



BLOOMFIELD BOARD OF EDUCATION - BLOOMFIELD BOARD OF EDUCATION
REGULAR MEETING

Bloomfield Board of Education Regular Meeting AT Tuesday, April 16, 2024

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
L. Easmon
2. Pledge of Allegiance
L. Easmon
3. Opening Statement
F. Bogle-Assegai
4. Consent Agenda
L. Easmon
 - A. Approval of Minutes - Special Meeting - March 5, 2024 3
 - B. Approval of Minutes - Special Meeting - March 7, 2024 5
 - C. Approval of Minutes - Regular Meeting - March 12, 2024 8
5. Recognitions
 - A. Kay Fragomeni - Fellowship Recipient from Dalio Education and *Fund for Teachers*
B. Silver
6. Presentations
 - A. Student Representative Report - Bloomfield High School 16
L. Easmon
 - B. Updates on State Legislation
D. McCrory
7. Public/PTO Comment
L. Easmon
8. Superintendent's Report
 - A. Superintendent's Update
B. Silver
 - B. Financial Report - March 2024 30
D. Greco
9. Old Business
 - A. Policies for a Second Reading and Possible Adoption
B. Silver
 1. Exploitation; Sexual Harassment - Students - 5145.511 37
 2. Drug and Alcohol Free Workplace - Personnel - 4118.232 44



3.	Political Activities of School Employees - 1311.1	51
B.	Review and Possible Action on the Bloomfield Administrators Association Contract for July 1, 2023 - June 30, 2027 Attorney A. Crumbie	
10.	New Business	
A.	School to Career Office Update L. Lamenzo, J. White and C. Prescott	53
B.	Review and Possible Action on the District Increasing Educator Diversity Plan D. Moleti	67
C.	Review and Recommend Approval of the CT Grown for CT Kids Grant E. Pierce	88
11.	Board Comments L. Easmon	
12.	Adjournment L. Easmon	



Board of Education Special Meeting

Tuesday, March 5, 2024 at 7:00 P.M.

Hybrid Meeting

In person: Bloomfield Board of Education, Board Room

1133 Blue Hills Avenue

Bloomfield, CT 06002

Virtual: [Click here](#) to join the meeting via Zoom

Meeting ID: 844 8672 1925 Passcode: Rms59e

Attendance:

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

Also Present: B. Silver, Acting Superintendent
D. Nesmith, Assistant Superintendent for Accountability and Performance
L. Lamenzo, Director of School improvement
J. Titelbaum, District Data Systems Coordinator
W. Shepard-Bannish, Director of Student Support Services
E. Pierce, District Grants Specialist
D. Greco, Director of Accounting

1. Establishment of a Quorum and Call to Order

L. Easmon determined a quorum was present and the Bloomfield Board of Education Special Meeting was called to order at 7:01 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Public/PTO Comment

A. Public Comment on Superintendent's Proposed 2024-2025 Budget

Kenneth McClary, 8 Haviland Road, Bloomfield, CT

Mr. McClary stated he recently testified at the State in front of the Education Committee regarding the Magnet School tuition cap. This legislation caps the tuition costs for Bloomfield students enrolled in a magnet school program. The district will not be responsible for \$4,200 of the per student tuition charged for each student in excess of the 4%. He encouraged Bloomfield parents to contract their local representative to support this legislation as it has a significant impact on the Bloomfield Board of Education budget. He thanked the Acting Superintendent and members of the Board of Education for their collaborative efforts with the Town.



Kevin Gough, 5 Bear Ridge Drive addressed the Board of Education. He was a member of the Council for a number of years. He is very pleased to see the work of the Board of Education. He stated the Board is rising to the challenge and truly looking at the resources that we need to invest in and the impact to future generations. He commented that they are adding staff while enrollment is declining and he would like to see more information related to those trends.

Faith Wright, 24 Applewood Road, Bloomfield, CT

Ms. Wright joined the meeting virtually. She addressed the Board of Education and noted she has two children in the school system. She asked if there will be money in the budget for more security and other special education programming.

B. Board of Education Comments on the Superintendent's Proposed 2024-2025 Budget

The Board of Education had no comments.

4. Adjournment

At 7:13 p.m. a motion was made by H. Frydman and seconded by T. Moore.

The motion passed unanimously 6-0-0.

F. Bogle-Assegai, Secretary

B. Silver, Acting Superintendent



Board of Education Special Meeting

Thursday, March 7, 2024 at 7:00 P.M.

Hybrid Meeting

In person: Bloomfield Board of Education, Board Room

1133 Blue Hills Avenue

Bloomfield, CT 06002

Virtual: [Click here](#) to join the meeting via Zoom

Meeting ID: 867 7483 1202

Passcode: Wz6RCW

Attendance:

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

Also Present: B. Silver, Acting Superintendent
D. Nesmith, Assistant Superintendent for Accountability and Performance
L. Lamenzo, Director of School improvement
J. Titelbaum, District Data Systems Coordinator
E. Pierce, District Grants Specialist
D. Greco, Director of Accounting

1. Establishment of a Quorum and Call to Order

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

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. New Business

A. Review and Possible Action on the Bloomfield Administrators Association Contract for July 1, 2024 – June 30, 2027

A motion was made by T. Mack-Mohammed and seconded by H. Frydman to approve the tentative agreement between Bloomfield Board of Education and the Bloomfield Administrators Association for the period July 1, 2024 through June 30, 2027, as presented.

T. Moore shared concerns regarding the proposed BAA contract.



L. Easmon stated her disappointed that the Board of Education did not have the opportunity to be a part of the negotiations process. She noted she cannot support the contract without having the chance to provide input.

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

The motion did not pass 1-4-2.

4. New Business

A. Deliberation and Possible Action on the Superintendent’s Proposed 2024-2025 Budget

Dr. Bethany Silver, Acting Superintendent thanked the Board of Education for their input and the hard work the leadership team on the development of this budget.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Bloomfield Board of Education accept the Superintendent’s Proposed 2024-2025 Budget.

T. Moore thanked Dr. Silver and her team on preparing the budget. The Board worked together to make some tough decisions and the efforts of all is much appreciated.

L. Easmon echoed Mr. Moore’s comments for the hard work and putting the students first.

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

The motion passed unanimously 7-0-0.

5. Adjournment

At 7:07 p.m. a motion was made by H. Frydman and seconded by T. Moore.

The motion passed unanimously 7-0-0.



F. Bogle-Assegai, Secretary

B. Silver, Acting Superintendent



BLOOMFIELD BOARD OF EDUCATION – REGULAR MEETING

Tuesday, March 12, 2024 at 7:00 P.M.

Bloomfield Board of Education, Board Room

1133 Blue Hills Avenue

Bloomfield, CT 06002

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

Also Present: B. Silver, Acting Superintendent
D. Nesmith, Assistant Superintendent for Accountability and Performance
L. Lamenzo, Director of School improvement
J. Titelbaum, District Data Systems Coordinator
A. M. Cullinan, Curriculum Specialist
E. Pierce, District Grants Specialist
D. Greco, Director of Accounting
N. Carambelas, Director of Food Services
F. Macchi, Principal, Global Experience Magnet School
T. Ellis, Principal, Carmen Arace Middle School

1. Establishment of a Quorum and Call to Order

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

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Opening Statement

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

4. Consent Agenda

A motion was made by H. Frydman and seconded by K. Dunbar for the Bloomfield Board of Education to approve the consent agenda, as presented.

L. Easmon Aye
H. Frydman Aye
F. Bogle-Assegai Aye
K. Dunbar Aye
T. Mack-Mohammed Aye



T. Moore Aye
L. Simone Aye

The motion passed unanimously 7-0-0.

5. Presentations

A. Student Representative Report – Global Experience Magnet School

A student representative from Global Experience Magnet School (GEMS) shared a Power Point with the Board of Education. The student reported on recent events at GEMS including the NHS Induction Ceremony, guest visitors, family ice skating night, school spirit week and RSCO recruitment fair. GEMS students are also participating in winter sports programs including Ski Club and indoor football. The student representative also shared upcoming events including a college fair, family night events and student field trips.

K. Dunbar asked for additional information about esports.

B. Conservation, Energy and Environment Committee (CEEC)

Paula Jones, the Conservation, Energy and Environment Committee (CEEC) Chair and David Hager a CEEC member presented to the Board of Education. They noted that the CEEC is a committee appointed by the Town Council to investigate, evaluate and make recommendations relative to conservation needs, including energy and the Town’s physical environment.

The CEEC initiatives include:

- Climate energy resolution
- Town of Bloomfield Energy Plan
- “Safe Ways to School” programs
- Trees for Bloomfield
- The “garbage problem”
- Advocacy for wildlife
- Additional services and programs for residents include electronics recycling, document shredding, educational programs.

The committee is seeking more collaboration with the school district to work together on educational opportunities and student participation. It was also noted the CEEC worked on the electric bus initiative.

L. Simone shared that if community service hours are still required for graduation this would be an opportunity to collaborate with the high school.

H. Frydman thanked the CEEC for their presentation and noted he would like more information on the electric buses.

T. Mack-Mohammed was interested to hear more about how the district and Town could partner on some of these initiatives, particularly recycling.



F. Bogle-Assegai also shared interest for a partnership with school district.

6. Public/PTO Comment

No Public/PTO comments.

7. Superintendent's Report

A. Superintendent's Update

Dr. Bethany Silver, Acting Superintendent provided an update to the Board of Education on the following topics:

- March is Board of Education Appreciation Month
- Bloomfield SOAR students recognized for competing at History Day regional contest
- Second Annual Literacy Week – March 4-8, 2024
- Parent Teacher Conference
- Student Attendance
- Upcoming Board meetings

B. Financial Report – February 2024

Mr. Domenic Greco, Director of Accounting reported on the financials as of March 7, 2024. He noted that 1.46% or \$755,409 of the adopted budget has yet to be expended or encumbered.

Mr. Greco noted on the one-page summary report, major account 01 Certified Salaries, is over budget by \$254,000 and expects this to be zero by June 30, 2024 as all receivables will be booked.

He also noted account 08 Tuition which is over budget by \$4,000. He noted the district received revenue for the Excess Cost Grant. One additional payment is expected in May of 2024 and will eliminate the balance in sub-account 5630 Tuition, Private on page 4 of the 6-page report. Mr. Greco also noted the overage in sub-account 5690 Tuition, Magnet as the district had 11 more students than budgeted attend magnet schools.

L. Easmon inquired about the May Excess Cost Grant payment.

8. Old Business

A. Discussion and Possible Action on the School Based Health Centers

Dr. Bethany Silver, Acting Superintendent noted the Board of Education held a virtual informational session on Wednesday, January 31, 2024. Integrated Health Services shared information on School Based Health Centers, which operate as free standing medical clinics located within a school facility.

The proposed School Based Health Centers would be grant funded and provide primary care, dental care, social/emotional behavioral health services, and general health education. Integrated Health Services has applied for a \$500,000 grant, naming



Bloomfield schools as a partner. The grant would fund two School-Based Health Centers - one at Laurel Literacy Academy and one at Carmen Arace.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to support the application and implementation of school based health centers in partnership with Integrated Health Services, pending grant approval.

L. Easmon	Aye
H. Frydman	Aye
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 7-0-0.

A motion was made by H. Frydman and seconded by T. Mack-Mohammed for the Bloomfield Board of Education to add an agenda item to the regular meeting for the purpose of discussion on possible action on 2023-2024 academic calendar.

L. Easmon	Aye
H. Frydman	Aye
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 7-0-0.

Ms. Easmon added this as agenda item B. under Old Business.

B. Discussion and Possible Action and the 2023-2024 Academic Calendar

Dr. Silver noted a Presidential Primary will be held on Tuesday, April 2, 2024. Due to many schools being polling locations and out of an abundance of caution, it was recommended to close schools on April 2, 2024 with the exception of Wintonbury Early Childhood Magnet School.

L. Easmon inquired if it would impact graduation dates and Dr. Silver confirmed it would not.

A motion was made by H. Frydman and seconded by T. Mack-Mohammed for the Bloomfield Board of Education to approve the revised 2023-2024 academic calendar, as presented.



L. Easmon	Aye
H. Frydman	Aye
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 7-0-0.

9. New Business

A. Family and Community Engagement Office Update

Ms. Lisa Lamenzo, Director of School Improvement and Ms. Anjane Wright, District Coordinator of Extended Learning and Family and Community Engagement presented on the efforts to enhance family and community engagement for Bloomfield Public Schools.

The initiatives of the Office of Family and Engagement were shared. These include:

- Welcome Center
- Family Workshop Series and Events
- Transition Week
- Attendance Campaign
- Extended Learning Opportunities and Enrichment

H. Frydman inquired about the attendance campaign.

L. Simone stated she was impressed with engagement programs and asked about marketing of these.

K. Dunbar commented on the Welcome Center and attendance at family workshops.

F. Bogle-Assegai thanked the presenters for sharing information and inquired about partnerships and number of students participating in the DNA program.

L. Easmon inquired how the Welcome Center is booked and utilized. It was noted that family registrations take priority for use of this room at Central Office but will be available for future booking.

B. Review and Possible Action on the Proposed 2024-2025 Academic Calendar

The proposed 2024-2025 calendar was presented to the Board of Education by Dr. Bethany Silver, Acting Superintendent.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to approve the 2024-2025 academic calendar, as presented.



L. Easmon	Aye
H. Frydman	Aye
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 7-0-0.

C. Review and Recommend Approval of the 2024-2025 Healthy Food Certification Statement

Nicholas Carambelas, Director of Food Services presented the Healthy Food Certification to the Board of Education. He noted that due to recent staffing changes the state required a motion by the Board of Education to appoint new signers for the submission of food service claims.

Mr. Carambelas also presented the annual Health Food Certification which requires Board of Education approval.

H. Frydman shared concerns regarding food waste and better nutrition of school provided meals. Mr. Carambelas shared with the Board training that has taken place since his appointment as the Director of Food Services along with future goals and partnerships to enhance food services.

T. Mack-Mohammed thanked Mr. Carambelas for providing information and also shared comments relative to the service of school meals.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to authorize Dr. Bethany Silver and Mr. Domenic Greco to be given access to the Child Nutrition Program online system to submit the claims to the Connecticut State Department of Education.

L. Easmon	Aye
H. Frydman	Aye
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 7-0-0.

A motion was made by H. Frydman and seconded by T. Moore, pursuant to C.G.S. Section 10-215f, the Bloomfield Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State



Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

L. Easmon	Aye
H. Frydman	Abstain
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 6-0-1.

A motion was made by H. Frydman and seconded by K. Dunbar for the Bloomfield Board of Education to allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

L. Easmon	Aye
H. Frydman	Abstain
F. Bogle-Assegai	Aye
K. Dunbar	Aye
T. Mack-Mohammed	Aye
T. Moore	Aye
L. Simone	Aye

The motion passed unanimously 6-0-1.

10. Board Comments

L. Simone is excited for the Welcome Center and is will bring many resources for Bloomfield families and encourages the district to continue marketing.

T. Moore noted it was a very good meeting and he is very proud of the district.



T. Grant-Mohammed encouraged the district to look at marketing strategies to share school highlights and events. She also noted her pride for the students recognized tonight. She would like to see the Board of Education meetings more accessible to the public.

K. Dunbar noted the presentation by the CEEC and future collaborations is very exciting. She is happy to the grand opening of the Welcome Center and to honor student achievement this evening.

F. Bogle-Assegai encouraged the public to attend the Board of Education meetings and provide comments. She thanked the members of the CEEC for presenting at the meeting. She also noted that it is wonderful to see student successes outside the district.

H. Frydman stated the Welcome Center is wonderful. He is excited to see how students and the CEEC can collaborate. He also noted that BATV can be a helpful marketing tool for the district.

