



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION POLICY COMMITTEE MEETING

Board of Education Policy Committee Meeting AT Thursday, April 25, 2024

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

1. Establishment of a Quorum and Call to Order
F. Bogle-Assegai
2. Consent Agenda
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F. Bogle-Assegai
3. New Business
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 - B. Silver
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 2. Attendance - Unexcused Absences - Truancy - Students 5113.2 7
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K. Wallach
4. Adjournment
F. Bogle-Assegai



Board of Education – Policy Committee Meeting
Tuesday, March 26, 2024 at 7:00 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

ATTENDANCE: F. Bogle-Assegai, Chair Present
T. Moore Present
H. Frydman Absent
L. Easmon *ex-officio* Present

ALSO PRESENT: T. Mack-Mohammed B. Silver D. Nesmith
L. Lamenzo

1. Establishment of a Quorum and Call to Order

F. Bogle-Assegai called the meeting to order at 7:41 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Policy Committee Meeting – January 23, 2023

A motion was made by T. Moore and seconded by F. Bogle-Assegai for the Policy Committee to approve the meeting minutes from January 23, 2024, as presented.

F. Bogle-Assegai Aye
T. Moore Aye

The motion passed unanimously 2-0-0.

3. Old Business

A. Policies for Second Reading

1. Exploitation; Sexual Harassment – Students – 5145.511

Dr. Bethany Silver, Acting Superintendent, presented a second reading of Policy 5145.511 Exploitation; Sexual Harassment. The changes to this policy are mandated under Public Act 22-87.

Dr. Silver noted there are not significant changes to this policy, but it does include definitions, implementation of a Sexual Abuse and Assault Awareness and Prevention program, and reporting procedures. It was further noted the reporting mechanism and mandated reporter training is delimited in Board Policy #5141.4, as referenced in this revised policy.

The new language was provided by the Connecticut Association of Boards of Education (CABE).



A motion was made by T. Moore and seconded by F. Bogle-Assegai to recommend to the Board of Education an initial reading of policy 5145.511 – Exploitation; Sexual Harassment (Students).

F. Bogle-Assegai	Aye
T. Moore	Aye

The motion passed unanimously 2-0-0.

2. Drug and Alcohol Free Workplace – Personnel – 4118.232

Dr. Bethany Silver, Acting Superintendent presented a second reading of Policy 4118.232 Drug and Alcohol Free Workplace. The updated language to this policy is a result of Public Act 21-1.

The policy now includes definitions and language pertaining to cannabis, cannabis products and cannabis use in the workplace. The policy also provides greater latitude for employee assistance and discipline.

A motion was made by T. Moore and seconded by F. Bogle-Assegai to recommend to the Board of Education an initial reading of policy 4118.232 – Drug and Alcohol Free Workplace (Personnel).

F. Bogle-Assegai	Aye
T. Moore	Aye

The motion passed unanimously 2-0-0.

3. Political Activities of School Employees – 1311.1

Dr. Bethany Silver, Acting Superintendent presented a second reading of Policy 1311.1 Political Activities of School Employees. This policy provides guidelines for employees who are involved in political activities or are elected officials.

This policy addresses that 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 addition, the posting or distribution of political materials and the solicitation of students for campaigning or recruiting purposes is prohibited. Employees who hold elective public office may be granted released time for the performance of official duties under certain conditions and with approval.

A motion was made by T. Moore and seconded by F. Bogle-Assegai to recommend to the Board of Education an initial reading of policy 1311.1 – Political Activities of School Employees.

F. Bogle-Assegai	Aye
T. Moore	Aye

The motion passed unanimously 2-0-0.



4. Adjournment

At 7:48 p.m., a motion was made by T. Moore and seconded by F. Bogle-Assegai to adjourn.

The motion passed unanimously 2-0-0.

