



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION REGULAR MEETING

Board of Education Regular Meeting AT Tuesday, September 10, 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 and JROTC
3. Opening Statement
F. Bogle-Assegai
4. Superintendent's Report
 - A. Opening Schools Report
B. Silver
 - B. Human Resources/Staffing Update
T. Curtis and M. Cornish
 - C. Business Office Update
D. Greco
5. Student Representative Report - BHS Summer Interns
C. Prescott and BHS Interns
6. Board of Education Committee Reports
 - A. Finance Committee
K. Dunbar
 - B. Curriculum Committee
H. Frydman
 - C. Policy Committee
F. Bogle-Assegai
7. Consent Agenda
L. Easmon
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 - B. Approval of Minutes - Special Meeting - June 25, 2024 9
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 - E. Approval of Minutes - Special Meeting - August 6, 2024 16
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8. Presentations
 - A. Introduction of New Staff



1. Diana Bunting, Principal at Carmen Arace Intermediate School
T. Curtis
2. Laura Curley-Colon, Principal at Global Experience Magnet School
T. Curtis
3. Melissa Sutton, Director of Student Support Services
B. Silver
4. Steve Wrona, Coordinator of Safety
B. Silver
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L. Easmon
10. New Business
 - A. High Stakes Assessment Data from Spring 2024 - Overview 20
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 - B. 2024-2025 District Goals and Strategies 30
B. Silver
 - C. Policies for Initial Reading
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B. Silver
 2. Graduation Requirements - 6146 87
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11. Board Comments
L. Easmon
12. Adjournment
L. Easmon



BLOOMFIELD BOARD OF EDUCATION – REGULAR MEETING
Tuesday, June 4, 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 (*arrived at 7:05 p.m.*)
F. Bogle-Assegai, Secretary Present (*arrived at 7:04 p.m.*)
T. Moore Present
K. Dunbar Present
T. Mack-Mohammed Present
L. Simone Present

Also Present: B Silver, Acting Superintendent
T. Curtis, Interim Assistant Superintendent
D. Greco, Director of Accounting
A.M. Cullinan, Curriculum Consultant
E. Pierce, District Grants Specialist
J. Titelbaum, District Data Systems Coordinator
J. White, Principals, Bloomfield High School
Salvadora Etienne, Dean of Students, Global Experience Magnet School
T. Ellis, Principal, Carmen Arace Middle School
S. Williams, Principal, Carmen Arace Intermediate 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

Tiffany Mack-Mohammed welcomed all attendees. The purpose and process of the Board of Education meeting were stated.

4. Consent Agenda

A motion was made by T. Mack-Mohammed and seconded by T. Moore for the Bloomfield Board of Education to approve the minutes from the May 14, 2024 regular Board Meeting, as presented.

L. Easmon Aye
T. Moore Aye
K. Dunbar Aye
T. Mack-Mohammed Aye
L. Simone Aye



The motion passed unanimously 5-0-0.

5. Recognitions

A. Connecticut Association of Public Schools Superintendent's (CAPSS) Student Award Recipients

Dr. Bethany Silver, Acting Superintendent presented students from Bloomfield High School, Global Experience Magnet School, Carmen Arace Middle School and Carmen Arace Intermediate School with the CAPSS Superintendents' Award. All of the student recipients have demonstrated distinguished leadership qualities. Awards are based on community service and service to others; academic prowess; and leadership service to the school community. A brief statement about the achievements of each student was read by the principals of each school.

B. Recognition of Wendy Shepard-Bannish, Director of Student Support Services

Dr. Bethany Silver, Acting Superintendent recognized Mrs. Wendy Shepard-Bannish, Director of Student Support Services at Bloomfield Public Schools who is departing Bloomfield Public Schools. She thanked Mrs. Shepard-Bannish for her contributions to Bloomfield Public Schools.