L. Easmon acknowledged those celebrating Ramadan. She thanked everyone for presenting and Paul Jones from the CEEC for considering a partnership with the district. She congratulated the students who placed 4th at the History Day competition. She also noted that student success is more than just test scores and looks forward to changing peoples' perception of the school district.

11. Adjournment

At 9:05 p.m. a motion to adjourn was made by H. Frydman and seconded by F. Bogle-Assegai.

The motion passed unanimously 7-0-0.

F. Bogle-Assegai, Secretary

B. Silver, Acting Superintendent



Bloomfield Public Schools | Raising the Bar is Taking us Far



WE ARE

BLOOMFIELD HIGH SCHOOL





BHS Team Competes in OTIS Made to Move Competition



The “We Are The Change Team” Addressed The Issue of Making Green Spaces More Inclusive Through a STEAM Lens



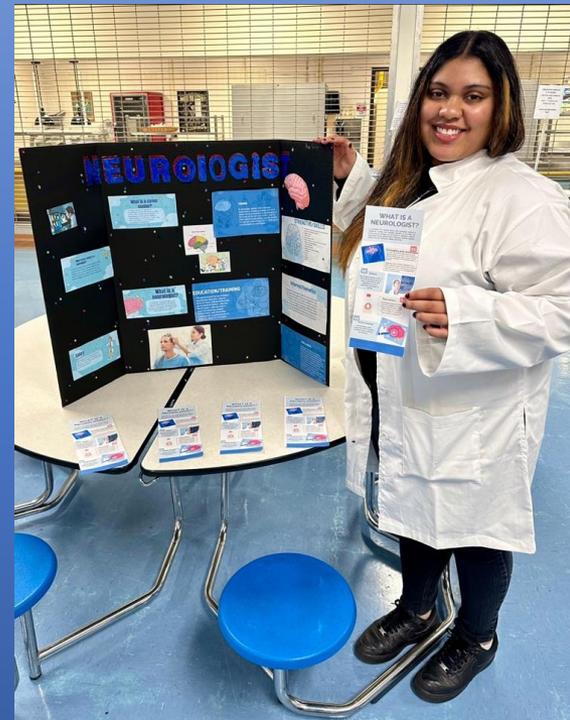
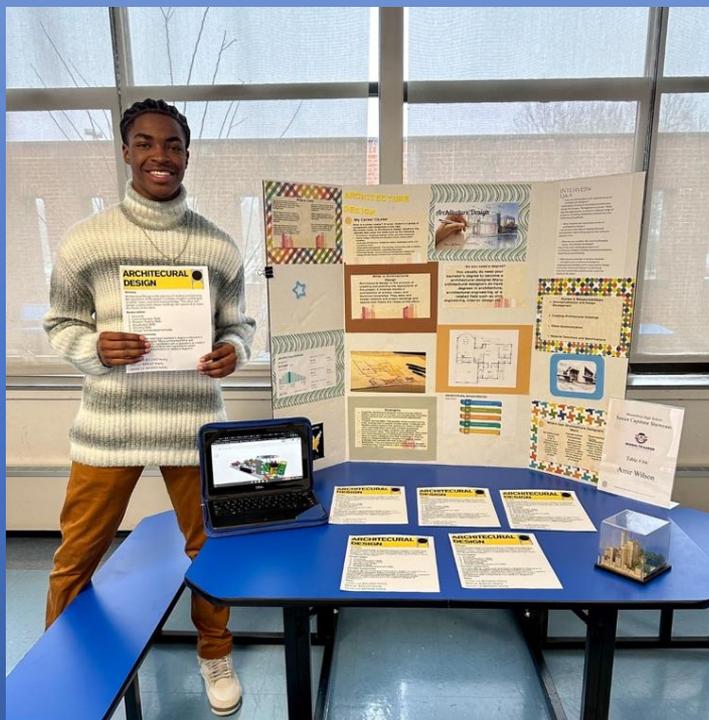
BHS Student-Athletes Take Part In Read Across Connecticut



BHS Student-Athletes Answer Questions From
CAMS and CAIS Students About High School



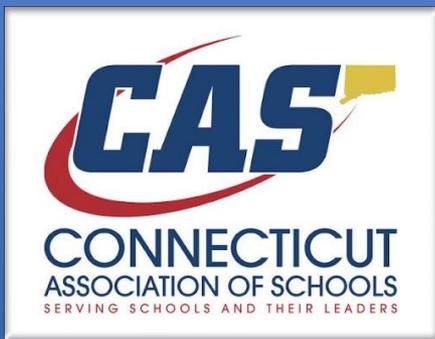
BHS Seniors Present Capstone Projects



Students Researched and Presented Their Chosen Career



BHS Seniors Jalyn Santana and Chelsea Coleman Awarded 2024 CAS Outstanding Arts Award





BHS Students Take An Enriching Trip To The Center For Education, Simulation, and Innovation at Hartford Hospital



Explored Cutting Edge Technology and Immersive Learning Environments



BHS Boys Basketball Team Makes It To Quarterfinals of Tier II State Tournament



Congratulations on Another Great Season!



BHS Hosts Career Workshops



- Finance Professionals From Connecticut Children's Medical Center
- Professor of Allied Health at The University of Connecticut
- Distinguished Nurse and Case Manager at Hartford Hospital



BHS Track Student-Athletes Named All State



Honored at All State Banquet at The Aqua Turf



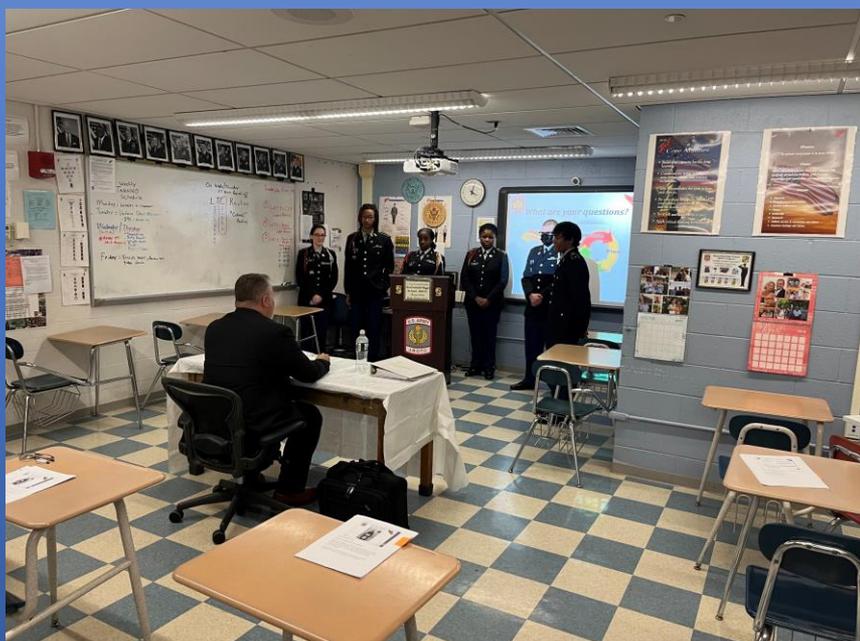
BHS Junior Charles Fennell Chosen By CAS-CIAC To Participate in National Student Leadership Summit



Will Represent Connecticut In The
2024 National Federation of High Schools Event



BHS' JROTC Program Aces Comprehensive Inspection From US Army Cadet Command



Wins Drill and Color Guard Competition Against Hillhouse High School



BHS Hosts Unified Sports Basketball Tournament





BHS Track Athletes Compete at Nike Indoor Nationals



- Saphyr Brown Places 1st in Freshman Long Jump
- 4x4 Relay Places 1st in Emerging Elite 4x4
- Breydon Evans Places 2nd in Freshman Long Jump
- Ja'Mari Manson Places 5th in Championship High Jump
- Jessie Singleton Places 6th in Emerging Elite Triple Jump



Coming up at BHS

- April 17, 2024: National Honor Society Induction Ceremony – 1:00 p.m. in BHS Library Media Center
- April 24, 2024: Kevin Moses Memorial Scholarship Annual Luncheon – All 3 Lunch Waves at BHS
- May 8-16, 2024: AP Exams
- May 8, 2024: French & Spanish Honor Society Induction Ceremony – 6:00 p.m. in BHS Auditorium
- May 16, 2024: Senior Prom at The Riverview, Wheatogue: 7:00 – 11:00 p.m.
- June 11, 2024: Class of 2024 Commencement Ceremony at Phil Rubin Stadium: 5:00 p.m.

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

Account Number / Description	Revised budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
01 CERTIFIED SALARIES	\$15,800,198.00	\$10,772,402.54	\$5,163,827.08	\$(136,031.62)	\$0.00	\$(136,031.62)	(0.86)%
02 NON-CERTIFIED SALARIES	\$8,402,736.00	\$5,801,577.80	\$2,198,143.57	\$403,014.63	\$0.00	\$403,014.63	4.79%
03 EMPLOYEE BENEFITS	\$11,301,428.00	\$8,416,388.46	\$2,731,815.86	\$153,223.68	\$0.00	\$153,223.68	1.35%
04 CONTRACTED SERVICES	\$2,196,419.00	\$1,590,481.33	\$469,933.84	\$136,003.83	\$0.00	\$136,003.83	6.19%
05 PUPIL TRANSPORTATION	\$3,963,095.00	\$3,136,454.17	\$771,000.23	\$55,640.60	\$358.31	\$55,282.29	1.40%
06 INSURANCE	\$198,997.00	\$198,414.00	\$580.00	\$3.00	\$0.00	\$3.00	0.00%
07 COMMUNICATIONS	\$127,886.00	\$79,046.13	\$29,260.90	\$19,578.97	\$0.00	\$19,578.97	15.30%
08 TUITION	\$7,496,966.00	\$3,319,222.67	\$4,202,588.89	\$(24,845.56)	\$50,539.32	\$(75,384.88)	(0.33)%
09 OTHER PURCHASED SERVICES	\$76,038.00	\$44,607.46	\$10,495.74	\$20,934.80	\$0.00	\$20,934.80	27.53%
10 SUPPLIES	\$377,813.00	\$275,524.99	\$40,068.81	\$62,219.20	\$0.00	\$62,219.20	16.46%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,556,115.00	\$938,622.47	\$582,102.75	\$35,389.78	\$0.00	\$35,389.78	2.27%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$52,800.00	\$32,501.97	\$3,929.53	\$16,368.50	\$0.00	\$16,368.50	31.00%
13 EQUIPMENT	\$73,543.00	\$36,313.40	\$2,002.00	\$35,227.60	\$685.00	\$34,542.60	47.90%
14 MISCELLANEOUS	\$148,277.00	\$122,293.54	\$10,278.67	\$15,704.79	\$4,939.00	\$10,765.79	10.59%
GRAND TOTAL	\$51,772,311.00	\$34,763,850.93	\$16,216,027.87	\$792,432.20	\$56,521.63	\$735,910.57	1.53%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
1110 SALARIES, TEACHER	\$13,349,905.00	\$8,867,344.97	\$4,590,799.09	\$(108,239.06)	\$0.00	\$(108,239.06)	(0.81)%
1115 SALARIES, ADMIN	\$2,450,293.00	\$1,905,057.57	\$573,027.99	\$(27,792.56)	\$0.00	\$(27,792.56)	(1.13)%
01 CERTIFIED SALARIES	\$15,800,198.00	\$10,772,402.54	\$5,163,827.08	\$(136,031.62)	\$0.00	\$(136,031.62)	(0.86)%
1210 SALARIES, PROFESSIONAL STAFF	\$410,862.00	\$300,237.22	\$135,386.42	\$(24,761.64)	\$0.00	\$(24,761.64)	(6.02)%
1215 SALARIES, JROTC	\$116,100.00	\$54,668.76	\$49,018.02	\$12,413.22	\$0.00	\$12,413.22	10.69%
1220 SALARIES, TUTOR	\$320,420.00	\$224,411.24	\$46,653.63	\$49,355.13	\$0.00	\$49,355.13	15.40%
1230 SALARIES, PARA	\$1,875,366.00	\$1,248,962.47	\$564,046.07	\$62,357.46	\$0.00	\$62,357.46	3.32%
1235 SALARIES, NURSES	\$405,659.00	\$245,868.11	\$103,824.80	\$55,966.09	\$0.00	\$55,966.09	13.79%
1240 SALARIES, CLERICAL	\$1,493,621.00	\$1,095,372.28	\$439,024.02	\$(40,775.30)	\$0.00	\$(40,775.30)	(2.72)%
1244 SALARIES, CLERICAL CAO	\$87,796.00	\$65,305.32	\$18,646.71	\$3,843.97	\$0.00	\$3,843.97	4.37%
1246 SALARIES, CLERICAL OFF INSTR LEAD.	\$6,516.00	\$6,515.04	\$0.00	\$0.96	\$0.00	\$0.96	0.01%
1250 SALARIES, BUSINESS OFFICE	\$554,372.00	\$399,594.21	\$143,645.29	\$11,132.50	\$0.00	\$11,132.50	2.00%
1255 SALARIES, TECHNICAL SUPPORT	\$357,766.00	\$267,602.33	\$80,436.62	\$9,727.05	\$0.00	\$9,727.05	2.71%
1257 SALARIES, RESIDENCY OFFICER	\$76,763.00	\$58,945.61	\$17,817.39	\$0.00	\$0.00	\$0.00	0.00%
1260 SALARIES, CUSTODIAN	\$1,431,274.00	\$970,682.35	\$369,012.92	\$91,578.73	\$0.00	\$91,578.73	6.39%
1265 SALARIES, MAINTENANCE	\$667,682.00	\$487,742.24	\$169,114.54	\$10,825.22	\$0.00	\$10,825.22	1.62%
1270 SALARIES, MONITOR	\$240,263.00	\$161,609.08	\$53,175.28	\$25,478.64	\$0.00	\$25,478.64	10.60%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
1275 SALARIES, CROSSING GUARD	\$39,187.00	\$22,746.54	\$8,341.86	\$8,098.60	\$0.00	\$8,098.60	20.66%
1280 SALARIES, SUPPORT	\$26,433.00	\$18,310.88	\$0.00	\$8,122.12	\$0.00	\$8,122.12	30.72%
1290 OVERTIME, SUPPORT	\$292,656.00	\$173,004.12	\$0.00	\$119,651.88	\$0.00	\$119,651.88	40.88%
02 NON-CERTIFIED SALARIES	\$8,402,736.00	\$5,801,577.80	\$2,198,143.57	\$403,014.63	\$0.00	\$403,014.63	4.79%
2100 HEALTH INSURANCE	\$7,061,864.00	\$4,706,343.31	\$2,304,422.15	\$51,098.54	\$0.00	\$51,098.54	0.72%
2150 LIFE INSURANCE	\$241,987.00	\$171,328.05	\$61,708.43	\$8,950.52	\$0.00	\$8,950.52	3.69%
2170 INSURANCE BUY-OUT	\$67,566.00	\$50,133.00	\$17,100.00	\$333.00	\$0.00	\$333.00	0.49%
2200 SOCIAL SECURITY	\$1,258,066.00	\$872,166.65	\$334,795.64	\$51,103.71	\$0.00	\$51,103.71	4.06%
2300 PENSION	\$1,452,987.00	\$1,426,372.29	\$0.00	\$26,614.71	\$0.00	\$26,614.71	1.83%
2310 OPEB - MEDICAL	\$731,416.00	\$731,416.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2410 SEVERANCE	\$115,050.00	\$115,049.80	\$0.00	\$0.20	\$0.00	\$0.20	0.00%
2500 COURSE REMUNERATION	\$40,000.00	\$20,130.00	\$6,139.00	\$13,731.00	\$0.00	\$13,731.00	34.32%
2600 UNEMPLOYMENT COMP	\$46,342.00	\$38,329.36	\$7,650.64	\$362.00	\$0.00	\$362.00	0.78%
2700 WORKERS' COMP	\$285,150.00	\$285,120.00	\$0.00	\$30.00	\$0.00	\$30.00	0.01%
2800 PERSONAL PROPERTY LOSS - DISTRICT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
03 EMPLOYEE BENEFITS	\$11,301,428.00	\$8,416,388.46	\$2,731,815.86	\$153,223.68	\$0.00	\$153,223.68	1.35%
0141 TUITION	\$52,000.00	\$12,494.44	\$13,505.56	\$26,000.00	\$0.00	\$26,000.00	50.00%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2023 - 6/30/2024	Expenses YTD 7/1/2023 - 6/30/2024	Encumbrances 7/1/2023 - 6/30/2024	Balance Before Req's Sub. 7/1/2023 - 6/30/2024	Submitted Requisitions 7/1/2023 - 6/30/2024	Balance After Req's Sub	Percent Remaining 7/1/2023 - 6/30/2024
3100 ADMIN SERVICES	\$50,039.00	\$36,091.71	\$7,501.70	\$6,445.59	\$0.00	\$6,445.59	12.88%
3200 PROF EDUCATIONAL SERVICES	\$1,017,397.00	\$792,079.59	\$176,439.51	\$48,877.90	\$0.00	\$48,877.90	4.80%
3260 TESTING	\$112,121.00	\$86,285.39	\$14,899.00	\$10,936.61	\$0.00	\$10,936.61	9.75%
3300 PROF DEVELOPMENT	\$14,473.00	\$47.10	\$0.00	\$14,425.90	\$0.00	\$14,425.90	99.67%
3400 OTHER PROF SERVICES	\$168,085.00	\$107,400.61	\$60,051.94	\$632.45	\$0.00	\$632.45	0.37%
3500 TECHNICAL SERVICES	\$193,215.00	\$191,426.06	\$6,180.00	\$(4,391.06)	\$0.00	\$(4,391.06)	(2.27)%
3520 COPIER COSTS	\$102,454.00	\$60,238.72	\$28,496.72	\$13,718.56	\$0.00	\$13,718.56	13.38%
4009 PURCH SERV NON-PUBLIC HEALTH SVCS	\$55,696.00	\$38,987.20	\$16,708.80	\$0.00	\$0.00	\$0.00	0.00%
4300 MAINTENANCE & REPAIR	\$39,409.00	\$8,517.30	\$23,531.53	\$7,360.17	\$0.00	\$7,360.17	18.67%
4310 PURCHASED SERVICES BUILDINGS	\$353,030.00	\$241,471.62	\$103,560.67	\$7,997.71	\$0.00	\$7,997.71	2.26%
4320 VEHICLE MAINTENANCE & REPAIR	\$38,500.00	\$15,441.59	\$19,058.41	\$4,000.00	\$0.00	\$4,000.00	10.38%
04 CONTRACTED SERVICES	\$2,196,419.00	\$1,590,481.33	\$469,933.84	\$136,003.83	\$0.00	\$136,003.83	6.19%
5100 TRANSPORTATION, PUPIL	\$3,906,242.00	\$3,124,424.99	\$756,478.53	\$25,338.48	\$358.31	\$24,980.17	0.64%
5820 FIELD TRIPS	\$56,853.00	\$12,029.18	\$14,521.70	\$30,302.12	\$0.00	\$30,302.12	53.29%
05 PUPIL TRANSPORTATION	\$3,963,095.00	\$3,136,454.17	\$771,000.23	\$55,640.60	\$358.31	\$55,282.29	1.40%
5200 PROPERTY/LIABILITY INSURANCE	\$178,534.00	\$177,951.00	\$580.00	\$3.00	\$0.00	\$3.00	0.00%
5290 OTHER INSURANCE	\$20,463.00	\$20,463.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