F. Bogle-Assegai, Chair

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BOARD POLICY

No. 6142.104(a)

Play-Based Learning

Approved:

Play is a fundamental aspect of childhood and a powerful tool for learning, development, and well-being. The Bloomfield Board of Education recognizes the importance of play in the educational process and is committed to supporting and promoting play as an integral component for engaging students in all areas of the district's curricula. Strategically aligning play-based learning with curriculum standards can help meet the Board's goal to realize increased academic gains while improving executive function or self-regulation among all students.

Along with supporting the Board's recognition of the educational value of play-based learning, the purpose of this policy is to ensure compliance with a law passed in 2023 requiring schools to provide play-based learning for kindergarten and preschool students and to permit a teacher to utilize play-based learning for grades one to five.

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five. The teacher's role in play-based learning is to create an appropriate learning environment, ask questions, set up investigations and challenges, offer ideas, and provide feedback. While children engage in play-based learning, teachers are expected to observe, document, assess learning, and plan for the next day's experience.

Beginning in the 2024-25 school year, play-based learning must be incorporated into annual professional development programming for pre-K through grade five teachers.

Definitions

“Play-Based Learning” means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. “Play-based learning” does not mean time spent in recess or as part of a physical education course or instruction.

“Free Play” means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards except “free play” may be structured to promote activities that are child-directed, joyful and spontaneous.

“Guided Play” means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

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Play-Based Learning (continued)

BOARD POLICY No. 6142.104(b)

“**Recess**” means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise or not less than twenty minutes in total pursuant to section 10-221o of the general statutes.

“**Mobile Electronic Device**” has the same meaning as provided in section 10-222d of the general statutes.

“**Instructional Time**” means the time of actual school work during a regular school day.

Instruction

Guidance for Pre-K and Kindergarten

Play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board shall be provided. Such play-based learning must be incorporated and integrated into daily practice, allow for the needs of such students to be met through free play, guided play and games, and be predominantly free of the use of mobile electronics.

Guidance for Grades 1-5

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning may be incorporated and integrated into daily practice, shall allow for the needs of such students to be met through free play, guided play and games, and shall be predominantly free of the use of mobile electronic devices.

Any play-based learning utilized under this policy must comply with the individualized educational program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for any student.

A school employee may only prevent or otherwise restrict a student’s participation in play-based learning if such prevention or restriction is in accordance with this policy pursuant to section 10-221 of the general statutes.

Legal Reference: Public Act 23-101 (An Act Concerning the Mental, Physical, and Emotional Wellness of Children), § 20
 Public Act 23-159 (An Act Concerning Teachers and Paraeducators), §§ 4-5

BOARD POLICY

No. 5113.2(a)

**RE: Attendance, Excused Absences, and Truancy
Students**

Approved: 11/12/2002

Revised: 3/8/2016

Revised: 11/14/2017

Revised: 4/2/2019

Introduction

Connecticut state law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. The responsibility for regular attendance rests with the students' parents, guardians or with the students themselves when they become of legal age.

The district's policy on student truancy stresses early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused", "unexcused" and "disciplinary" absences.

In order for students to develop to their full potential, the Board of Education deems it essential that students attend school on a regular basis. The learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction.

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Definitions

"**Truant**" shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

"**In attendance**" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

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"**Chronically absent child**" is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

BOARD POLICY No. 5113.2(b)

"**Absence**" means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to CGS 10-198b.

"**District chronic absenteeism rate**" means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

"**School chronic absenteeism rate**" means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

Excused Absence

The Board believes a student should not be absent from school without the parents' knowledge and consent, therefore verification of an absence should be in writing by parent or guardian.

For absences one through nine, an absence shall be considered "excused" when a child does not attend school and appropriate documentation is provided by the student's parent/guardian approving the absence, due to:

- A. Illness or injury,
- B. Death in the immediate family,
- C. Religious obligation,
- D. Court appearance,
- E. School sponsored activity,
- F. Lack of transportation that is normally provided by a district other than the one the students attends, (This reason does not require documentation.)
- G. An emergency, or
- H. Other exceptional circumstances and extraordinary educational opportunities preapproved by a District administrator and in accordance with SDE guidelines. Written excuse for such absences should be submitted to school officials by the child's parent or guardian. All other absences with or without written explanation shall be considered unexcused.