C. Recognition of Sarah Williams, Principal of Carmen Arace Intermediate School

Dr. Bethany Silver, Acting Superintendent noted that Mrs. Sarah Williams, Principal of Carmen Arace Intermediate School will be leaving Bloomfield Schools at the end of this academic year. She stated Principal Williams has been an exceptional leader and extended her sincere appreciation to Principal Williams for her outstanding contributions.

6. Presentations

A. Student Representative Report – SOAR Students

Ms. Juanita Richardson, the Middle School SOAR Teacher introduced two student representatives to talk about their experience in the Talented and Gifted program and their projects. Students in the SOAR program are required to do a research project and creatively showcase their topic. Two students shared their experiences and what they learned through participating in the program.

B. Introduction of Michael Cornish, Human Resource Generalist

Dr. Tiffani Curtis, Interim Assistant Superintendent, introduced Mr. Michael Cornish who joined Bloomfield Public Schools from Hartford Public Schools where he worked in Office of Talent Management specializing in benefits and attendance.

The Board Chair took a recess for students to dismiss from 7:35 p.m. to 7:41 p.m.

7. Public/PTO Comment

No comments.

One person signed up but left before Public Comments.

8. Superintendent's Report

A. Superintendent's Update



Dr. Bethany Silver, Acting Superintendent provided an update to the Board of Education on recent district events including:

- Special Person Night at CAIS
- Unified Prom
- Entrepreneurship Accelerator Cohort Pitch Competition
- Education Celebration

Dr. Silver also shared upcoming events.

B. Financial Report – May 2024

Mr. Domenic Greco, Director of Finance reported on the financials as of May 31, 2024. He noted that 1.23% or \$695,071 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 \$25,151 and this overage continues to decrease every month and includes the April receivables. Next week, when the May and June receivables for special education out-of-district tuition is booked, it will eliminate the deficit in this account.

It was also noted account 08 Tuition is over budget by \$56,801. This account has an overage due to an 11 additional students attending magnet school that the district did not budget for. This overage will be eliminated when funds are received from the State of Connecticut for magnet school reimbursements.

Mr. Greco also highlighted page 1 on the six-page expenditure report. Account 1210 Salaries, Professional Staff and 1240 – Salaries, Clerical are over budget. These overages will be offset by special education out-of-district tuition billing. Any overages will be managed by budget transfers prior to June 30, 2024.

Cost service managers have started the process of closing out purchase orders for the 2023-2024 fiscal year. The finance department is also working hard to spend down grants.

H. Frydman asked about the 1% set aside account is about \$500,000. Would the district consider putting the money in a CD. Mr. Greco has inquired with the Town. This is an account held by the Town and Mr. Frydman expressed interest bearing account.

F. Bogle-Assegai asked about the severance account. Mr. Greco noted that several staff members left whose contract included severance pay and attributes to the overage in that account.

9. New Business

A. Policy for an Initial Reading

1. Remote Work – 4113.6/4213.6



Dr. Bethany Silver shared a first reading of the remote work policy. The purpose of this policy is to provide guidelines for situations permitting staff to remote at a location other than their office provided by the Board of Education. The policy provides criteria for remote work and administrative regulations for requesting remote work.

This is an option for employees other than those identified as essential in certain situations.

10. Old Business

A. Policies for a Second Reading

1. Play-Based Learning – 6142.104

Ms. Anne Marie Cullinan, Curriculum Specialist, presented a second reading of Policy 6142.104 Play-Based Learning. The changes to this policy are mandated under Public Act 23-101 (An Act Concerning the Mental, Physical, and Emotional Wellness of Children), and Public Act 23-159 (An Act Concerning Teachers and Paraeducators).

Ms. Cullinan noted this new policy is to ensure compliance with a law passed in 2023 requiring schools to provide play-based learning for kindergarten and preschool students. It also permits a teacher to utilize play-based learning for grades one to five.