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BOE EXPENDITURE REPORT BY OBJECT

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06 INSURANCE	\$198,997.00	\$198,414.00	\$580.00	\$3.00	\$0.00	\$3.00	0.00%
5300 TELEPHONE	\$69,450.00	\$46,242.95	\$22,529.06	\$677.99	\$0.00	\$677.99	0.97%
5310 POSTAGE	\$28,754.00	\$22,348.26	\$1,289.51	\$5,116.23	\$0.00	\$5,116.23	17.79%
5400 ADVERTISING	\$3,633.00	\$2,898.00	\$0.00	\$735.00	\$0.00	\$735.00	20.23%
5500 PRINTING	\$26,049.00	\$7,556.92	\$5,442.33	\$13,049.75	\$0.00	\$13,049.75	50.09%
07 COMMUNICATIONS	\$127,886.00	\$79,046.13	\$29,260.90	\$19,578.97	\$0.00	\$19,578.97	15.30%
5600 TUITION, PUBLIC	\$4,192,774.00	\$1,837,343.67	\$2,251,051.20	\$104,379.13	\$50,539.32	\$53,839.81	2.48%
5630 TUITION, PRIVATE	\$1,243,280.00	\$622,203.00	\$655,475.99	\$(34,398.99)	\$0.00	\$(34,398.99)	(2.76)%
5690 TUITION, MAGNET	\$2,060,912.00	\$859,676.00	\$1,296,061.70	\$(94,825.70)	\$0.00	\$(94,825.70)	(4.60)%
08 TUITION	\$7,496,966.00	\$3,319,222.67	\$4,202,588.89	\$(24,845.56)	\$50,539.32	\$(75,384.88)	(0.33)%
5810 STAFF TRAVEL	\$44,162.00	\$30,581.12	\$10,218.76	\$3,362.12	\$0.00	\$3,362.12	7.61%
5814 CONFERENCES & MEETINGS	\$31,876.00	\$14,026.34	\$276.98	\$17,572.68	\$0.00	\$17,572.68	55.12%
09 OTHER PURCHASED SERVICES	\$76,038.00	\$44,607.46	\$10,495.74	\$20,934.80	\$0.00	\$20,934.80	27.53%
6110 INSTRUCTIONAL SUPPLIES	\$249,657.00	\$175,512.05	\$28,589.44	\$45,555.51	\$0.00	\$45,555.51	18.24%
6115 OFFICE SUPPLIES	\$33,517.00	\$20,449.68	\$5,500.32	\$7,567.00	\$0.00	\$7,567.00	22.57%
6116 LIBRARY / AV SUPPLIES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
6117 COMPUTER SUPPLIES	\$7,000.00	\$2,771.60	\$1,106.95	\$3,121.45	\$0.00	\$3,121.45	44.59%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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6120 SOFTWARE	\$66,037.00	\$65,679.91	\$0.00	\$357.09	\$0.00	\$357.09	0.54%
6900 OTHER SUPPLIES	\$21,352.00	\$11,111.75	\$4,872.10	\$5,368.15	\$0.00	\$5,368.15	25.14%
10 SUPPLIES	\$377,813.00	\$275,524.99	\$40,068.81	\$62,219.20	\$0.00	\$62,219.20	16.46%
6125 FACILITY SUPPLIES	\$121,905.00	\$85,489.50	\$16,579.22	\$19,836.28	\$0.00	\$19,836.28	16.27%
6130 FACILITY MATERIALS	\$94,850.00	\$63,592.14	\$30,405.86	\$852.00	\$0.00	\$852.00	0.89%
6200 HEAT	\$430,151.00	\$230,296.19	\$199,854.81	\$0.00	\$0.00	\$0.00	0.00%
6220 ELECTRICITY	\$816,094.00	\$503,222.37	\$298,170.13	\$14,701.50	\$0.00	\$14,701.50	1.80%
6290 WATER SERVICES	\$89,715.00	\$52,622.27	\$37,092.73	\$0.00	\$0.00	\$0.00	0.00%
7200 BUILDING IMPROVEMENTS	\$3,400.00	\$3,400.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,556,115.00	\$938,622.47	\$582,102.75	\$35,389.78	\$0.00	\$35,389.78	2.27%
6410 TEXTBOOKS	\$47,134.00	\$30,422.21	\$3,869.27	\$12,842.52	\$0.00	\$12,842.52	27.24%
6420 LIBRARY BOOKS, PERIODICALS	\$916.00	\$499.95	\$0.00	\$416.05	\$0.00	\$416.05	45.42%
6430 PROF BOOKS	\$4,750.00	\$1,579.81	\$60.26	\$3,109.93	\$0.00	\$3,109.93	65.47%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$52,800.00	\$32,501.97	\$3,929.53	\$16,368.50	\$0.00	\$16,368.50	31.00%
7300 NEW EQUIPMENT	\$15,736.00	\$5,427.22	\$0.00	\$10,308.78	\$0.00	\$10,308.78	65.51%
7320 REPLACEMENT EQUIPMENT	\$41,443.00	\$14,522.43	\$2,002.00	\$24,918.57	\$685.00	\$24,233.57	60.12%
7340 COMPUTER EQUIP	\$16,364.00	\$16,363.75	\$0.00	\$0.25	\$0.00	\$0.25	0.00%

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BOE EXPENDITURE REPORT BY OBJECT

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13 EQUIPMENT	\$73,543.00	\$36,313.40	\$2,002.00	\$35,227.60	\$685.00	\$34,542.60	47.90%
8100 DUES & FEES	\$46,993.00	\$41,850.00	\$300.00	\$4,843.00	\$0.00	\$4,843.00	10.30%
8800 ATHLETIC PROGRAMS	\$81,526.00	\$71,016.51	\$3,614.35	\$6,895.14	\$4,939.00	\$1,956.14	8.45%
8900 STUDENT ACTIVITIES	\$19,758.00	\$9,427.03	\$6,364.32	\$3,966.65	\$0.00	\$3,966.65	20.07%
14 MISCELLANEOUS	\$148,277.00	\$122,293.54	\$10,278.67	\$15,704.79	\$4,939.00	\$10,765.79	10.59%
GRAND TOTAL	\$51,772,311.00	\$34,763,850.93	\$16,216,027.87	\$792,432.20	\$56,521.63	\$735,910.57	1.53%

**RE: Exploitation; Sexual Harassment
Students**

Approved: June 13, 2017

Revised:

Sexual Abuse Prevention and Education Program

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the, child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse - a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Program

The Bloomfield Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and

assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing teachers instructional modules that may include, but not be limited to:
 - a. Training regarding the prevention and identification of, and response to, child sexual abuse and assault, and
 - b. Resources to further student, teacher and parental awareness regarding child sexual abuse and the prevention of such abuse and assault.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Reporting Child Sexual Abuse and Sexual Assault

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Connecticut General Statutes §17a-101q, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements

pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

Legal Reference: Connecticut General Statutes
17a-101q Statewide sexual abuse and assault awareness and prevention program.
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.
PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children.

**RE: ~~Exploitation; Sexual
Harassment Students~~**

Approved: ~~June 13, 2017~~

~~Sexual abuse prevention and education program~~

~~The Bloomfield school district ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the school norms with regards to sexual abuse and assault. This requires the efforts of the entire staff.~~

~~Therefore, the Bloomfield public schools shall develop a comprehensive child abuse program with the goal of informing students and staff about child sexual abuse and assault awareness.~~

~~The program shall include, but is not limited to:~~

- ~~1. Adopting a child abuse and assault awareness curriculum to provide age-appropriate information to teach students between appropriate and inappropriate conduct in situations where child sexual abuse or assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault;~~
- ~~2. Providing students with resources and referrals to handle these potential dangerous situations;~~
- ~~3. Providing students access to available counseling and educational support;~~
- ~~4. Providing mandatory training to all district staff to ensure they are fully informed on:
 - ~~A. The warning signs of sexual abuse and sexual misconduct involving a child,~~
 - ~~B. Mandatory reporting requirements,~~
 - ~~C. School district policies, and~~
 - ~~D. Establishing and maintaining professional relationships with students, available resources for children affected by sexual abuse, sexual assault or misconduct.~~~~

**RE: ~~Exploitation; Sexual Harassment~~
Students**

Approved: ~~June 13, 2017~~

- ~~5. Methods for increasing teacher, student, and parent awareness of issues regarding sexual abuse of children; and~~
- ~~6. Permitting students to opt from participating in classroom instructions regarding sexual abuse and sexual assault upon receipt by the Principal or his/her designee of a written request from the student's parent/guardian. Such request shall be sufficient to exempt the student from such program in its entirety or from portions of it so specified by the parent/guardian.~~

~~Students, parent/guardians, teachers and school staff and school volunteers shall be provided information, at a minimum on an annual basis, on the District's policy and procedures against sexual abuse and assault. The information shall include evidence-based methods of preventing sexual abuse and assault, as well as how to effectively identify and respond to sexual abuse and incidents within the scope of the school.~~

~~The District shall utilize existing resources, including but not limited to, student support services staff (e.g. school social workers, school counselors, school psychologists) to assist in providing sexual abuse and assault intervention and prevention training.~~

Reporting Child Sexual Abuse and Assault

~~In furtherance of C.G.S. 17a-101 et. seq., and its purpose, the Board of Education requires ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.~~

~~Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), has been sexually abused or assaulted to report such cases in accordance with the law, Board policy, and administrative regulations.~~

**RE: ~~Exploitation; Sexual Harassment~~
~~Students~~**

Approved: ~~June 13, 2017~~

~~A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but no later than twelve (12) hours after the reporter has reasonable cause to suspect the child has been abused. In addition, the mandated reporter shall inform the Building Principal or his/her designee that he/she will be making such a report. Not later than forty-eight (48) hours of making the oral report, the mandated reporter shall file a written report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24-hour Child Abuse and Neglect Hotline at 1-800-842-2288 for the purpose of making such oral reports.)~~

~~The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's sexual abuse or assault; (5) the approximate date and time the sexual abuse occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the sexual abuse or assault came to be known to the reporters; (8) the name of the person(s) suspected to be responsible for causing such abuse; (9) the reasons such person or persons are suspected of causing such abuse; (10) any information concerning any prior cases in which such person or persons have been suspected of such action; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.~~

~~If the report of sexual abuse involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of children and Families or by a law enforcement agency.~~

~~The Board of Education recognizes that the Department of children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused a student. Not later than five (5) working days after an investigation of child abuse by a school employee has been completed, DCF is required to notify the Superintendent and the State Department of Education of the investigation's results.~~

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

POLICY **No. 5145.511(d)**

RE: ~~Exploitation; Sexual Harassment~~
Students

Approved: ~~June 13, 2017~~

~~If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.~~

LEGAL REFERENCE:

~~Connecticut General Statutes P.A. 14-196, An Act Concerning A State Wide Sexual Abuse And Assault Awareness Program.~~

**RE: DRUG AND ALCOHOL FREE Workplace
Personnel – Certified/Non-Certified**

Adopted: Summer 2000

Approved: 10/6/2015

Revised:

The Board Of Education (Board) is concerned with maintaining a safe and healthy working and learning environment for all staff and students. The board recognizes the importance of maintaining an environment for its staff and students that is drug and alcohol free. Reasonable steps will be taken to create a safe workplace free from the effects of alcohol, second-hand smoke and drug abuse.

Employees must abide by the terms of this policy as a condition of employment. This policy is adopted in accordance with state law and the drug free workplace act.

Definitions

“Cannabis” means marijuana which includes all parts of a plant or species of the genus cannabis, whether growing or not, and including its seeds and resin; its compounds, manufactures, salts, derivatives, mixtures, and preparations; and cannabimon, cannabimol, cannabidiol (cbd), and similar compounds unless derived from hemp as defined in federal law. The definition of marijuana also include any product made using hemp, as defined in state law, with more than 0.3% total THC concentration on a dry-weight basis, manufactured cannabinoids, and certain synthetic cannabinoids.

“Cannabis product” is cannabis in the form of a cannabis concentrate or a product that contains cannabis, which may be combined with other ingredients, and is intended for use or consumption.

“Cannabis concentrate” is any form of concentration extracted from cannabis, such as extracts, oils, tinctures, shatter, and waxes.

