022 Council reached consensus to recommend to the SBE extending the *Flexibilities* into the 2023-24 school year. This option will provide consistency for districts currently implementing the *Flexibilities*.

Therefore, the CSDE recommends that the SBE approve extending the *Flexibilities* into the 2023-24 school year. LEAs that choose to adopt these flexibilities must do so through the mutual agreement process of the PDEC and the local board of education. It is intended that districts adopt the *Flexibilities* for Implementing the *Guidelines 2017* in its entirety for the 2023-2024 school year.

Districts should follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the *Guidelines 2017* not described in the *Flexibilities*. Districts may also continue to fully implement their most recent CSDE educator evaluation and support plan.

Follow-up Activity

If the SBE approves the recommendations for extending the *Flexibilities* into the 2023-24 school year, the CSDE will notify LEAs immediately so that they may begin planning accordingly.

Prepared by: Sharon M. S. Fuller, Talent Office

Approved by: Shuana K. Tucker, Ph.D., Chief Talent Officer, Talent Office

**Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017
(Guidelines 2017) for the 2021-2022 School Year
May 11, 2021**

The CT State Department of Education (CSDE) is providing flexibilities to the fundamental requirements of the *CT Guidelines for Educator Evaluation 2017 (Guidelines)* for the 2021-22 school year. LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. It is intended that districts adopt the Flexibilities for Implementing the *Guidelines 2017* in its entirety for the 2021-2022 school year. Districts should follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the *Guidelines 2017* not described in the Flexibilities below.

Overview

As the impact of the COVID-19 pandemic will continue into the 2021-22 school year, a balanced approach to returning educators, staff and students back to in-person teaching and learning, and to support student and educator growth and improvement, will be necessary. As such, the Flexibilities for Implementing the [Guidelines 2017](#) for 2021-22 (*Flexibilities 2021-22*) prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for CT educators, in order to best meet the needs of students.

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals;
- addressing identified areas of need based on current data;
- performance skills in courses such as career technical trades, music, art, or physical education; or
- content-related standards.

Student Learning Indicators (45%)

Justification: As educators begin the new school year, following a year that has been very different from the traditional approach to teaching and learning, it is important for educators to focus on:

- supporting the wellness of the whole child;

- equitable learning opportunities for all students; and
- providing support to students who have challenges in attaining learning goals.

It is also important for school and district leaders to focus on supporting educators and staff, as well as to be supported, regarding their overall wellbeing and that of their staff.

Key Definitions

Holistic Indicators of Student Growth: Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement, etc.

Measures of Accomplishment: Measures of Accomplishment could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons;
or
- Measuring academic achievement of students.

Mutual Agreement: Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including, but not limited to, baseline performance data, district and/or school-based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

Teachers will develop one student learning goal with a minimum of two indicators, or measures of accomplishment, focused on:

- social and emotional learning for students;
- student engagement;
- engaging families;
- cultural responsiveness; or
- academic achievement.

While only one student learning goal is required, teachers are able to develop more than two indicators or measures of accomplishment to expand the areas of progress, growth, or accomplishment addressed through one SLO. Indicators or measures of accomplishment must be mutually agreed upon between the teacher and evaluator during the goal-setting process and could be demonstrated by implementation of school-wide, grade-level, or individual strategies.

Administrators will develop two student learning indicators, or measures of accomplishment, including, but not limited to:

- supporting the health, safety, and social and emotional well-being of staff and students;
- ensuring equity for the most vulnerable students and their families;
- mastery-based learning; or
- developing systematic approaches to incorporating social and emotional practices and/or culturally responsive practices into the teaching and learning process.

Indicators or measures of accomplishment could be demonstrated by implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.

Observation of Performance and Practice (40%)

Justification: As the social and emotional well-being of students and staff will be a priority during 2021-2022, it is recommended that observations of performance and practice, site visits, and reviews of practice/artifacts be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, the health and well-being of staff and students, and student learning.

Written feedback from observations should be based on evidence collected, and current CSDE-approved rubrics. Feedback should be formative in nature and include recommendations for growth and professional learning. Please reference the [At-a-Glance Crosswalks for Social and Emotional \(SEL\) Core Competencies, SEL Teaching Practices, and the CCT Rubric for Effective Teaching 2017 Alignment](#), as well as the [CT Learning Hub](#), that includes resources for social and emotional learning for students, student engagement, engaging families, cultural responsiveness, or academic achievement.