Beginning in the 2024-2025 school year, play-based learning must be incorporated into annual professional development programming for pre-K through grade five teachers.

L. Simone asked how the teachers assess the development of the competencies aligned to play-based learning. A.M. Cullinan noted many assessments are observations of connecting language or concepts. Ms. Simone also inquired how progress is shared with families. Development skills are shared with families through parent meetings.

F. Bogle-Assegai asked about guided play and objectivity. Ms. Cullinan noted the importance of professional development for assessments.

A motion was made by T. Mack-Mohammed and seconded by K. Dunbar for the Bloomfield Board of Education to adopt policy 6142.104 – Play-Based Learning.

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



The motion passed unanimously 7-0-0.

2. Attendance - Unexcused Absences – Truancy - Students – 5113.2

Dr. Bethany Silver, Acting Superintendent presented a second reading of Policy 5113.2 Attendance – Unexcused Absences – Truancy. The updated language to this policy is a result to changes in legislation including new definitions. The revised policy language is adopted from CAFE model policy.

A motion was made by T. Mack-Mohammed and seconded by K. Dunbar for the Bloomfield Board of Education to adopt policy 5113.2 – Attendance, Unexcused Absences, Truancy – Students.

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

The motion passed unanimously 7-0-0.

3. Purchasing – Soliciting Prices - 3323

Dr. Bethany Silver, Acting Superintendent presented a second reading of Policy 3323 Purchasing – Soliciting Prices. The revision on this policy changes the purchasing and bid thresholds with current practices in place with Town and other school districts across the state.

K. Dunbar inquired about section II, A. For purchases less than \$10,000 regarding waivers. The competitive quotes are waivers for purchases under \$10,000. Over \$10,000 requires three competitive quotes. There are processes followed to ensure we are obtaining good pricing including state contracts.

A motion was made by T. Mack-Mohammed and seconded by K. Dunbar for the Bloomfield Board of Education to adopt policy 3323 – Purchasing – Soliciting Prices.

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

The motion passed unanimously 7-0-0.



11. Board Comments

L. Simone shared some positive accolades from administration about Bloomfield students and honorees. She noted that the community has to hear the amazing and positive attributes of Bloomfield students.

T. Moore stated he is proud of Bloomfield students. He encourages the community to come out to the Board meetings. He was very happy to attend the Education Celebration on May 29, 2024. Mr. Moore noted the changes of the Board of Education and is encouraged by where the Board currently stands.

T. Mack-Mohammed is pleased to see the number of guests in the audience. She commended the families and the students. She thanked Mrs. Sarah Williams for her tremendous work. Ms. Mack-Mohammed would like to see more about the SOAR programming. Thanked all for the expression of sympathy.

K. Dunbar noted the school year is coming to an end and stated there have been challenges, growth and achievements. She would like to see positive information shared with the community. She also thanked parents for their support and partnership. She thanked her fellow Board members.

F. Bogle-Assegai stated it was a pleasure to see students and families in attendance. The Board has high expectations for administration, teachers and students. Ms. Bogle-Assegai noted the district is in a building phase. She thanked all for a successful year.

H. Frydman noted the Board has made some positive decisions this year and has come together with one common goal. He encouraged all to attend the high school awards. He thanks Mrs. Sarah Williams for her services and welcomed Mr. Cornish. He noted all the wonderful events coming up including graduation.

L. Easmon welcomed Mr. Cornish and looks forward to continued collaboration with Central Office staff. She congratulated student honorees. She thanked all district staff and wished Mrs. Williams all the best. She thanked her colleagues and Central Office leadership. She noted the mayor's anti-litter campaign art contest.