“Medical marijuana product” is cannabis that (1) dispensary facilities and hybrid retailers exclusively sell to qualifying patients and caregivers and (2) the department of consumer protection (DCP) designates on its website as reserved for sale to those individuals.

“Manufactured cannabinoid” means cannabinoids naturally occurring from a source other than marijuana that are similar in chemical structure or physiological effect to cannabinoids derived from marijuana, but that are derived by a chemical or biological process.

“Workplace” means the site for the performance of work done, which includes work done in connection with a federal grant. The workplace includes any district building or property; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; and off-district property during any school-sponsored or school-

approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction/supervision of the district, which could also include work on a federal grant.

“School-sponsored activity” means any activity sponsored, recognized, or authorized by the board and includes activities conducted on or off school property.

“Drug” is defined as

“Controlled substances” which includes all forms of narcotics, depressants, stimulants, hallucinogens, steroids, and cannabis (including products made with or infused with these substances) whose sale, purchase, transfer, use, or possession is prohibited or restricted by state or federal law;

“Synthetic cannabinoids” which include drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness; and
Illegal substances.

“Prescription drugs” means drugs which are used in the course of medical treatment and have been prescribed and authorized for use by a licensed medical practitioner/physician or dentist, other than marijuana (cannabis) and marijuana-related substances.

“Smoking” means the burning of a cigarette, cigar, pipe or other similar device that contains in whole or in part, cannabis or hemp, in addition to tobacco.

“Electronic nicotine delivery system” for purposes of this policy means an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid.

“Vapor product” means any product that employs a heating element, power source, electronic circuit or other electronic, chemical, or mechanical means to produce a vapor that may or may not include nicotine and is inhaled by the product’s user.

“Under the influence” means any noticeable use, any detectable level of drugs or alcohol in the employee’s blood or urine or any noticeable or perceptible impairment of the employee’s mental or physical faculties.

“Criminal drug statute” means any criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance.

I. Prohibited behavior

To help maintain a drug-free school, community, and workplace, the following conduct is strictly prohibited of all district employees and volunteers. An employee who violates this

policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the board.

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids;
- B. Manufacturing, selling, delivering, soliciting, consuming, using, possessing, or transmitting alcohol in any amount or in any manner on district property or a district workplace at any time while students are under the supervision of the district, or when involved as an employee in a district activity on or off school district property;
- C. Unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance in a district workplace;
- D. Using the workplace, district property or the staff member's position within the district to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids;
- E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids in a manner that is illegal or which impairs job performance or poses a hazard to the safety and welfare of the employee, the public, the students, or other employees; and
- F. Smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the board of education, or during the course of any trip sponsored by the board or under the supervision of the board or its authorized agent.

II. Use Of Prescription Drugs

- A. Employees are permitted to use prescription drugs on school property, or during the conduct of board business, that have been prescribed by a licensed medical practitioner. Such drugs shall be used only as prescribed. In addition, employees shall not possess prescription drugs for the purpose of sale or distribution.
- B. However, the board, in compliance with C.G.S. 21a-408a through 408q, prohibits the palliative use of marijuana on school property, at a school-sponsored event, or during the conduct of board business. Employees are prohibited from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during the work day.

III. Smoking

- A. The board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), and the use of tobacco products on school property or at any school-sponsored activity. This ban applies to any area of the workplace and outside within 25 feet of a doorway, operable window or air intake vent.
- B. The workplace smoking ban also applies to cannabis, hemp, and e-cigarette use, involving cannabis.
- C. Smoking, including cannabis, will be permitted in a situation in which a classroom

is used during a smoking or e-cigarette demonstration that is part of a medical or scientific experiment or lesson.

- D. The district will not make accommodations for an employee or be required to allow an employee to perform his/her duties while under the influence of cannabis or allow the employee to possess, use or otherwise consume cannabis while performing his/her employment duties.

IV. Notification Requirements

- A. Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with his/her superior, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.
- B. As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute. Such notification will be provided no later than five (5) days after such conviction. The district will inform the federal granting agency within ten (10) days of such conviction, regardless of the source of the information.
- C. District employees are directed to report any suspected violation of this policy to an administrator or directly to the superintendent of schools or his/her designee. The superintendent or designee will investigate the allegation and meet with the alleged violator.
- D. All employees will be notified of this policy on a yearly basis and instructed to recognize that compliance is mandated.
- E. This policy shall be made known to prospective employees prior to employment.

V. Disciplinary Action Upon Violation of Policy

- A. Disciplinary action will include, at a minimum, a letter of reprimand and may include, but is not limited to suspension or termination from employment.
- B. The board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction.
- C. Should district employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the superintendent shall notify the appropriate state or federal agency from which the district receives contract or grant monies of the employee's conviction within ten (10) days after receiving notice of the conviction.
- D. The district may notify law enforcement agencies regarding a staff member's

district deems appropriate.

VI. Employee Assistance

In order to make employees aware of dangers of drug and alcohol abuse, and to provide an employee with the opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs, the district will:

- A. Provide each employee with a copy of this district drug and alcohol-free workplace policy;
- B. Post notice of the drug and alcohol-free workplace policy in a place where other information for employees is posted;
- C. Make available materials from local, state, and national anti-drug and alcohol-abuse organizations;
- D. Enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to district employees;
- E. Provide information about benefits available under the board's group medical plan for treatment;
- F. Establish a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace,
 - Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - The penalties that the district may impose upon employees for violations of this policy.

CBD products (optional) Employees are prohibited from possessing or using any product with cannabidiol (CBD), whether derived from hemp or cannabis, regardless of the amount of THC in the product or to the extent to which it is legal or illegal under state law.

Legal reference: Connecticut General Statutes
P.A. 21-1 (June Spec. Session) An Act Concerning Responsible And Equitable Regulation Of Adult-Use Cannabis
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. 1308.11-1308.15 drug-free workplace act of 1988, 41 U.S.C. §701 ET. Seq.
Drug-Free Schools and Community Act, P.L. 99-570, As Amended By P.L. 101-226.
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101-71187 (as amended by title IV – 21st century schools) drug-free workplace act, 30 ILCS 580/1 ET. Seq.
Drug-free workplace requirements for federal grant and recipients 41 U.S.C. 8103.

PURPOSE

~~The purpose of this policy is to establish a workplace which is free of the effects of alcohol and free from drug abuse. By accomplishing this purpose, the Board also seeks to ensure a safe, healthy working environment for all employees and to reduce absenteeism, tardiness and other job performance problems which may be caused by alcohol and/or drug abuse. This policy is adopted in accordance with the Drug Free Workplace Act.~~

STATEMENT OF POLICY

~~Employees shall not be involved with the unlawful manufacture, distribution, possession, or use of an illegal drug, controlled substance or alcohol and shall not be under the influence of such substances while on Board premises or while conducting Board business on or off Board premises. Any employee who discovers illegal drugs or alcohol on Board premises shall notify the Superintendent or his/her designee who shall investigate the matter.~~

~~An employee must report any conviction under a criminal drug statute for violations occurring on or off Board premises while on Board business, to the Superintendent or his/her designee within five (5) days after the conviction. The Board will notify any agency awarding a grant to the Board of such conviction, within ten (10) days thereafter.~~

~~Employees shall only use prescription drugs on Board premises which have been prescribed by a licensed medical practitioner, and such drugs shall be used only as prescribed.~~

~~Violations of this policy may result in disciplinary action, up to and including possible termination of employment.~~

EMPLOYEE ASSISTANCE

~~In appropriate circumstances, the Board shall provide an employee with an opportunity for rehabilitation in overcoming addiction to, dependence upon, or other problem with alcohol or drugs.~~

~~An employee who feels he or she has developed an addiction to, dependence upon, or other problem with alcohol or drugs, is encouraged to seek assistance. Certain benefits for alcoholism or drug addiction are provided under the Board's group medical insurance plan. An employee may be given an opportunity to participate in a rehabilitation program which requires absence from work for bona fide treatment. Such absence may be charged to the employee's accrued and unused sick leave, subject to the provisions of the employee's collective bargaining agreement and/or any applicable Board policies and regulations.~~

~~Any request for assistance with a drug or alcohol problem will be treated as confidential and only those persons "needing to know" will be made aware of such request.~~

Legal Reference: ~~Drug-Free Workplace Act, 102 Stat. 4305-4308.~~

~~Drug-Free Schools and Community Act, P.L. 99-570, as amended
by
P.L. 101-226 (1991)~~

~~21 U.S.C. 812, Controlled Substances Act, I through V,~~

~~202. 21 C.F.R. 1300.11 through 1300.15 regulation~~

~~54 Fed. Reg. 4946 (1989)~~

~~Connecticut General Statutes~~

~~19a-342 Smoking prohibited in certain places~~

RE: Political Activities of School Employees**Approved:**

School district employees are encouraged to assume the obligations of full political citizenship. The Board recognizes that school property and school time are paid for by all the people of the District, and should not be used for partisan political purposes, except as provided for in policies pertaining to the use of school facilities by civic and political organizations.

Political activities must be confined to the hours away from school and employees may not be released from their regular duties and hours for political activity. In the classroom, teachers must put aside their personal and partisan political beliefs, and activities and constantly strive to give a balanced presentation of issues. Further, employees shall engage in no political activities on school premises during school hours.

Prohibited activities include the posting of political circulars or petitions, collection or solicitation of campaign funds, solicitations for campaign workers, the use of students in writing or addressing campaign materials, and the distribution of campaign materials to students on District property or during school time in any manner which would indicate that a school employee is using a position in the school to further personal partisan views on candidates for public office or questions of public property. Teachers and other District employees will not attempt to influence students concerning political party affiliations and will not praise or denigrate any particular political party.

Subject to the above limitations, Board employees may take part in the management, affairs, or campaign of any political party.

A Board employee may run for elective municipal or state office and continue in the employment of the Board.

Employees who hold elective public office may be granted released time for the performance of official duties related thereto provided such released time:

1. Does not affect the ability of the employee to meet job requirements;, and
2. There is no cost factor in excess of budgeted expenses during staff absences to the Bloomfield Public Schools for granting such released time.

The granting of released time for this purpose shall be determined by the Superintendent or designee. This decision shall be final and not appealable.

At the Superintendent or designee's discretion, in collaboration with the employee's supervisor, a flexible or alternate work schedule can be approved to accommodate time for the performance of official duties. A flexible/alternate work schedule is not considered an entitlement, or a benefit, and is neither a universal employee right nor a universal employee benefit.

A flexible work schedule for elected officials is not appropriate for all employees and positions, nor all employees in the same or similar jobs, and shall be considered on a case-by-case basis by the Superintendent and designees. In the case where a role is not eligible for a flexible or alternate schedule, the employee could still access release time if the release time does not affect the ability of the employee to meet job requirements and when there is no cost to the district.

Employees approved for a flexible/alternate work schedule must comply with all District policies and administrative regulations/procedures including contracts and work schedules, and meet all evaluation performance standards.

Nothing in this policy will be interpreted as prohibiting teachers from conducting appropriate activities that encourage students to become involved in the political processes of the party of the students' choice or as independents; nor does it prohibit the use of political figures as resource persons in the classrooms.

Legal Reference: Connecticut General Statutes

7-421 Political activities of classified municipal employees.

7-421b Limitation on restriction of political rights of municipal employees.

9-369b Explanatory text relating to local questions.

10-156e Employees of boards of education permitted to serve as elected officials; exception.

10-239 Use of school facilities for other purposes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

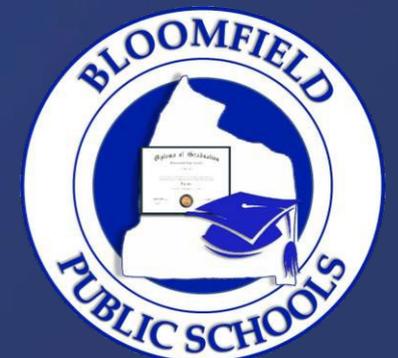
Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Equal Access Act, 20 U.S.C. ss 4071-4074

Graduates In Bloom



Board of Education
School to Career Office Update
Tuesday, April 16, 2024



Lisa Lamenzo,
Director of School Improvement

Jesse White,
Bloomfield High School Principal

Chris Prescott,
School to Career Specialist



Overview

Purpose

Provide Board of Education with a *School to Career Office* update

Process

Presentation of this year's efforts, as well as upcoming opportunities

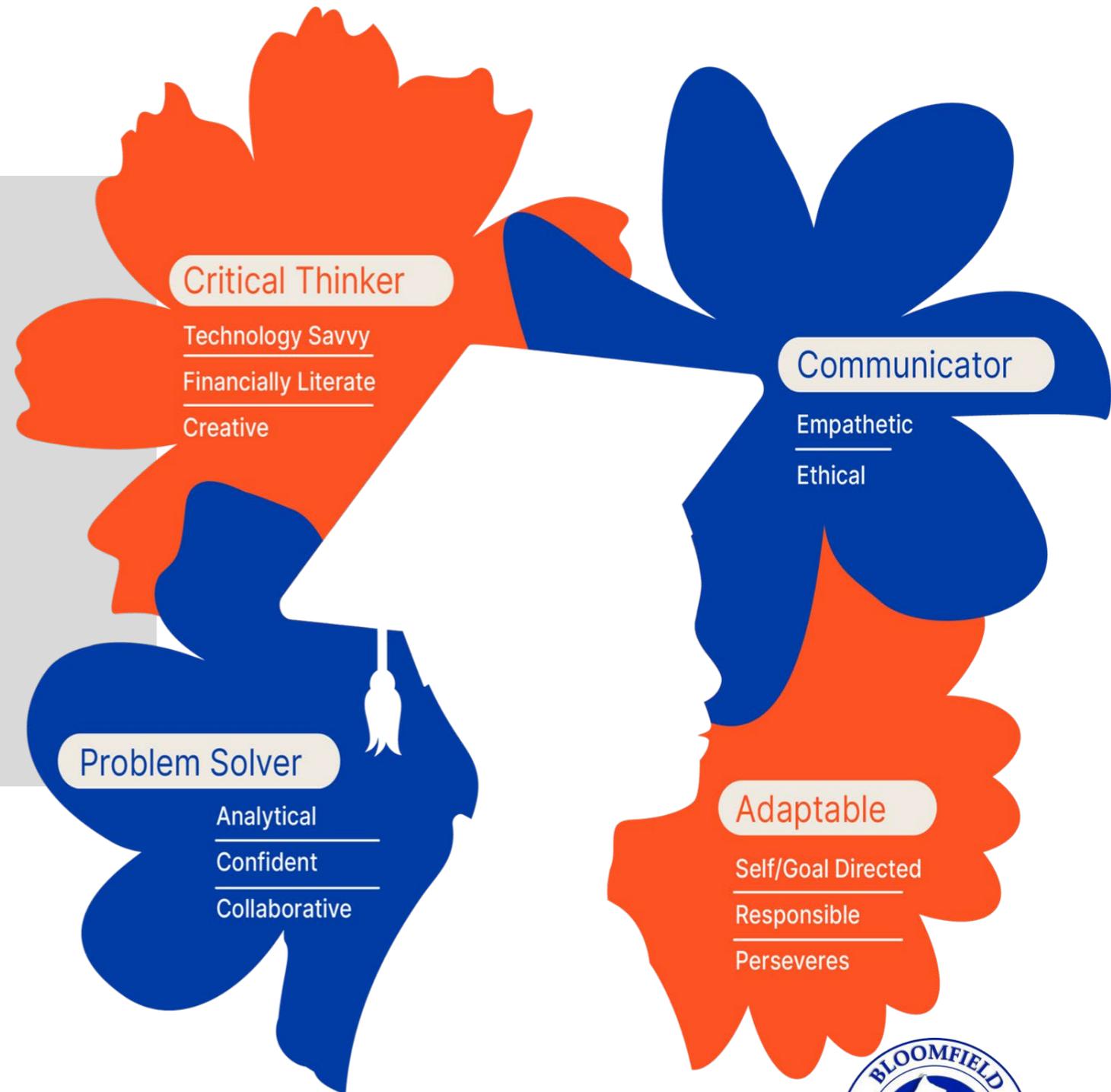
Payoff

Board of Education will be informed of district initiatives within Bloomfield Public Schools