For the tenth absence and all others thereafter, the same reasons cited above shall constitute "excused" absences. Documentation by a medical professional is required for illness, regardless of the length of the absence once the tenth absence is recorded.

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BOARD POLICY No. 5113.2(c)

Unexcused Absence

Board policy with respect to unexcused absences stresses prevention and inquiry leading to

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BOARD POLICY No. 5113.2(e)

remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

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BOARD POLICY No. 5113.2(b)

~~For the tenth absence and all others thereafter, the same reasons cited above shall constitute “excused” absences. Documentation by a medical professional is required for illness, regardless of the length of the absence once the tenth absence is recorded.~~

~~**Unexcused Absence**~~

~~Board policy with respect to unexcused absences stresses prevention and inquiry leading to remediation of absences. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.~~

A student’s absence from school shall be considered “unexcused” unless the absence meets the definitions, listed above, for an “excused” absence, including the documentation requirements; or if the absence is the result of school or District disciplinary action.

Release of Student During School Day

The Board recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations. Request for release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student.

Dismissal before the normal end of the school day must be requested in writing.

Students who become ill during the school day may be excused by the school nurse, and transportation home will be arranged by school personnel.

Truancy

The Board of Education must provide each child with a continuing education which will prepare the student to assume adult roles and responsibilities. Therefore, regular attendance and punctuality are expected from all children enrolled in our schools. By statute, responsibility for assuring that students attend school rests with the parent(s) or other person having control of the child. Every effort must be made to keep absences and tardiness to a minimum. To assist parent(s) and others in meeting this responsibility, the Board of Education has developed the following procedures regarding students ages five (5) to eighteen (18) inclusive.

1. Annually notify parents or other person having control of each child enrolled, ages five (5) to eighteen (18), inclusive in writing of the obligations of the parent pursuant to student

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attendance (C.G.S. 10-184).

2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.

3. Establish a system for monitoring student's individual absences/tardies.

BOARD POLICY No. 5113.2(d)

4. Notify, by telephone and by mail the parent(s) or other such person(s) whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person is aware of the student's absence. The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the

Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.

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BOARD POLICY No. 5113.2(e)

~~1. Annually notify parents or other person having control of each child enrolled, ages five (5) to eighteen (18), inclusive in writing of the obligations of the parent pursuant to student attendance (C.G.S. 10-184).~~

~~2. Obtain from each parent or other persons having control of an enrolled child a telephone number or other means of contacting such parent or other person during the school day.~~

~~3. Establish a system for monitoring student's individual absences/tardies.~~

~~4. Notify, by telephone and by mail the parent(s) or other such person(s) whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person is aware of the student's absence. The required mailed notice shall include a warning that two unexcused absences from school in one month or five unexcused absences in a school year may result in a complaint filed with the Superior Court alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.~~

5. Identify a student as "truant" when the student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.

6. Hold a meeting with appropriate staff and the parent or other person having control of the child identified as a "truant" within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.

7. Referral will be made to the PPT to determine whether or not an educational evaluation is appropriate, prior to filing a written complaint with the Superior Court.

8. Provide for the coordination of services and refer enrolled students who are truants or to community agencies providing child and family services.

A student who is identified as a "truant" may be subject to the following consequences:

a. Promotion to the next grade may be contingent upon the student successfully completing a summer school program

b. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level

Persons who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and

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shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

The board, on or before 8/15/18, shall implement a truancy intervention model identified by the state department of education (SDE) for any school within the district that has a disproportionately high rate of truancy, as determined by the commission of education.

Chronic Absenteeism

BOARD POLICY No. 5113.2(e)

Chronic Absenteeism

As used in this section, the following additional definitions are applicable:

Chronically absent child: an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year.

Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198B.

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~~BOARD POLICY No. 5113.2(d)~~

~~8. Provide for the coordination of services and refer enrolled students who are truants or to community agencies providing child and family services.~~

~~A student who is identified as a "truant" may be subject to the following consequences:~~

~~a. Promotion to the next grade may be contingent upon the student successfully completing a summer school program~~

~~b. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level~~

~~Persons who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.~~

~~The board, on or before 8/15/18, shall implement a truancy intervention model identified by the state department of education (SDE) for any school within the district that has a disproportionately high rate of truancy, as determined by the commission of education.~~

~~Chronic Absenteeism~~

~~As used in this section, the following definitions are applicable:~~

~~Chronically absent child: an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year.~~

~~Absence: An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198B.~~

~~District chronic absenteeism rate: The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.~~

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School chronic absenteeism rate: The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. ~~1.~~ A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.
2. ~~2.~~ A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. ~~3.~~ A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a district chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. (SDE to develop by 1/1/16.)

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

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~~The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:~~

- ~~1. A team for the District must be established when the District chronic absenteeism rate is 10 percent or higher.~~
- ~~2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.~~
- ~~3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a district chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.~~

~~The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.~~

~~Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.~~

~~The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. (SDE to develop by 1/1/16.)~~

~~The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.~~

The principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Remediation of Truancy

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall

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develop regulations which will detail the following school district obligations under the district's truancy policy.

1. ~~1.~~ Notify parents annually of their obligations under the attendance policy.
2. ~~2.~~ Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. ~~3.~~ Establish a system to monitor student attendance.
- ~~4.~~ Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child, enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. (Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or
4. criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)
5. ~~5.~~ Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. ~~6.~~ Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. ~~7.~~ Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

~~Students so identified may be subject to:~~

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BOARD POLICY No. 5113.2(g)

Students so identified may be subject to:

- (a) ~~(a)~~ retention in the same grade to acquire necessary skills for promotion or retention.
 - (b) ~~(b)~~ a requirement to complete a summer school program successfully before being promoted to the next grade.
- ~~8.~~ When a petition is filed, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
- 8.
9. ~~9.~~ Provide coordination of services and refer "truants" to community agencies which provide child and family services.
10. If in existence, refer the child to the children's probate court truancy clinic.
- ~~10. If in existence, refer the child to the children's probate court truancy clinic.~~

The Board, on or before 8/15/18, shall implement a truancy intervention model identified by the Connecticut State Department of Education (SDE) for any school within the District that has a disproportionately high rate of truancy, as identified by the Commissioner of Education. The intervention models must also address the needs of students with disabilities. Parents or other persons having control of each child shall be notified of such truancy model.

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

- 1. ~~1.~~ A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
- 2. ~~2.~~ A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
- 3. ~~3.~~ A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school counselors, school social workers, teachers, chronically absent children,

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parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

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Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity, gender, eligibility for free and reduced priced lunches, students whose primary language is not English, and students with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

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BOARD POLICY No. 5113.2(f)

Legal Reference: Connecticut General Statutes

~~10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157 AND PA 18-15)~~

~~10-198a Policies and procedures concerning truants (as amended by PA 00-157 and PA 11-136)~~

~~10-198b State board of education to define “excused absence,” “unexcused absence,” and “disciplinary absences”~~

~~10-198c Attendance Review teams (as amended by pa 17-14 and pa 18-182)~~

~~10-198d Chronic absenteeism~~

~~10-199 through 10-202 Attendance, truancy in general. (Revised 1995—PA 95-304)~~

~~45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by pa 15-225)~~

~~10-220(e) Duties of boards of education (as amended by PA 15-225)~~

~~10-202e-f Policy on dropout prevention and grant program.~~

~~10-221(b) Board of education to prescribe rules.~~

~~Campbell v New Milford, 193 Conn 93 (1984).~~

~~Action taken by State Board of Education on January 2, 2008, to define “attendance.”~~