Observation Process for Teachers:

Key Definitions

Informal Observation: In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

Formal Observation: In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner

In-Class Observation: Observations of the interaction between educators and students in the learning environment most reflective of the educator's assignment. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent

observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

Reviews of Practice: Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

NOTE:

Non-Classroom Based Educators, who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. For first and second year teachers, and teachers on an improvement and remediation plan, a post-conference is recommended.

- A minimum of two informal observations and a minimum of one review of practice for teachers with more than two years of experience and who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers and teachers who demonstrated Developing or Below Standard practice during 2020-2021.

Evaluators are encouraged to provide additional opportunities to check in with staff regarding social and emotional well-being and support, and may implement additional observations and/or reviews of practice as needed.

Observation Process for Administrators:

Artifact reviews may replace one of the required site visits required in the *Guidelines 2017*.

- A minimum of two site visits and one artifact review for administrators with two or more years of experience and who were rated Proficient or Exemplary during the 2018-19 school year and/or maintained Proficient or Exemplary practice during 2020-2021.
- A minimum of three site visits and two artifact reviews, with additional site visits/artifact reviews, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2020-2021.

Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.

Stakeholder Feedback (10%)

Justification: Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students.

It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)

Flexibility is provided to districts, with consensus of their PDECs, to:

- follow their most recently approved CSDE-EESP, or
- for educators to focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:
 - social and emotional learning;
 - providing equitable learning opportunities for all students;
 - professional learning to improve practice;
 - professional learning communities; or
 - best practices for hybrid or remote learning.

4-Level Matrix Rating System

Summative ratings will be required for the 2021-2022 school year.

- End-of-year summative reviews shall include a teacher/administrator self-assessment, supporting documentation/artifact review and an end-of-year conference.
- Summative ratings shall be determined by:
 1. A holistic review of evidence in each component.
 2. Combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an **Outcomes Rating**.
 3. Combining educator practice and stakeholder feedback for a **Practice Rating**.
 4. Combining the **Outcomes Rating** and the **Practice Rating** to a **Final Rating** aligned to one of four performance designations (See Sample Summative Form Template attachment).
 - Exemplary
 - Proficient
 - Developing
 - Below Standard

Example: Teacher Holistic Rating



Example: Administrators Holistic Rating



- Districts shall report to their local or regional board of education the status of educator evaluations by June 1, 2022.
- The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2022.

Within the current rating system, districts may consider performance levels based on levels of engagement/implementation of strategies to accomplish goals.

Evaluation-based Professional Learning

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the potential for varied teaching and learning environments due to the monitoring of COVID-19 factors.

Individual Improvement and Remediation Plans

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative.



September 7, 2023

Dear Board of Education Members:

In appreciation of his substantial and impactful influence on Bloomfield High School and Bloomfield Public Schools spanning 50 years, the Bloomfield High School (BHS) Leadership team would like to honor Chairman Donald F. Harris, Jr. and his contributions by renaming the high school's gymnasium in his name.

As a student of BHS, Mr. Harris distinguished himself as an All-State, championship-caliber student-athlete in the early 1960's. As a professional, Mr. Harris thrived in leadership roles, including physical education teacher, basketball and soccer coach, athletic director, and BHS principal. His tenure in Bloomfield spanned 39 years, from 1967 to 2006.

During Mr. Harris' tenure of service to the families of Bloomfield, he influenced nationally renowned former BHS alumni, such as NFL great Dwight Freeney, WNBA basketball standout Nykesha Sales, and Tony-award-winning actress Anika Noni Rose.

Mr. Harris' education-leadership also spanned statewide. He is a past president of the Connecticut Association of Boards of Education, which bestowed him with its 2022 Philip S. Fenster Distinguished Service Award for lifetime commitment to public education. Mr. Harris is also a former president of the Capital Region Education Council board and a current member of the State Board of Education.

As a community member, Mr. Harris served the town in elected-leadership positions such as deputy mayor and, for the past 12 years, school board chair. His remarkable, longtime commitment to our community has earned him the nickname "Mr. Bloomfield."

Mr. Harris recently announced that he will not run for re-election to the school board, but that he will remain active in town, advocating for young people as he has done for generations. As he simply put it: "I love kids." The BHS Leadership team now seeks to commemorate Mr. Harris—or "Mr. Bloomfield"—in the most fitting way: renaming the BHS gymnasium in his honor.

Please approve naming the high school gymnasium in honor of Donald F. Harris, Jr.

Sincerely,

Jesse J. White III
Principal
Bloomfield High School