Agenda

- Mission and Scope
- Career Planning
- Summer Internships
- Certified Nursing Assistant Program
- Communication and Marketing
- Expanding Partnerships



Mission and Scope



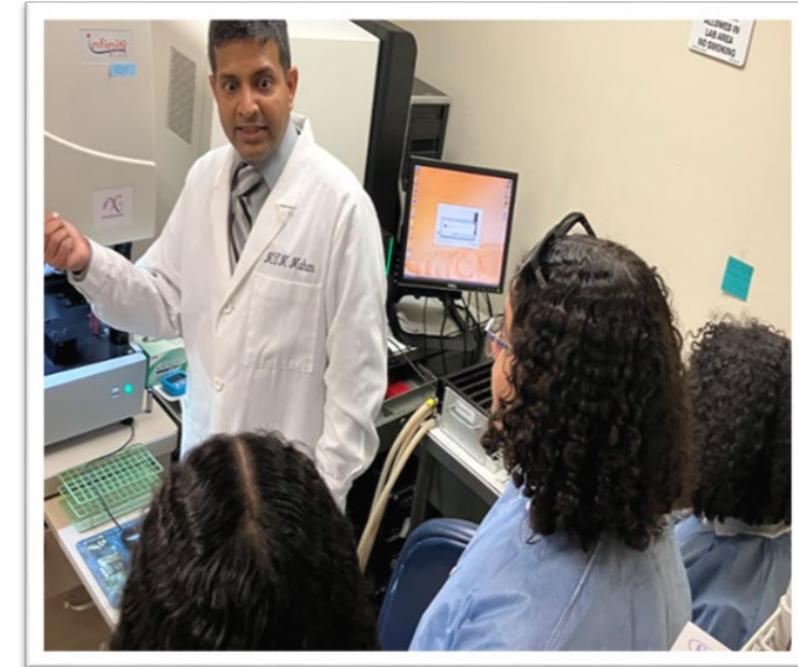
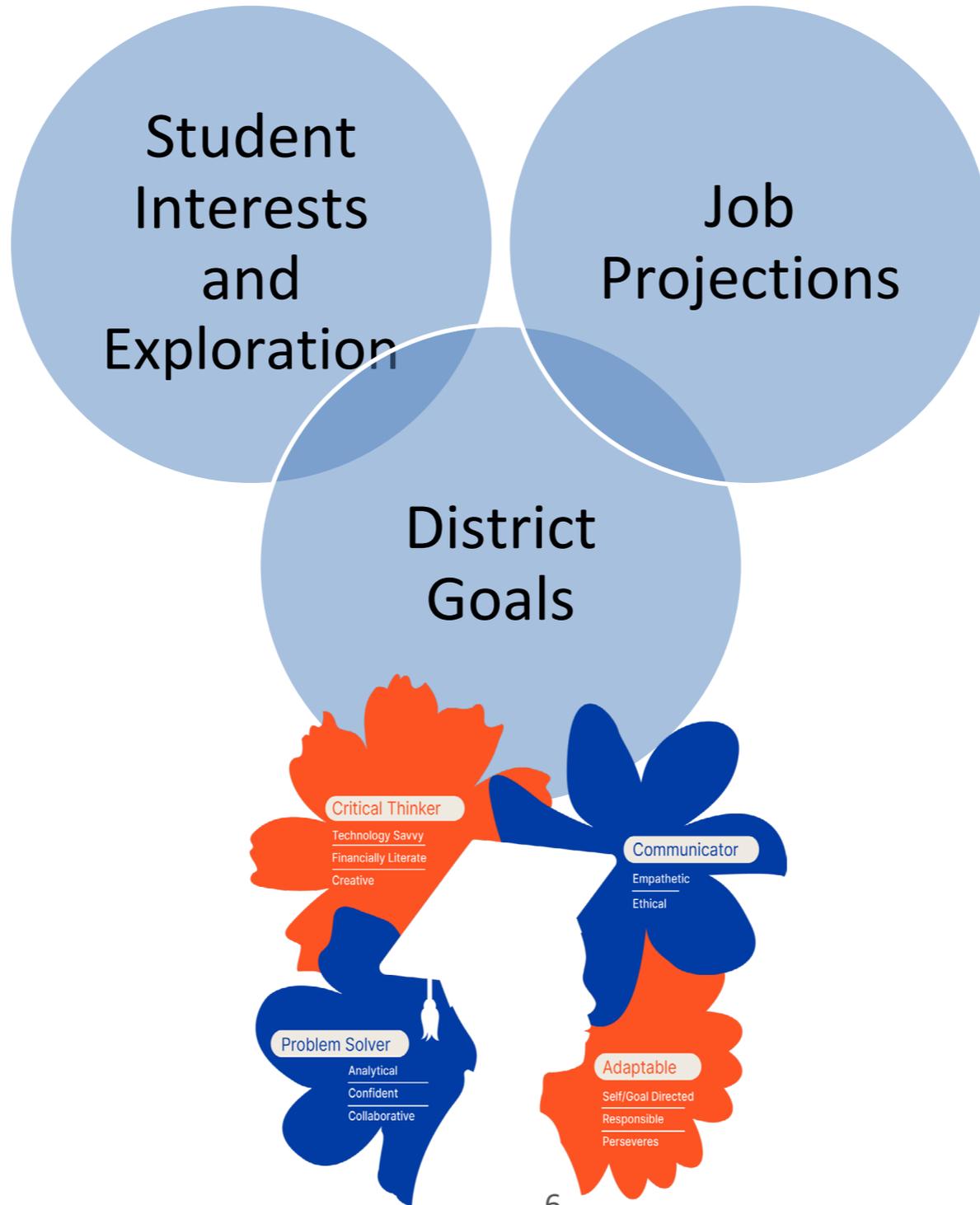
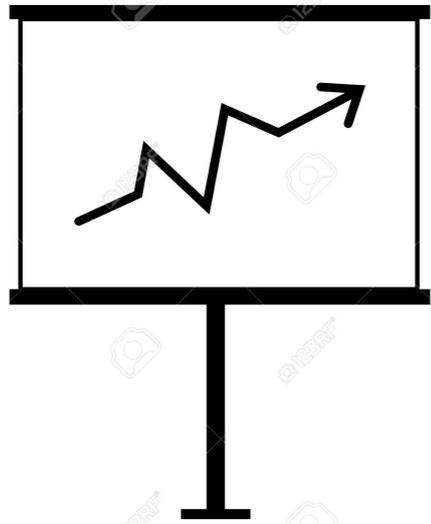
OUR MISSION

We seek to partner with students and their families as co-collaborators to deliver comprehensive, inclusive services, and resources that well equips students for post-graduation success. We cultivate joint relationships with businesses and community organizations, via programming and experiential learning opportunities, to better prepare our students as they transition to college and career pathways, shaping them to become contributing members of society.



Grades 7-12
914 students

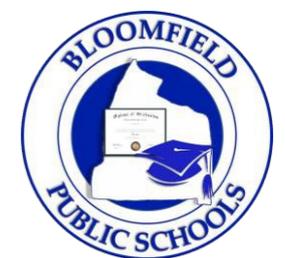
School to Career Foundation

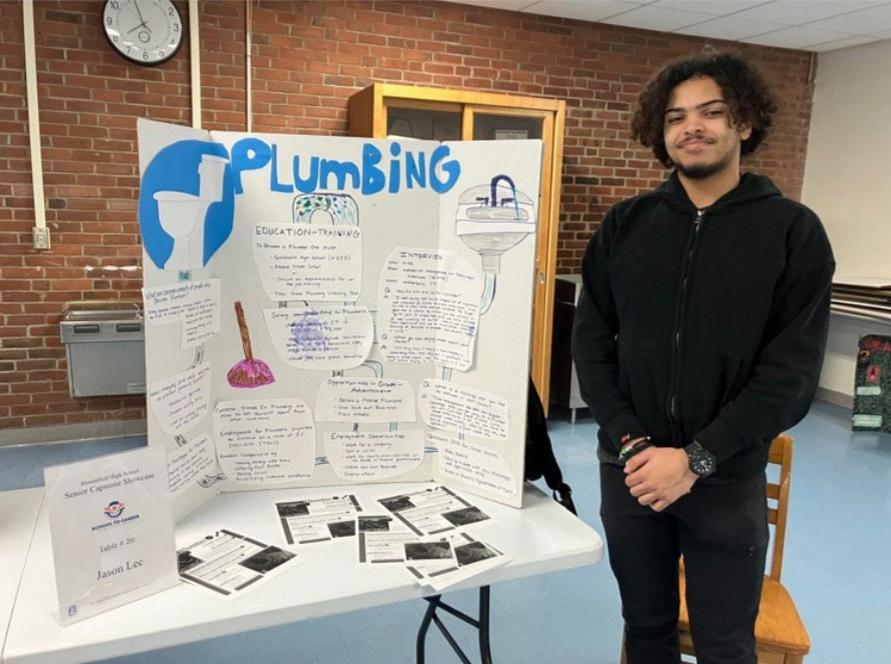


Career Planning

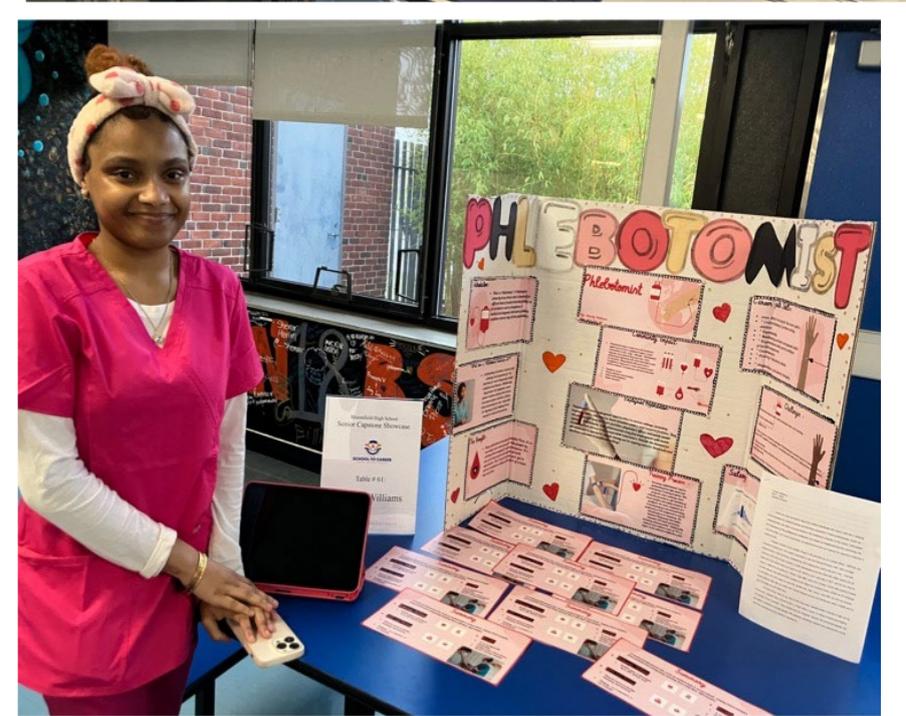
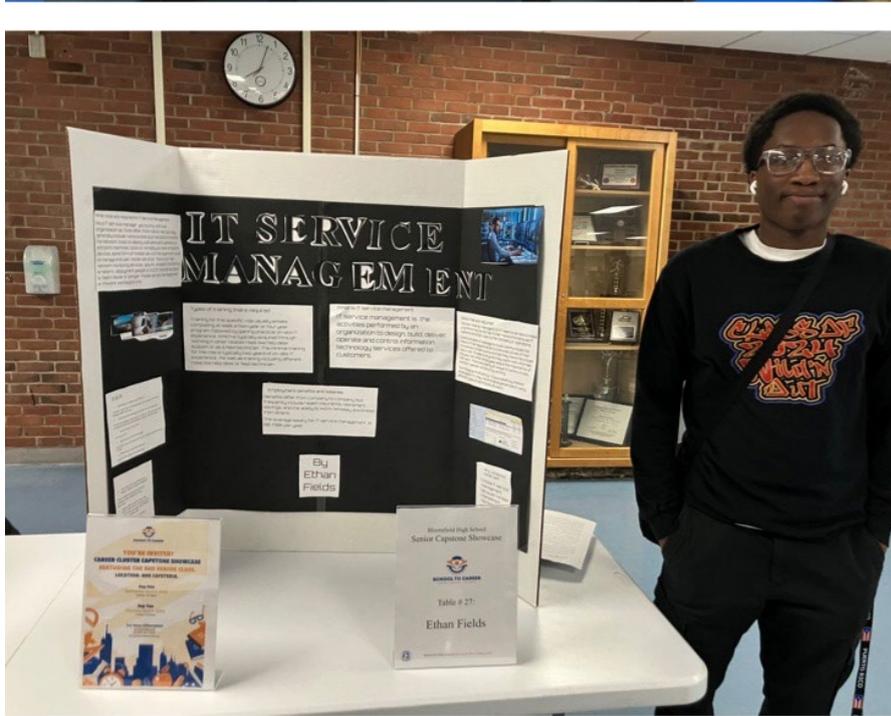
The School To Career Office:

- **One-to-One Coaching:** Provided personalized coaching to 250+ students
- **Workshops/Panels:** Conducted 13 workshops with approximately 240 student participants
- **Field Trip Experiences:** Organized 6 field trips engaging 215 students
- **Senior Capstone Project**





Senior Capstone Project



Summer Internships

- Spans four weeks from July 8-August 2, 2024
- Offering either 35-hour full-time or 20-hour part-time schedules
- 30 students will participate in part-time summer internships
- 10 students will participate in full-time summer internships

Our aim is to provide students with an opportunity to:

- Explore potential career paths and clarify their professional aspirations
- Develop essential workplace skills such as communication, teamwork, and problem-solving
- Understand the expectations and dynamics of a professional environment
- Build meaningful connections with professionals and mentors in their field of interest



Certified Nursing Assistant Program

Bloomfield High school, in partnership with Capital Workforce Partners, will offer a Certified Nursing Assistant program for the 2024-2025 school year. Grade 11 students have begun course selection and will participate in a week-long training during the summer.

- Summer training will include clinical instruction as well as a lab component
- A Youth Academic Advisor will be assigned to the program. The advisor will also instruct students during the semester-long course during the school year.
- Students will receive a Certified Nursing Assistant credential upon completion of the program
- Currently, 18 students are enrolled in the 2024-2025 CNA cohort





Connecticut Children's Medical Center Partnership



Communication and Marketing

School To Career Website

CONNECT WITH US TODAY!

Christopher Prescott
 School To Career Specialist for
 Bloomfield Public Schools
 ☎ 860-471-3632 ext. 1014
 ✉ cprescott@blmfld.org

For More Info Visit
 Our Website



OUR COLLEGE & CAREER READINESS OFFICE

OUR MISSION
 We seek to partner with students and their families as co-collaborators to deliver comprehensive, inclusive services, and resources that well equips students for post-graduation success. We cultivate joint relationships with businesses and community organizations, via programming and experiential learning opportunities, to better prepare our students as they transition to college and career pathways, shaping them to become contributing members of society.



**BLOOMFIELD PUBLIC SCHOOLS
 COLLEGE & CAREER
 READINESS**

*"The future depends on what you do today."
 -Mahatma Gandhi*



SCHOOL TO CAREER
 ASPIRE, ACHIEVE, ADVANCE

ABOUT OUR INTERNSHIP PROGRAM

Our Internship Program is designed to provide students with semester long work-based learning experiences to better prepare them to transition into their desired college and career pathways. In collaboration with community partners, we work to match students with placements that enable them gain the necessary skills needed to enter their profession and expose them to the workplace environment; while simultaneously building connections and receiving mentorship.