~~Action taken by the State Board of Education on June 27, 2012 to define “excused” and “unexcused” absences. Connecticut General Statutes §10-220~~

~~Connecticut General Statutes §10-184~~

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BOARD POLICY No. 5113.2(h)

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a`

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School

Information System (Connecticut State Department of Education, January 2008)

Connecticut State Board of Education Memorandum, Definitions of Excused and Unexcused Absences (June 27, 2012)

Connecticut State Department of Education, Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention (April 2013)

Connecticut State Department of Education, Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts (April 2017)

Connecticut State Department of Education Memorandum, Youth Service

Bureau Referral for Truancy and Defiance of School Rules (February 22,2018)

Connecticut State Department of Education, Youth Service Bureau

Referral Guide (February 2018)

Connecticut State Department of Education, Adapt, Advance, Achieve:

Connecticut's Plan to Learn and Grow Together (June 29, 2020), available at <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>

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BOARD POLICY

No. 3323(a)

**RE: Purchasing – Soliciting Prices
Business**

Adopted: 9/17/2002

Approved: 10/6/2015

I. COMPETITIVE BIDDING PROCESS

A. Purchases Requiring Competitive Bidding Process (\$20,000 or More)

Purchases of goods or general services, including high technology equipment, expected to involve an expenditure of \$20,000 or more must be made by sealed competitive bid. As set forth below, such purchases in the amount of at least \$20,000, but less than \$40,000, may be awarded by the Superintendent or his/her designee. Such purchases in the amount of \$40,000 or more must be awarded by the Board, unless delegated to the Superintendent of Schools.

General Services include all services which result in a measurable end product that can be defined by bid specifications and all services used in the process of building or altering property (excluding architectural, engineering and other design services).

B. Bid Specifications

When competitive bidding is required, all requirements, terms and conditions describing and detailing the goods or general services to be purchased must be included in the bid specifications. The bid specifications should define the requirements for quality of materials, equipment and/or services to be procured, and as such, they should clearly and accurately reflect the required characteristics of the goods and services. The bid specifications should also include any vendor or contractor qualification requirements, a school district contact person responsible for all communications with prospective bidders, a requirement that all communications between the school district contact person and prospective bidders be in writing and, if the purchase will require entering into a contract, a draft contract whenever possible.

The Superintendent of Schools or his/her designee shall develop the proposed bid specifications and other bid documents.

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C. Advertising

A legal notice inviting sealed bids shall be published by the Superintendent of Schools or his/her designee at least once in a daily newspaper circulated in the Town of Bloomfield. At least five calendar days must intervene between the date of the last newspaper publication and the final date for submitting bids. The notice shall contain a general description of the goods or services being bid, the school district contact person and the day, hour and place of the bid opening and may contain other information relating to the bid including, but not limited to, where and when bid packages may be obtained.

D. Bid Openings and Awards

All bids, and bid security if applicable, must be submitted to the Superintendent of Schools or his/her designee in sealed envelopes and show on the face of the envelopes the bid number, the title of the bid and the bidder's name. All envelopes will be date stamped as received.

All bids shall be opened in public and read aloud at the time stated in the legal notice. No bids shall be accepted, or opened, that were not submitted in compliance with the procedures set forth in the notice advertising the bid.

Within a reasonable time following the bid opening, the Superintendent of Schools or his/her designee will tabulate and analyze the bids. For contracts of at least \$20,000, but less than \$40,000, the Superintendent shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below. For contracts of \$40,000 or more, the Board shall, subject to the right of rejection, award the bid to the Lowest Responsible Qualified Bidder, as defined below.

A record of all bids submitted, giving the names of the bidders, the amounts of the bids and indicating the successful bidder, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

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E. Bid Security

When, in the judgment of the Superintendent of Schools or his/her designee, bid security is advisable, all bids must be accompanied by security in one of the following forms - certified check, cashier's check, personal money order, letter of credit or bid bond. All security presented must show the "Town of Bloomfield" as the payee.