12. Adjournment

At 8:30 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



Board of Education Special Meeting
Tuesday, June 25, 2024 at 6:15 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
T. Curtis, Interim Assistant Superintendent

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 6:16 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Old Business

A. Policy for Second Reading and Possible Adoption

1. Remote Work - 4113.6/4213.6

Dr. Bethany Silver, Acting Superintendent presented a second reading of Policy 4113.6/4213.6 to the Board of Education Policy Committee. This policy was brought before the Policy Committee for an initial reading on May 28, 2024, a second reading on June 25, 2024 and to the full Board of Education for an initial reading on June 4, 2024.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to adopt policy 4113.6/4213.6 - Remote Work - Certified/Non-Certified.

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

The motion passed unanimously 7-0-0.



4. New Business

A. Discussion and Possible Action on the Motion Made at the Special Meeting on February 27, 2024 regarding District Staffing

A motion was made by K. Dunbar and seconded by H. Frydman for the Bloomfield Board of Education to restore approval of hiring “non-classroom” positions to the Bloomfield Public Schools management, effective immediately.

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

The motion passed unanimously 7-0-0.

B. Discussion and Possible Action regarding Interim Superintendent Contract (discussion proposed for Executive Session Re: Personnel Matter)

C. Discussion and Possible Action regarding Negotiations of Pending Litigation (discussion proposed for Executive Session Re: Legal Matter)

A motion was made by K. Dunbar and seconded by H. Frydman for the Bloomfield Board of Education to enter into Executive Session for the purpose of personnel matters and legal matters as listed under New Business Items B and C on the agenda. They further invited Attorney Andrew Crumbie and Acting Superintendent, Dr. Bethany Silver to participate.

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

The motion passed unanimously 7-0-0.

The Board members convened into Executive Session at 6:19 p.m. and returned to public session at 7:00 p.m.

A motion was made by H. Frydman and seconded by L. Simone for the Bloomfield Board of Education to approve the Acting Superintendent contract, with a new title of Interim Superintendent, effective July 10, 2024 until such time a new Superintendent is identified and appointed.



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

The motion passed unanimously 7-0-0.

5. Adjournment

At 7:01 p.m. a motion to adjourn was made by F. Bogle-Assegai and seconded by T. Moore.

The motion passed unanimously 7-0-0.

F. Bogle-Assegai, Secretary

B. Silver, Acting Superintendent



Board of Education Special Meeting – Board Retreat
Saturday, June 29, 2024 at 10:00 a.m. – 2:00 p.m.
134 Norwood Road
West Hartford, CT 06117

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
T. Curtis, Interim Assistant Superintendent
A. Crumbie, Board of Education Attorney
K. Wallach, Director of Facilities (*arrived at 11:15 a.m.*)
J. Goeler, Senior Policy Associate at CABE

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 10:10 a.m.

2. New Business

A. Learning the Process of Policy Adoption and Revision

Jody Goeler, Senior Policy Associate at the Connecticut Association of Boards of Education (CABE) provide a presentation on learning the process of policy adoption and revision. Mr. Goeler reviewed when policies are adopted by the Board of Education in compliance with state laws or to ensure good district practices. Mr. Goeler stated that agencies such as CABE will often provide draft language that will provide compliance to state statues. Other policies will require research by the policy committee and revisions to align with best or current practices.

Mr. Goeler introduced an example of cellphone policies in schools as a means of discussion.

In addition, an overview of the difference between administrative regulations and Board policies was provided.

A break was provided from 11:16 a.m. to 11:33 a.m.

B. Learning the Process of Bargaining Unit Contract Negotiations

Dr. Tiffany Curtis, Interim Assistant Superintendent and Andrew Crumbie, Board of Education Attorney provided a high-level overview of the bargaining and negotiations process. Dr. Curtis noted that the district management maintains a relationship with the unions through regulars meeting with union presidents.



Prior to the start of negotiations, a timeline is established with the union and management team. The management team will include Dr. Curtis as the lead, Human Resources, a Supervisor and the Board attorney. A review of each step of the process was shared.

It was noted the only contracts required by law to negotiate and ratify within a specific timeline are the administrators (BAA) and teachers (BEA).