37% Of our students said that having an internship, job shadowing experience and/or a mentor would help better prepare them for life after high school!



WHY PARTNER WITH US?

- ✔ Teach, mentor and inspire the next generation of leaders in your field.
- ✔ Address staffing shortages-many of our students are available for hire after the completion of their internship.
- ✔ Educate students on non-traditional career paths & provide entry-level training.
- ✔ Increase your presence in the community.

*"I would like to find an internship that would help me reach my goals."
 -BPS Student*

OUR GOALS FOR OUR GRADUATES

- 🎯 Critical Thinkers
- 🗣️ Communicators
- 🔧 Problem Solvers
- 🔄 Adaptable



SCHOOL TO CAREER
 ASPIRE, ACHIEVE, ADVANCE

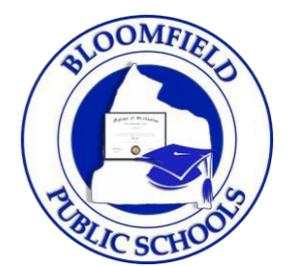
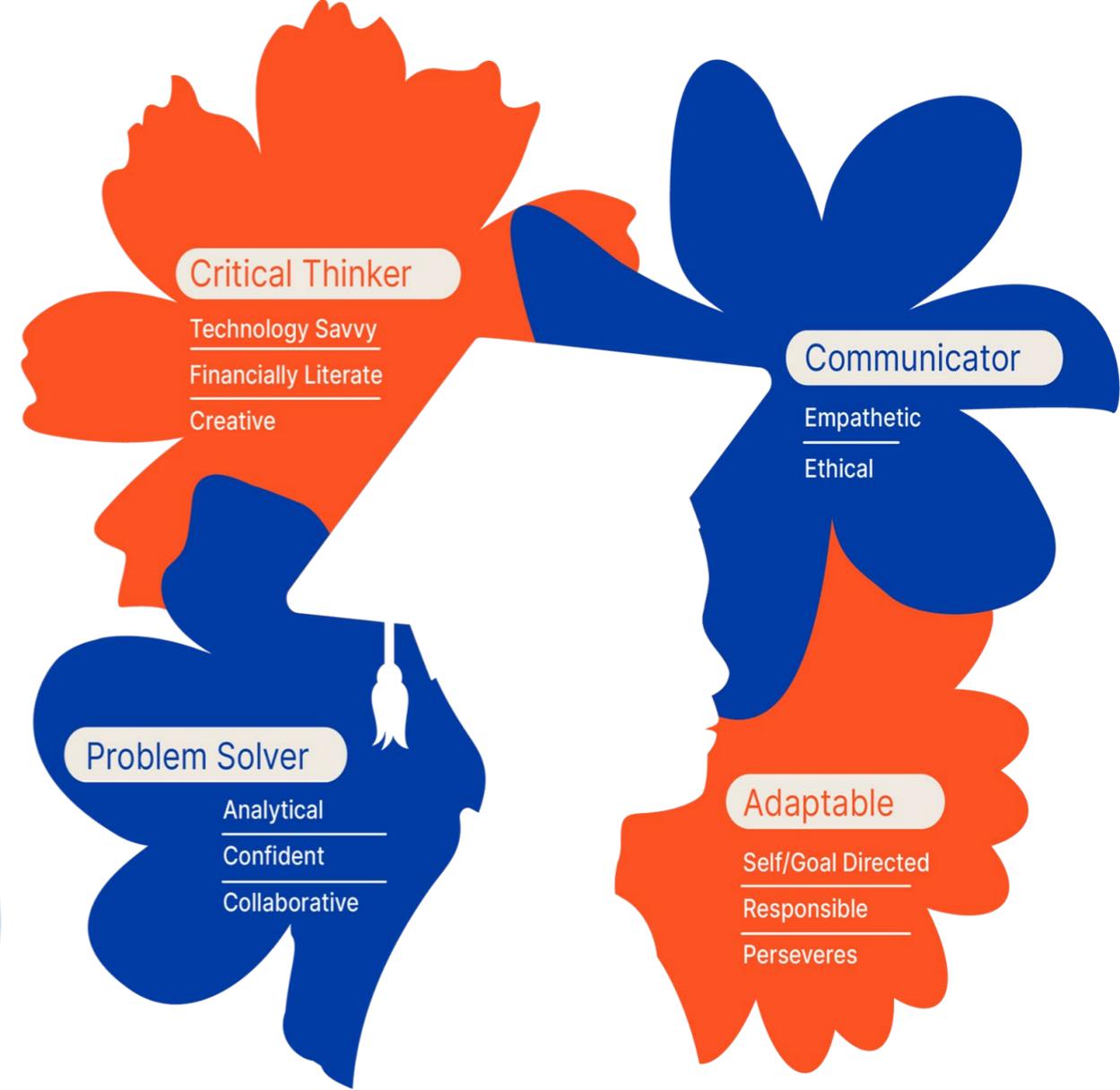
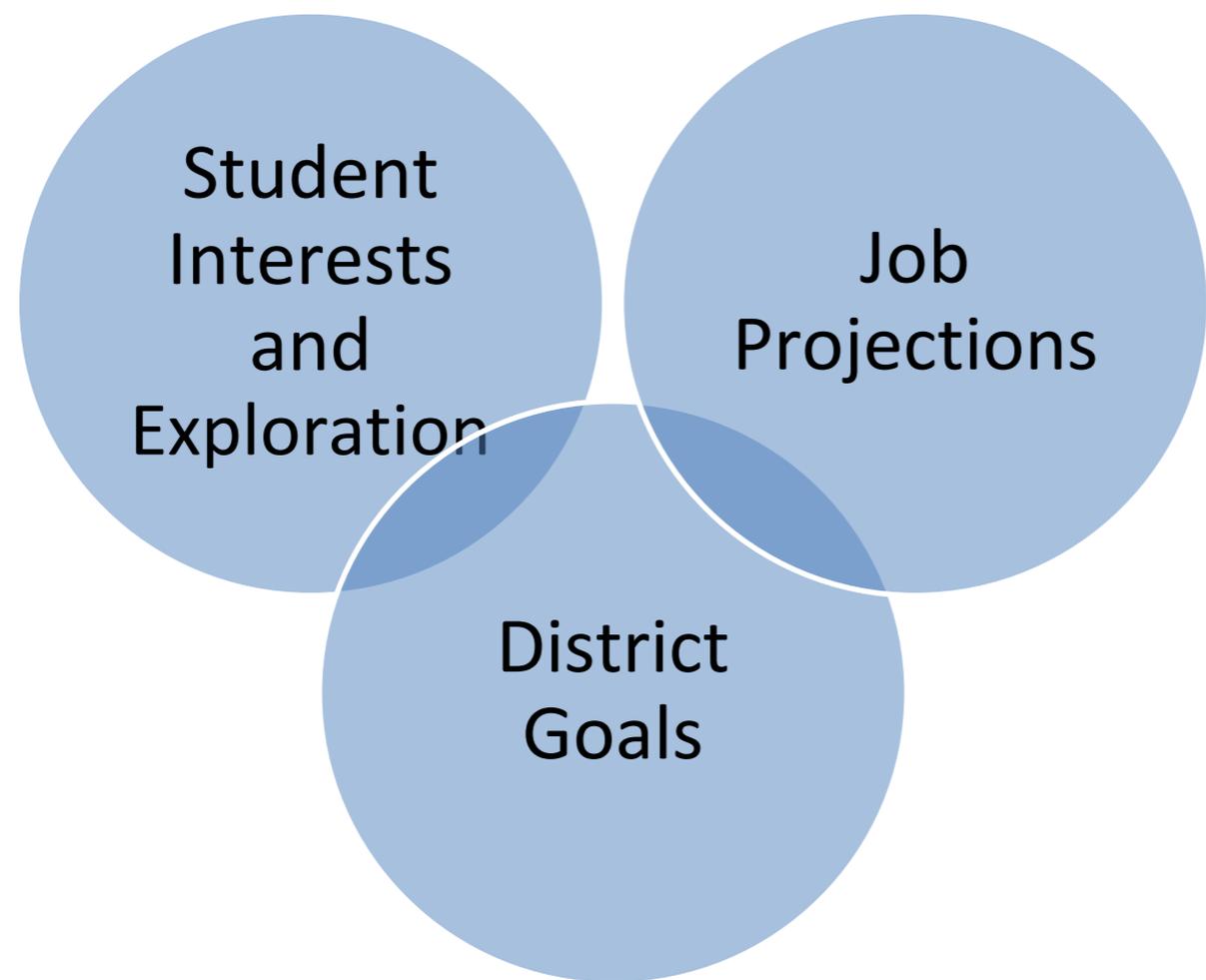
OUR GOALS FOR OUR GRADUATES

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☎ 860-471-3632 ext. 1014 ✉ cprescott@blmfld.org



Expanding Partnerships



Questions



Bloomfield Public Schools



Increasing Educator Diversity Plan

Making a Difference¹



Presenters

Jaunice Edwards-Hassan
&
Jesse White

IED Planning Committee

Dan Moleti, Human Resource Director

Jesse White, Principal, Bloomfield High School

Wendy Shepard-Bannish, Student Support Services Director

Jaunice Edwards, Director, Donald Harris Agri-Science Center

Reda Othman, Bloomfield Education Association Ethnic Diversity Team



Overview

Purpose

Diversification of the educator pipeline in Connecticut to increase the recruitment, hiring, and retention of educators of color.

Process

Implementing sustainable plan to bring Bloomfield Public Schools in compliance with Public Ac 23-167 Sec. 10

Payoff

Recruit, hire, and retain a high quality diverse staff to reflect the Bloomfield Public Schools racial and ethnic student population.



INCREASING EDUCATOR DIVERSITY
PLANS

P.A. 23-167 Sec. 10

Legislative Mandate:(Effective July 1, 2023)



REQUIREMENTS

- Not later than March 15, 2024, each local and regional board of education (BOE) must submit and increasing educator diversity plan (IED) to the CSDE for review and approval.
 - BPS was granted an extension to April 17, 2024
- Plans must be approved by local and regional BOEs before submitting (April 16th BOE meeting)
- If revisions are required, after review by the CSDE, the revised plan must be submitted no later than May 15, 2024.



Proposed: Bloomfield Public Schools IED Plan 2024

Vision:

The Bloomfield Public School District believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion.



Proposed: Bloomfield Public Schools IED Plan 2024

Theory of Action:

If we implement strategies to enhance the recruitment, hiring, and retention of exceptionally skilled teachers from diverse backgrounds, we can acknowledge and appreciate the valuable contributions stemming from the diverse backgrounds of our students. Then we will be able to foster a stronger sense of community within Bloomfield by enriching our schools and staff. As a result, the learning experiences of all students within Bloomfield Public Schools will thrive through constructive partnerships between adults and students.



Areas of Focus

Recruitment

Broaden the candidate pool to better represent the demographics of the student body by providing an array of incentives that highlight the school system, community, and professional growth opportunities.

Hiring & Selection

Establishing diverse committees to perform a comprehensive systems analysis of existing hiring procedures and practices to outline the ideal candidate profile and crafting incentives to acquire the best Bloomfield Public School teacher.

Retention

Create a district-wide support network leveraging partnerships with local communities, colleges, and universities to foster the retention of a diverse and high-caliber staff.



Template

Increasing Educator Diversity Plan Template



District: Team Lead:

Vision: Team Members:

Theory of Action:

	Goal <i>(What are we trying to do?)</i>	Who Manages the Goal? <i>(name, position)</i>	Strategies/Key Activities <i>(How are we going to do it?)</i>			Indicators of Progress <i>(How will we know if we are on track for success?)</i>	Resources Required <i>(What people, time, money, and technology will be needed?)</i>	Risks and Mitigation <i>(What could go wrong? How will we make that less likely to happen?)</i>	Communication/Engagement Efforts <i>(Who needs to be consulted/engaged? What needs to be communicated? To whom?)</i>
			What?	Who Owns This?	By When?				
Recruitment									
Hiring & Selection									
Retention									

Template

Increasing Educator Diversity Plan Template



Recruitment

Goal (What are we trying to do?)	Who Manages the Goal? (Name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Shape recruitment and hiring strategies.	IED Committee, TEAM Coordinator and Coaches, BEA Executive Board, Building Leaders	Active recruitment. Consistent communication with local teacher prep programs. Attend numerous job fairs. Survey staff about post secondary schools.	HR, IED Committee, Building Leaders	1-Aug-24	The number of teachers and staff of color increases.	Volunteers to attend fairs, Contact person to facilitate communication with colleges/universities	What: Applicant pool remains small. How: Update recruitment materials. Embed electronic resources to highlight the district.	Who: CREC, BEC, Local districts, Local colleges and universities. What: Need open positions within the district and the qualifications, certifications and necessary skills needed to.
Develop recruiting materials that positively reflect the Bloomfield community and district.	IED Committee, TEAM Coordinator and Coaches, BEA Executive Board, Building Leaders, School Counselors	Up to date materials that reflect Bloomfield and Bloomfield public schools. Multimedia resources.	HR, IED Committee, Building Leaders	ASAP	The number of interested applicant increases. Increase the number of teachers of color.	Up to date electronic resources. New recruitment materials. Funding.	What: Lack of funding. How: Develop and maintain a budget line item for recruiting materials.	Who: COO, Business Office, Assistant Superintendent, Board of Education What: Update of all materials to reflect current current district profile.
Expand recruitment practices towards promoting and recruiting teacher candidates from non-traditional populations (e.g., high school students, classified staff, and after-school program staff).	IED Committee, BEA Executive Board	Develop programs to recruit new teacher candidates.	HR and IED Committee	Ongoing	Clubs and activities at the schools, classified staff enrolling in teacher prep programs.	Staff to facilitate and lead after-school clubs and activities at the secondary level to gain interest in education from students. TEACH Connecticut.	What: Lack of interest in education. How: Educate candidates on the benefits and importance of working in education as a teacher. Use current data to highlight the importance of create a more diverse certified staff in the district.	Who: CEMS and BHS Principals, Staff, Counselors, Parents and Students What: Create teaching pathways for high for high school students, classified staff, and non traditional students to attract candidates.
Establish a Future Teacher Association with current students.	IED Committee, Building Principals	Develop a Future Teachers Club at the secondary level.	HR, IED Committee, Building Leaders	1-Oct-24	Future Teachers Club is established at CAIS, CEMS, BHS and CEMS.	Editing, staff advisors for the clubs.	What: Lack of student interest. How: Be proactive in recruiting students at the earlier grades and continue to educate them on the importance of diversity in education. Create positive experience for students ie. shadowing.	Who: CEMS and BHS Principals, Staff, and Counselors What: Continue to create pathways through after school clubs, internships, and shadow experiences.
Integrate BOE influence into recruiting and recruitment process.	IED Committee, BOE	Collaborate with current BOE members on recruiting future teachers in the community and surrounding towns.	BOE, HR, IED Committee	15-May-24	BOE Members actively use their influence and roles to recruit and gauge interest in the education field.	BOE members willing to participate and collaborate.	What: Divergent opinions. How: Cultivating positive stakeholder buy-in to tackle these divergent viewpoints head-on.	Who: BOE members What: Leverage member capital to increase network of eligible candidates.
Scholarship development for future teachers.	IED Committee, BHS Principal, BEA President, SAH President	Develop and sustain scholarships for graduating seniors majoring in the education field.	IED Committee	1-May-24	Multiple scholarships developed for future teachers.	Funds to sustain scholarships.	What: Lack of funds. Lack of students pursuing education. How: Develop a budget line item to fund the scholarship initiative. Develop community "sponsors" to assist in the funding of the scholarships.	Who: Bloomfield High School Principal, Assistant Superintendent, BEA. What: Need sponsorships, alternative donor sources.