F. Requirements Governing Bid Awards

The award shall be made to the bidder whose bid meets the requirements, terms and conditions contained in the bid specifications and is the lowest among those bidders possessing the skill, ability and integrity necessary for faithful performance of the work based on objective criteria considering past performance and financial responsibility (the "Lowest Responsible Qualified Bidder").

In determining the Lowest Responsible Qualified Bidder the following criteria will be considered, as applicable:

- (1) The ability and capacity of the bidder to perform the work based on an evaluation of the character, integrity, reputation and experience of the bidder. Consideration shall be given to previous work performed by the bidder for the Board or for other agencies, including the quality and degree of satisfaction with the work performed.
- (2) The financial resources of the bidder and the bidder's ability to secure any required bonds and/or insurance.
- (3) Compliance by the bidder with all applicable federal, state and local laws, including any licensing requirements.
- (4) Delivery or completion time.
- (5) Cost.
- (6) Involvement in litigation.

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G. Rejection Of Bids

The Superintendent of Schools or his/her designee has the right to reject any and all bids in whole or in part. Any or all bids may be rejected if there is any reason to believe that collusion exists among the bidders. Individual bids may be rejected for irregularities of any kind, including, without limitation, alteration of form, additions not called for, conditional bids, incomplete bids and unexplained erasures. The Superintendent of Schools or his/her designee retains the right to waive any formality or procedural irregularities in the bids received. Nothing in this Section should be construed to limit in any way the right of the Superintendent of Schools or his/her designee to reject any and all bids.

H. Advisement Of Bid Award

Upon acceptance of the Lowest Responsible Qualified Bidder, a letter will be sent to the successful bidder(s) announcing the award of the bid. All unsuccessful bidders will be sent a letter notifying them that they were not selected.

II. COMPETITIVE QUOTATION PROCESS

A. Purchases Requiring Competitive Quotation Process

Price quotations should be requested for all purchases of goods or general services, including high technology equipment, expected to involve an expenditure of at least ~~\$1,000~~ \$7500 but less than \$20,000. Purchases of goods or services which involve an expenditure of less than ~~\$1,000~~ \$7500 may be made directly, without regard to any competitive bid or quotation process. Waivers from the quotation process are available for the same reasons that Waivers are available from the bidding process. (See Section IV.)

B. Process For Obtaining Quotations

Generally quotations, either oral or written, should be solicited by the Superintendent of Schools or his/her designee from at least three (3) vendors or obtained from current catalogues or price sheets. The refusal of an otherwise valid supplier to quote shall qualify as a quotation. The quotation process does not require a public opening, and the Superintendent of Schools or his/her designee may send requests to a limited number of selected vendors. However, vendors must furnish all of the necessary information to the Superintendent of Schools or his/her designee by the specified date.

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The purchase shall be awarded to the provider whose proposal is deemed to best provide the good and/or services desired, taking into account cost and the project requirements.

III. COMPETITIVE PROPOSAL PROCESS FOR SPECIAL OR PROFESSIONAL SERVICES

A. Purchases Requiring Competitive Proposal Process

Purchases of Special or Professional Services may be made by competitive proposal should the situation warrant if the purchase is expected to exceed the monetary thresholds set forth below. Special or Professional Services involve the furnishing of judgment, expertise, advice or effort by persons other than Board employees, and not involving the delivery of a specific end product that is defined by bid specifications. Examples of Professional Services include, but are not limited to, in-service instructional leaders, pupil services, special education evaluations, interpreters, tutors, computer programmers, architects, auditors, attorneys, and temporary agencies. Examples of Special Services include, but are not limited to, repair services for Board property, equipment and vehicles where the nature of the repair cannot be defined in advance by bid specifications and the professional expertise of the service provider is critical. Waivers from the proposal process are available for the same reasons that Waivers are available from the bidding process. (See Section IV.) Funds must be available in the proper account in order to begin development of a Request for Proposals ("RFP"), except in emergency circumstances as determined by the Superintendent.