A break was provided from 12:18 p.m. to 12:30 p.m.

C. Planning for Capital Improvement

Dr. Bethany Silver, Acting Superintendent and Kenny Wallach, Director of Facilities shared a presentation with the Board of Education on the current state of Bloomfield Public Schools facilities and technology. They also reviewed a list of 2024-2025 prioritized projects by school and associated costs. Dr. Silver discussed the prospect of developing a 10-Year Facilities Plan to construct a roadmap for the future and exploring options for programs that are currently contracted outside the district.

The Board of Education engaged in discussion regarding the HVAC system, communications with local emergency dispatch and priorities for a 10-Year Plan.

A break was provided from 1:20 p.m. to 1:30 p.m.

3. Adjournment

At 3:19 p.m. a motion to adjourn was made by F. Bogle-Assegai and seconded by L. Simone.

The motion passed unanimously 6-0-0. (T. Moore departed at 2:10 p.m.)

F. Bogle-Assegai, Secretary

B. Silver, Acting Superintendent



Board of Education Special Meeting
Tuesday, July 23, 2024 at 6:00 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 Absent

Also Present: B. Silver, Acting Superintendent
T. Curtis, Interim Assistant Superintendent
A. Crumbie, Board of Education Attorney

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 6:04 p.m.

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. New Business

A. Discussion and Possible Action regarding a Pending Legal Matter (discussion proposed for Executive Session Re: Legal Matter)

B. Discussion and Possible Action regarding Interim Superintendent Evaluation (discussion proposed for Executive Session Re: Personnel Matter)

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Bloomfield Board of Education to enter into Executive Session for the purpose of legal matters and personnel matters as listed under New Business - Items A and B - on the agenda. They further invited Attorney Andrew Crumbie, Interim Superintendent, Dr. Bethany Silver, and Assistant Superintendent, Dr. Tiffany Curtis to participate.

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

The motion passed unanimously 6-0-0.



The Board members convened into Executive Session at 6:06 p.m. and returned to public session at 6:51 p.m.

4. Adjournment

At 6:51 p.m. a motion to adjourn was made by H. Frydman and seconded by T. Moore.

The motion passed unanimously 6-0-0.

F. Bogle-Assegai, Secretary

B. Silver, Interim Superintendent



Board of Education Special Meeting
Tuesday, August 6, 2024 at 6:00 P.M.
Virtual Meeting via Zoom

Join Zoom Meeting

<https://us02web.zoom.us/j/85892512980?pwd=rZJcbo5RG0dhrvkdOtiwyvD2Q5Ch1g.1>

Meeting ID: 858 9251 2980 Passcode: 5F0ui3

Dial-In Number: (929) 205-6099

Meeting ID: 858 9251 2980 Passcode: 735040

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
 T. Curtis, Interim Assistant Superintendent
 A. Crumbie, Board of Education Attorney
 M. Kaufmann, District Administration Attorney
 Todd Steigman, Attorney

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 6:03 p.m.

2. Pledge of Allegiance

The Pledge of Allegiance was recited.

3. New Business

A. Discussion and Possible Action regarding Personnel Matter – teacher contract (discussion proposed for Executive Session Re: Personnel Matter)

A motion was made by L. Simone and seconded by T. Moore for the Bloomfield Board of Education to enter into Executive Session for the purpose of discussing a personnel matter pertaining to the teacher contract. They further invited Attorney Andrew Crumbie, Counsel for the Board of Education, Attorney Melinda Kaufmann, Attorney for the District Administration, Attorney Todd Steigman, Counsel for the employee, Dr. Bethany Silver, Interim Superintendent, Dr. Tiffani Curtis, Assistant Superintendent and the court recorder to participate.

L. Easmon	Aye
H. Frydman	Aye



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

The motion passed unanimously 7-0-0.

The Board members convened into Executive Session at 6:05 p.m. and returned to public session at 6:18 p.m.