Increasing Educator Diversity Plan Template



Hiring & Selection

Rotate Clockwise
Rotate Counterclockwise

Goal (What are we trying to do?)	Who Manages the Goal? (Name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Define characteristics of effective BPS teachers.	FDEC Committee, Assistant Superintendent, Director of School Improvement, BEA, District Data Coordinator	Review district mission, vision, and POC to identify the characteristics of effective teacher in Bloomfield public schools.	IED Committee, FOG Committee, FDEC, and DOT.	1-Jun-24	Characteristics are identified and communicated to the Bloomfield Community.	Meeting time. District artifacts. Google Suite.	Who: All committees involved. What: Create BPS outstanding teacher profile.	
Hire certified staff with similar backgrounds our current student population.	HR, Building Leaders and Directors.	Hire a more diverse teaching staff across the district.	IED and building principals.	Ongoing	BPS has a diverse teaching staff across all schools.	Proactive recruitment and hiring through recruitment and career fairs, social media, TEACH Connecticut, and teacher preparation resources.	Who: IED Committee, Building Leaders, community. What: Network with local cultural organizations that represent our student populations.	
Create diverse hiring committees.	HR, Building Leaders And Directors, BEA	Ensure hiring committees at all level are diverse in all components.	At the building level, the principals, at the district level, the IED and HR.	Ongoing	Hiring committee are diverse across all schools and programs.	Staff who want to participate in the hiring process.	Who: Certified staff, building leaders, district leadership. What: Enhance existing committee by building capacity in staff and students in taking ownership of building a more diverse and skilled staff.	
Develop incentives for hiring in order to compete with surrounding Boards of Education.	Board of Education, Superintendent, Assistant Superintendent, COO, District Grant Writer.	Use current funds and grants to provide signing bonus or supplies allowances for new teachers.	District leadership, district grant writer.	1-Jun-24	New teachers given incentive bonuses or funding for supplies and materials when they are hired.	Funds to support the incentives. Support from the Bloomfield Education Association.	What: Lack of funds. How: Communication with stakeholders and the impact of budget restrictions on effective recruitment and hiring of certified staff. Who: BOE, Acting Superintendent, Business Office, District Grant Writer. What: Calms surrounding districts to create incentives that keep us competitive.	
Hire more teachers of color at the elementary level.	HR, Building Leaders and Directors.	Hire more teachers of color across the district.	IED and building principals.	Ongoing	Elementary schools increase the percentage of educators of color.	Proactive recruitment and hiring geared towards grades PK-6.	Who: IED Committee, Building leaders, community. What: Partner with early childhood programs to create opportunities for more diversity in student teaching. Who: IED Committee, Building leaders, community.	
Hire more non-instructional support staff (SLP, SW, Psychologists, etc.).	HR, Director of SSS, Building Leaders.	Hire more support staff of color across the district.	IED and building principals.	Ongoing	BPS hires more support staff of color across the district.	Proactive recruitment and hiring. Maintain the active partnership with TEACH Connecticut.	What: Partner with colleges and universities to create opportunities for to complete structured hours within our district.	

Increasing Educator Diversity Plan Template



Retention

Goal (What are we trying to do?)	Who Manages the Goal? (Name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Develop, communicate, and formalize a strong support system for teachers of color.	HR, Building leaders and directors, BEA, TEAM	Develop and sustain a support system for new teachers (1-3 years).	IED, Director of School Improvement, TEAM Mentors, Building Leaders.	In progress	BPS retains our diverse teaching and certified staff.	HR, BEA President, Director of School Improvement, surveys, funds for food and materials.	What: Lack of interest by new staff, lack of funds. How: Build capacity in our current staff by creating leadership opportunities to support new teachers and certified staff. Compensate mentors with stipend positions.	New teacher program must be designed to give ongoing support. Budget funds yearly to support teachers with PD, supplies and materials. What: Create mentor program outside of TEAM.
Scholarship development for current teachers.	District Grant Writer, BEA, BHS	Scholarships for new teachers for further learning, certification, supplies, materials, etc.	IED, Director of School Improvement, TEAM Mentors, Building Leaders, Business Office.	1-Jul-24	The district is able to provide teachers with funding for various things.	Funds from the district. Partnerships with local business. Grants.	What: We are not able to secure the funding. How: Create a budget line item to fund scholarships for teachers and certified staff. Develop community partnership "mentors" to assist by donating funds to support the initiative.	Who: Business Office, grant writer, Asst. Superintendent What: Account line item created to support funding along 2-3 grant opportunities to support district initiatives.
Nurture Non-Certified Teacher-Prep Pipeline.	HR, Building leaders and directors, BEA, TEAM	Develop a system of recruiting classified staff to pursue teaching opportunities.	IED, Director of School Improvement, TEAM Mentors, Building Leaders, Business Office.	1-Oct-24	Increase in the number of classified staff enrolling in teacher preparation programs and earning certification.	Partnership with TEACH Connecticut. Funds from the district. Partnerships with local business. Grants.	What: Lack of interest. Lack of funding. How: Educate non-certified staff on the process for becoming a certified teacher or staff member. Communicate the scholarship and reimbursement opportunities for pursuing certification.	Who: TEACH CT., Business Office, BEA, BEP, IED Committee, Building Principals, Teacher prep programs. What: Create teaching opportunities for identified non-cert candidates.
Recruit more racially and ethnically diverse TEAM mentors.	HR, BEA, TEAM Coordinator	Incentive programs, effective recruitment of a more diverse TEAM mentorship.	IED, TEAM Coordinator, BEA President.	1-Jun-24	The number of mentors of color increases from its current total.	What: Lack of interest. How: Actively recruit more diverse TEAM mentors by visiting schools and meeting with teachers to explain the importance of strong mentors. Survey the building leadership of members who would serve this role well and meet with them individually.	Who: Building Principals, TEAM Coordinators and Mentors, BEA President. What: Identify prospective teacher leaders through utilizing surveys, focus groups, or set up one-on-one check-ins to give all teachers an opportunity to be heard and empowered through purposeful PD.	

Recruitment

- Develop materials that positively reflect the community and district
- Focus on best practices, promotion, and recruitment
- Create stakeholder partnerships with regional colleges and university to create pipeline of quality candidates

Hiring & Selection

- Diversified committee to propose incentives that are reflective of area districts to become more competitive.
- Highlight characteristics of BPS teacher with a focus on the cultural richness of the district
- Increase non-instructional staff (SLP, pathologist, etc.)



Retention

- Develop strong support system that nurture and support teachers of color and non-certified staff through the Teacher-Prep-Pipeline.
- Provide scholarship incentives for courses, cross-endorsements, and conferences.
- Hire District teacher retention and recruitment specialist to coordinate efforts to diversify the districts teaching staff.

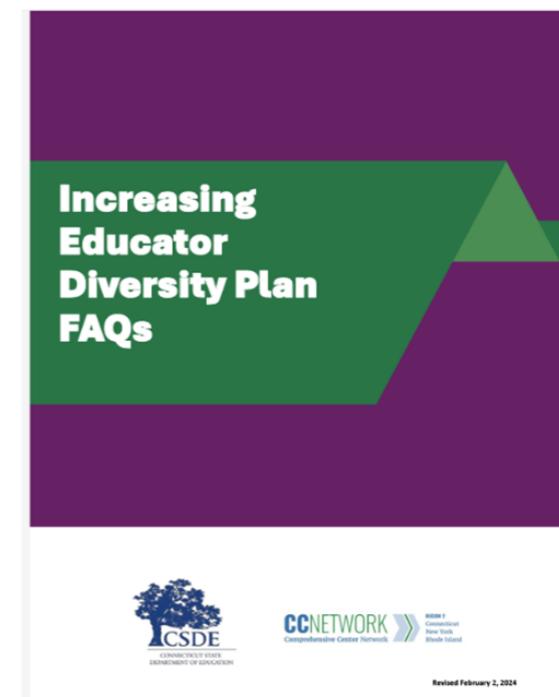
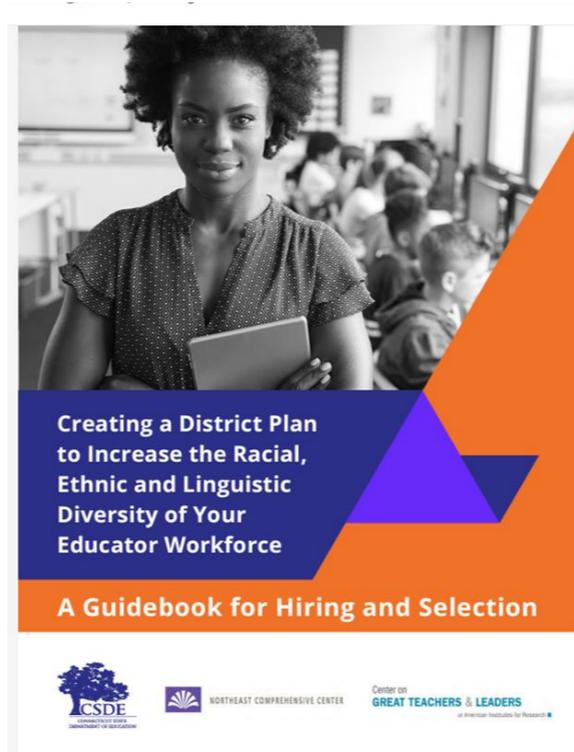
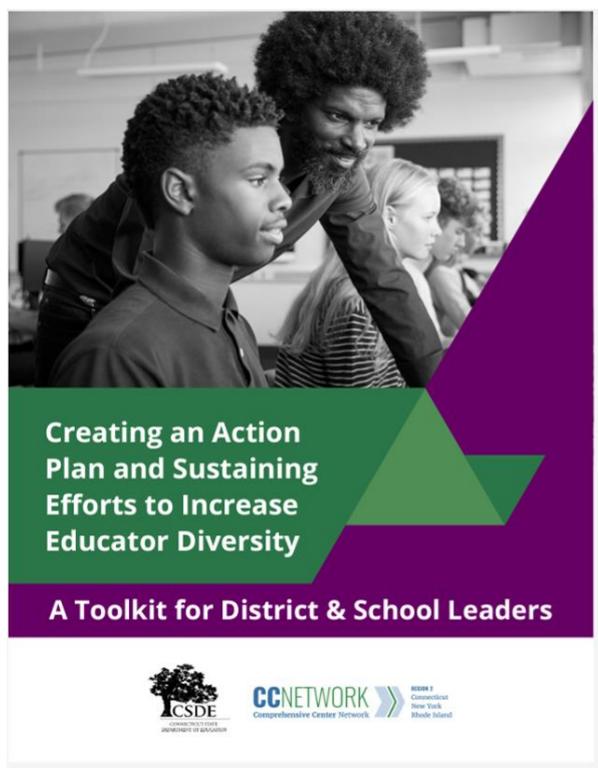


State of Connecticut Educator Breakdown 22-23

District Name	Organization Type	Educators of Color Count	All Educator Count	Educators of Color %	Students of Color Count*	All Student Count	Students of Color %*
Hartford School District	Public School Districts	535	1,735	30.8	15,605	16,774	93.0
Bridgeport School District	Public School Districts	508	1,675	30.3	17,612	19,337	91.1
New Haven School District	Public School Districts	560	1,875	29.9	17,140	19,150	89.5
Norwalk School District	Public School Districts	299	1,274	23.5	8,826	11,514	76.7
Bloomfield School District	Public School Districts	54	232	23.3	1,875	2,055	91.2
Windsor School District	Public School Districts	91	402	22.6	2,586	3,337	77.5
New Britain School District	Public School Districts	193	934	20.7	8,328	9,717	85.7
Unified School District #1	State Agencies	22	111	19.8	116	124	93.5
Manchester School District	Public School Districts	154	795	19.4	4,363	6,192	70.5
Capitol Region Education Cour	Regional Education Service Ce	190	997	19.1	7,540	8,942	84.3
Windham School District	Public School Districts	70	372	18.8	2,547	3,224	79.0
Stamford School District	Public School Districts	304	1,629	18.7	11,897	16,158	73.6
Unified School District #2	State Agencies	9	49	18.4	41	72	56.9
New London School District	Public School Districts	66	363	18.2	2,570	2,948	87.2
Waterbury School District	Public School Districts	246	1,487	16.5	16,632	18,701	88.9
Danbury School District	Public School Districts	175	1,074	16.3	9,384	12,109	77.5
East Hartford School District	Public School Districts	105	667	15.7	5,725	6,392	89.6



RESOURCES

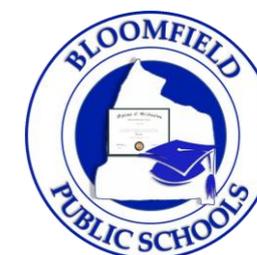


10 Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: A Toolkit for District Leaders

Appendixes

Appendixes	10
Increasing Educator Diversity Plan Template	11
Increasing Educator Diversity Plan: Progress Monitoring and Self-Evaluation Tool	12
Lessons Learned & Best Practices: A Summary of Recurring Themes	18

- [Increasing Educator Diversity Guidebook for Hiring and Selection](#)
- [Increasing Educator Diversity Toolkit for District and School Leaders](#)
- [Increasing Educator Diversity Toolkit – Appendix 1](#)
- [Increasing Educator Diversity FAQs](#)



Questions?