Purchases of Special or Professional Services that are expected to be less than \$10,000 shall be made directly by the Superintendent of Schools or his/her designee, without regard to a competitive proposal process.

B. Informal Competitive Proposal Process (\$20,000 to \$40,000)

Purchases of Special or Professional Services for at least \$20,000 but less than \$40,000 shall be based upon a reasonable and documented attempt to solicit proposals. Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

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An evaluation of the proposals received will be made by the Superintendent of Schools or his/her designee. The Superintendent or his/her designee shall award the contract to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the project requirements.

A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

C. Formal Competitive Proposal Process (\$40,000 or more)

Request for Proposals for Purchases of Special or Professional Services for \$40,000 or more shall be prepared by the Superintendent or his/her designee. All requirements, terms and conditions, including provider qualifications, should be included in the RFP, as well as a draft contract whenever possible. The award of any such contracts for \$40,000 or more shall be approved by the Board, unless delegated to the Superintendent of Schools.

The Superintendent of Schools or his/her designee will arrange to have a legal notice requesting proposals published in a local newspaper at least ten (10) business days prior to the deadline for submitting proposals. Whenever the Superintendent or his/her designee determines that the service requested is so specialized that few appropriate providers can reasonably be expected to respond to the notice, the Superintendent may substitute another means of notifying potential providers of the RFP in lieu of such newspaper notice. Any advertisement or other notice of the RFP shall include the general description of the services sought and the location where RFPs may be obtained.

Where possible, proposals should be solicited from at least three (3) potential service providers. The refusal to submit a proposal from an otherwise valid provider shall qualify as a proposal. The process shall be documented in writing by the Superintendent of Schools or his/her designee. If a single reasonable source exists for the service, this fact shall be documented in writing.

An evaluation of the proposals will be made by the Superintendent of Schools or his/her designee. The contract shall be awarded to the service provider whose proposal is deemed to best provide the services desired, taking into account cost and the requirements, terms and conditions contained in the RFP.

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A record of all proposals submitted, giving the names of the service providers, the amount of the proposal and indicating the successful provider, shall be preserved by the Superintendent of Schools or his/her designee in accordance with State law.

IV. WAIVERS

In certain situations the bidding, quotation and proposal processes described above may be waived even though the estimated cost exceeds the dollar threshold established by the Board. The formal processes may be waived for any of the following reasons:

- (1) Only one (1) reasonable or qualified source can be identified. This shall include situations such as the purchase of copyrighted materials and textbooks.
- (2) Time is a critical factor, and taking the time necessary to comply with the formal process would not be in the best interests of the school district.
- (3) In the opinion of the Superintendent or his/her designee, an emergency requires the purchase of goods or services to avoid injury or damage to human life or property.
- (4) A special source, including but not limited to a sale, purchasing plan, government discount or trade-in allowance, will supply a lower cost than that which would result from a bid process.
- (5) A formal process would result in substantially higher costs to the school district, or inefficient use of personnel, or cause substantial disruption of school district operations.
- (6) Prices of goods or services are subject to specific federal or state competitive bidding requirements, including, but not limited to, "school building projects" as defined in the Connecticut General Statutes.
- (7) Regional or cooperative purchases.

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For a requesting administrator to obtain a Waiver, the requesting administrator must make a written request to the Superintendent of Schools or his/her designee. The Waiver must bear the signature of the requesting administrator and state the reason(s) for requesting the Waiver. Upon receipt of such request, the Superintendent of Schools or his/her designee will promptly notify the requesting administrator if such Waiver has been granted.

In addition, the Superintendent of Schools or his/her designee, in his/her sole determination, may grant a Waiver for any of the above-listed reasons. Upon granting such a Waiver, the Superintendent of Schools or his/her designee must, in writing, state the reason(s) for granting such Waiver.

V. AUDITS

The Board may periodically engage an independent audit firm to review the purchasing procedures outlined in this manual.