Increasing Educator Diversity Plan Template



RETENTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Develop, communicate, and formalize a strong support system for teachers of color.	HR, Building leaders and directors, BEA, TEAM	Develop and sustain a support system for new teachers (1-3 years).	IED, Director if School Improvement, TEAM Mentors, Building Leaders.	In progress	BPS retains our diverse teaching and certified staff.	Existing staff serving as mentors outside TEAM	What: Lack of interest by new staff, lack of funds. How: Build capacity in our current staff by creating leadership opportunities to support new teachers and certified staff. Compensate mentors with stipend positions.	New teacher program must be designed to give ongoing support. Budget funds yearly to support teachers with PD, supplies and materials. What: Create mentor program outside of TEAM.
Scholarship development for current teachers.	District Grant Writer, BEA, BHS	Scholarships for new teachers for further learning, certification, supplies, materials, etc.	IED, Director if School Improvement, TEAM Mentors, Building Leaders, Business Office.	1-Jul-24	The district is able to provide teachers with funding for various things.	Funds from the district. Partnerships with local business. Grants.	What: We are not able to secure the funding. How: Create a budget line item to fund scholarships for teachers and certified staff. Develop community partnership "mentors" to assist by donating funds to support the initiative.	Who: Business office, grant writer, Asst. Superintendent What: Account line item created to support funding along 2-3 grant opportunities to support district initiatives.
Nurture Non-Certified Teacher-Prep Pipeline.	HR, Building leaders and directors, BEA, TEAM	Develop a system of recruiting classified staff to pursue teaching opportunities.	IED, Director if School Improvement, TEAM Mentors, Building Leaders, Business Office.	1-Oct-24	Increase in the number of classified staff enrolling in teacher preparation programs and earning certification.	Partnership with TEACH Connecticut. Funds from the district. Partnerships with local business. Grants.	What: Lack of interest. Lack of funding. How: Educate non-certified staff on the process for becoming a certified teacher or staff member. Communicate the scholarship and reimbursement opportunities for pursuing certification.	Who: TEACH CT., Business office, BEA, BFEP, IED Committee, Building Principals, Teacher prep programs. What: Create teaching opportunities for identified non-cert candidates.
Recruit more racially and ethnically diverse TEAM mentors.	HR, BEA, TEAM Coordinator	Increase the number of TEAM mentors of color.	IED, TEAM Coordinator, BEA President.	1-Jun-24	The number of mentors of color increases from its current total.	Incentive programs, effective recruitment of a more diverse TEAM mentorship.	What: Lack of interest. How: Actively recruit more diverse TEAM mentors by visiting schools and meeting with teachers to explain the importance of strong mentors. Survey the building leadership of members who would serve this role well and meet with them individually.	Who: Building Principals, TEAM Coordinators and Mentors, BEA President. What: Identify prospective teacher leaders through utilizing surveys, focus groups, or set up one-on-one check-ins to give all teachers an opportunity to be heard and empowered through purposeful PD

Increasing Educator Diversity Plan Template



RETENTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/Engagement Efforts (Who needs to be consulted/engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Develop and sustain mentorship, collaboration, and coaching opportunities for new and veteran teachers.	HR, BEA, Building leaders and directors, TEAM.	Develop a new staff mentoring program to support teachers throughout their first three years of teaching.	IED Committee, Director of School Improvement, BEA President.	August 9. 2024	A planned program of orientation, education, support, and mentorship through each school year.	Funding to support new teachers with supplies, professional development opportunities, shadowing opportunities, etc.	What: Lack of funding and interest by current teachers.	Who: IED Committee, Director of School Improvement, BEA President. What: Partner with CREC to provide teacher mentor and coaching PDs
Maintain regular support for teachers of color through affinity groups or other similar experiences.	BOE, IED, Director of School Improvement	Develop a support system and partnership with groups that share common goals and visions as Bloomfield Public Schools does.	IED Committee, Director of School Improvement	1-Jun-24	Consistent program of mentoring and support to promote effective recruitment hiring, and retention of teachers of color.	Liaisons to initiate contact and partnerships with groups and organizations.	What: Ensure a reliable liaison remain withing affinity groups	Who: BOE, Principals, IED Committee, Assistant Superintendent, Director of School Improvement. What: Identity and partner to generate an abundance of resources to support goals.
Hire a District Minority Teacher Recruiting and Retention Specialist assist in the recruitment and retention of minority	BPS Cabinet, BEA, Building leaders and directors.	Create and fund a position solely for the purpose of increase educator diversity in the Bloomfield Public	IED Committee, Assistant Superintendent, Grant Writer, Business Office	1-Jun-24	Successful recruitment and hiring of a District Minority Teacher Recruiting and Retention Specialist	Funding to support new teachers with supplies, professional development opportunities,	What: Lack of funding. Staff interest in the position. How: Actively recruit candidates who have proven to effective	Who: BOE, Superintendent, Asst. Superintendent. What: Sustainable funding to include falicitating the other retention goals.

Increasing Educator Diversity Plan Template



HIRING & SELECTION

Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Define characteristics of effective BPS teachers.	PDEC Committee, Assistant Superintendent, Director of School Improvement, BEA, District Data Coordinator.	Review district mission, vision, and POG to identify the characteristics of effective teacher in Bloomfield public Schools.	IED Committee, POG Committee, PDEC, and DDT.	1-Jun-24	Characteristics are identified and communicated to the Bloomfield Community.	Meeting time. District artifacts. Google Suite.	How: Through T-Eval, Professional Development, Developing culturally relevant curriculum, District Data Team, staff surveys, etc.	Who: All committees involved. What: Create BPS outstanding teacher profile
Hire certified staff with similar backgrounds our our current student population.	HR, Building Leaders and Directors.	Hire a more diverse teaching staff across the district.	IED and building principals.	Ongoing	BPS has a diverse teaching staff across all schools.	Proactive recruitment and hiring through recruitment and career fairs, social media, TEACH Connecticut, and teacher preparation programs. .	What: Small applicant pool. How: Stay active in promoting Bloomfield Public Schools. Actively recruit diverse candidates through recruitment fairs, social media, and teacher preparation programs.	Who: IED Committee, Building leaders, community. What: Network with local cultural organizations that represent our student populations.
Create diverse hiring committees.	HR, Building Leaders And Directors, BEA	Ensure hiring committees at all level are diverse in all components.	At the building levels, the principals, at the district level, the IED and HR.	Ongoing	Hiring committee are diverse across all schools and programs.	Staff who want to participate in the hiring process.	What: Develop hiring committees that represent the diversity of our staff and students in Bloomfield. How: Develop hiring committees that represent the diversity of our staff and students in Bloomfield.	Who: Certified staff, building leaders, district leadership. What: Enhance existing committee by building capacity in staff and students in taking ownership of building a more diverse and skilled staff
Develop incentives for hiring in order to compete with surrounding Boards of Education.	Board of Education, Superintendent, Assistant Superintendent, COO, District Grant Writer.	Use current funds and grants to provide signing bonus or supplies allowances for new teachers.	District leadership, district grant writer.	1-Jun-24	New teachers given incentive bonuses or funding for supplies and materials when they are hired.	Funds to support the incentives. Support from the Bloomfield Education Association.	What: Lack of funds. How: Communication with stakeholders and the impact of budget restrictions on effective recruitment and hiring of certified staff.	Who: BOE, Acting Superintendent, Business Office, District Grant Writer. What: Canvas surrounding districts to create incentives that keep us competitive.
Hire more teachers of color at the elementary level.	HR, Building Leaders and Directors.	Hire more teachers of color across the district.	IED and building principals.	Ongoing	Elementary schools increase the percentage of educators of color.	Proactive recruitment and hiring geared towards grades Pk-6.	What: Small applicant pool. How: Involve building and teacher leaders to assist in the recruitment process.	Who: IED Committee, Building leaders, community. What: Partner with early childhood programs to create opportunities for more diversity in student teaching.
Hire more non-instructional support staff (SLP, SW, Psychologists, etc.).	HR, Director of SSS, Building Leaders.	Hire more support staff of color across the district.	IED and building principals.	Ongoing	BPS hires more support staff of color across the district.	Proactive recruitment and hiring. Maintain the active partnership with TEACH Connecticut.	What: Small applicant pool lack of interest in pursuing roles that require certification. How: Utilize of partnership with TEACH Connecticut to educate non-certified and classified staff on the process of being certified in education.	Who: IED Committee, Building leaders, community. What: Partner with colleges and universities to create opportunities for to complete structured hours within our district.

Increasing Educator Diversity Plan Template



RECRUITMENT								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Shape recruitment and hiring strategies.	IED Committee, TEAM Coordinator and Coaches, BEA Executive Board, Building Leaders	Active recruitment. Consistent communication with local teacher prep programs. Attend numerous job fairs. Survey staff about post secondary schools.	HR, IED Committee, Building Leaders	1-Aug-24	The number of teachers and staff of color increases.	Volunteers to attend fairs, Contact person to facilitate communication with colleges/universities.	What: Applicant pool remains small. How: Update recruitment materials. Embed electronic resources to highlight the district.	Who: CREC, RESC, Local districts, Local colleges and universities. What: Need open positions within the district and the qualifications, certifications and necessary skills needed.
Develop recruiting materials that positively reflect the Bloomfield community and district.	IED Committee, TEAM Coordinator and Coaches, BEA Executive Board, Building Leaders, School Counselors,	Up to date materials that reflect Bloomfield and Bloomfield Public schools. Multimedia resources.	HR, IED Committee, Building Leaders	ASAP	The number of interested applicant increases. Increase the number of teachers of color	Up to date electronic resources. New recruitment materials. Funding.	What: Lack of funding. How: Develop and maintain a budget line item for recruiting materials.	Who: Business Office, Assistant Superintendent, Board of Education. What: Update of all materials to reflect current district profile
Research best practices towards promoting and recruiting teacher candidates from nontraditional populations (e.g., high school students, classified staff, and after-school program staff.	IED Committee, BEA Executive Board	Develop programs to recruit new teacher candidates.	HR and IED Committee	Ongoing	Clubs and activities at the schools, classified staff enrolling in teacher prep programs.	Staff to facilitate and lead after-school clubs and activities at the secondary level to gain interest in education from students. TEACH Connecticut.	What: Lack of interest in education. How: Educate candidates on the benefits and importance of working in education as a teacher. Use current data to highlight the importance of create a more diverse certified staff in the district.	Who: GEMS and BHS Principals, Staff, Counselors, Parents and Students What: Create teaching pathways for high for high school students, classified staff, and non traditional students to attract candidates.
Establish a Future Teacher Association with current students	IED Committee, Building Principals	Develop a Future Teachers Club at the secondary level.	HR, IED Committee, Building Leaders	1-Oct-24	Future Teachers Club is established at CAIS, CAMS, BHS and GEMS.	EdRising, staff advisors for the club(s).	What: Lack of student interest. How: Be proactive in recruiting students at the earlier grades and continue to educate them on the importance of diversity in education. Create positive experience for students ie. shadowing.	Who: GEMS and BHS Principals, Staff, and Counselors What: Continue to create pathways through after school clubs, internships, and shadow experiences
Integrate BOE influence into networking and recruitment process	IED Committee, BOE	Collaborate with current BOE members on recruiting future teachers in the community and surrounding towns.	BOE, HR, IED Committee	15-May-24	BOE Members actively use their influence and roles to recruit and gauge interest in the education field.	BOE members willing to participate and collaborate.	What: Divergent opinions How: Cultivating positive stakeholder buy-in to tackle these divergent viewpoints head-on	Who: BOE members What: Leverage member capital to increase network of eligible candidates
Scholarship development for future teachers	IED Committee, BHS Principal, BEA President, BAA President	Develop and sustain scholarships for graduating seniors majoring in the education field.	IED Committee	1-May-24	Multiple scholarships developed for future teachers.	Funds to sustain scholarships.	What: Lack of funds. Lack of students pursuing education. How: Develop a budget line item to funds the scholarship initiative. Develop community "sponsors" to assist in the funding of the scholarship(s).	Who: Bloomfield High School Principal, Assistant Superintendent, BEA. What: Need sponsorships, alternative donor sources.

Increasing Educator Diversity Plan Template



RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Cultivate a Teacher Prep Pipeline with Guidance Staff at CAIS, CAMS, BHS and GEMS	Building Principals and School Counselors at GEMS and BHS	Develop courses and a course sequence to prepare current high school student for education.	Building Principals and Counseling Staff.	1-Oct-24	Course sequence create and embedded into current Program of Studies and curriculum.	Staff interest in teaching education courses. Student participation and enrollment in course.	What: Lack of interest from students. Low interest in courses focusing on teaching and education. How: Research current programs at schools across the state. Create and develop courses that reflect specific areas of education (Elementary, Social Work, Library Media, etc.	Who: GEMS and BHS Principals, Staff, Counselors, Parents and Students What: Importance of pursuing a career in education, and highlighting the benefits
Participate in recruitment and hiring fairs.	IED Committee, Building Leaders, BEA President	Attend all available regional job fairs.	IED Committee, Building Leaders, BEA President	Ongoing	Consistent attendance at regional fairs.	Consistent attendance at fairs.	What: Divergent opinions How: Attend all available recruitment fair with building and teacher leaders.	Who: IED Committee, Building Leaders, BEA President What: Calendar of recruiting and career fairs, networking events with local and regional college and universities.
Host a diversity recruitment fair in district	IED Committee, Building Leaders, BEA President	BPS Diversity Recruitment Fair	IED Committee, Building Leaders, BEA President	Have a plan in place by June 1, 2024	Culminating event leads to increase in interested candidates	Host school, staff to work the fair, communicate the event to surrounding towns.	What: Lack of candidate/applicant interest in education. How: Clearly communicate the purpose of recruiting a diverse staff and the effects it has on students. Host a fair that is informative and speaks of the benefits of diversity in education.	Who: IED Committee, Building Leaders, BEA President What: Organize district information session and attend college and university student forums What: Organize district information session and attend college and university student forums
Sustain strong and positive relations with local teacher preparation programs at the college and university levels (UConn, CCSU, St. Joseph's, SCSU, etc.).	IED Committee, District Curriculum Specialist, Teacher Preparation Directors at the local colleges and universities.	Continue to sustain strong relationships with local and regional teacher prep programs.	HR, Curriculum Specialist, Asst. Superintendent, Director of School Improvement, IED Committee.	Ongoing	Maintain current relationships with programs and develop new relationships with regionally located programs in NY, MA, and RI.	More partnerships with programs outside the state.	What: Lack of interest in partnering. Leadership change. How: Be proactive in the maintaining strong relationships with teacher preparation programs. Develop different modes of ongoing communication with teacher prep programs. Attend career fair and events at local college and universities.	Who: IED Committee, Building Leaders, BEA President What: Host bi-annual stakeholder events to strengthen pipeline. Also create partnership with Charter Oak College to leverage State scholarship offerings.
Build and sustain relationships with Minority Serving Institutions (MSIs) and Historically Black Colleges and Universities.	IED Committee, BEA, Board Members, Building Leaders	Increase the number of national partnerships with teacher prep programs.	IED Committee, current staff who graduated from HBCUs, BOE members.	Ongoing	Increased MSI attendance at fairs	Expand out partnerships nationally.	Decreased candidate pools looking to other districts due to lack on incentives	Who: IED Committee, Building Leaders, BEA President, BOE members. What: Host bi-annual MSI stakeholder meetings and virtual recruitment events

CT Department of Agriculture - Farm to School Grant Overview

Farm-to-school enriches communities' connection with fresh, healthy food and local food producers by changing food purchasing and education practices at schools and early care and education sites.

Students gain access to healthy, local foods and education opportunities such as school gardens, cooking lessons, and farm field trips. Farm to school empowers children and their families to make informed food choices while strengthening the local economy and contributing to vibrant communities.

Farm-to-school implementation differs by location but always includes one or more of the following known as the 3 C's:



Source: Image from Food Connects

Why farm to school?

Kids WIN

Farm to school provides all kids access to nutritious, high-quality, local food so they are ready to learn and grow. Farm-to-school activities enhance classroom education through hands-on learning related to food, health, agriculture, and nutrition.

Farmers WIN

Farm to school can be a significant financial opportunity for farmers, fishers, ranchers, food processors, and food manufacturers by opening the doors to an institutional market worth billions of dollars in sales.

Communities WIN

Farm-to-school benefits everyone from students, teachers, and administrators to parents and farmers, providing opportunities to build family and community engagement. Buying from local producers and processors creates new jobs and strengthens the local economy.

Wintonbury Early Childhood Magnet School – CT Grown for CT Kids Grant (CTG4CTK)

The CTG4CTK grant was first awarded to Wintonbury for the implementation of the Growing, Eating, Learning Project for fiscal year 2023 and 2024. The grant, totaling \$24,999, allowed Wintonbury staff to work with Micro to Life, a local microgreens grower, and Auerfarm, a longtime partner of Wintonbury. The program funded curriculum and lesson development that merged nutrition education with STEM and provided the resources for the school sponsored Try Day Friday events which allowed students to taste-test locally sourced produce prepared in different ways. The Try Day Friday events were hosted in partnership with the Bloomfield Food Services Department.

As part of the second-year cohort of grantees for the Farm to School program, Wintonbury was given the opportunity to apply for another year of funding for fiscal year 2024-2025. The school was fortunate to be awarded \$26,500 for Growing, Eating, Learning Expansion Project.

Growing, Eating, Learning Expansion project is divided into four focus areas:

1. increasing access and establishing reliable sources to locally grown foods (via hydroponic, aquaponics and traditional growing methods) for students to sample during Try Day Fridays and other school events,
2. continue providing staff professional development in the areas of **nutrition** and **growing** to take full advantage of the school's and district's growing facilities and the longstanding Auerfarm partnership, and
3. provide avenues for families and students to share their cultural backgrounds through the development of a "Wintonbury's Recipes from Around the World" cookbook using locally grown produce.
4. continue to increase student knowledge in nutrition and making healthy food choices through the implementation of the updated STEM curriculum and lessons developed through the implementation of FY 2023 CTG4CTK grant.

Our goal utilize this initial investment in infrastructure and staff professional development which can continue function beyond the grant period.