4. Adjournment

At 6:18 p.m. a motion to adjourn was made by H. Frydman and seconded by T. Moore.

The motion passed unanimously 7-0-0.

F. Bogle-Assegai, Secretary

B. Silver, Interim Superintendent



Board of Education Special Meeting
Thursday, August 29, 2024 at 5:30 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

Attendance: L. Easmon, Chair Present
H. Frydman, Vice Chair Absent
F. Bogle-Assegai, Secretary Present (*arrived at 5:36 p.m.*)
T. Moore Present
K. Dunbar Present
T. Mack-Mohammed Present
L. Simone Present

Also Present: B Silver, Acting Superintendent
T. Curtis, Interim Assistant Superintendent
A. Crumbie, Board of Education Attorney

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 5:34 p.m.

2. Pledge of Allegiance

The Pledge of Allegiance was recited.

3. Old Business

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

A motion was made by K. Dunbar and seconded by T. Moore for the Bloomfield Board of Education to enter into Executive Session for the purpose of discussing a personnel matter. They further invited Attorney Andrew Crumbie, Counsel for the Board of Education and Dr. Bethany Silver, Interim Superintendent to participate.

L. Easmon Aye
T. Moore Aye
K. Dunbar Aye
T. Mack-Mohammed Aye
L. Simone Aye

The motion passed unanimously 5-0-0.

The Board members convened into Executive Session at 5:34 p.m. and returned to public session at 6:15 p.m.

4. Adjournment

At 6:16 p.m. a motion to adjourn was made by F. Bogle-Assegai and seconded by T. Moore.



The motion passed unanimously 6-0-0.

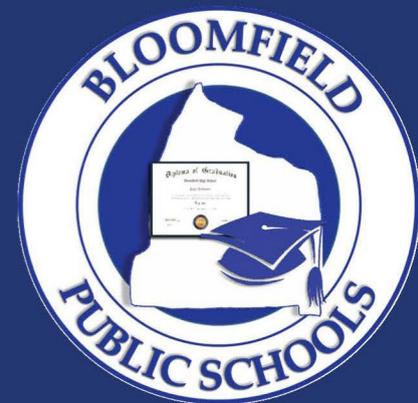
F. Bogle-Assegai, Secretary

B. Silver, Interim Superintendent

Bloomfield Public Schools



2024 High Stakes Assessment Data Review



Making a Difference

Dr. Bethany Silver

Interim Superintendent



Overview

Purpose

Provide the Board of Education with an update on the performance of students on the 2023-2024 high stakes assessments and the Next Generation Accountability Indicators



Smarter Balanced Assessment (SBAC) Performance

% at or above proficiency

ELA Performance	2023	2024	Change from 2023 to 2024*	2024 State of Connecticut
Grade 3	43.9%	31.5%	-12.4%	45.9%
Grade 4	45.9%	42.7%	-3.2%	49.4%
Grade 5	27.7%	37.7%	+10.0%	51.4%
Grade 6	23.8%	26.0%	+2.2%	48.1%
Grade 7	30.4%	26.7%	-3.7%	49.5%
Grade 8	32.7%	32.5%	-0.2%	49.1%
District	33.6%	32.4%	-1.2%	48.9%

Math Performance	2023	2024	Change from 2023 to 2024*	2024 State of Connecticut
Grade 3	42.1%	31.8%	-10.3%	51.3%
Grade 4	36.7%	39.8%	+3.1%	49.7%
Grade 5	10.7%	19.8%	+9.1%	43.1%
Grade 6	10.8%	13.0%	+2.2%	41.4%
Grade 7	21.5%	22.7%	+1.2%	41.5%
Grade 8	15.9%	19.5%	+3.6%	38.2%
District	22.1%	23.4%	+1.3%	44.1%

*Green cells indicate growth compared to previous year



Next Generation Science Standards (NGSS) Performance

% at or above proficiency

Science Performance	2023	2024	Change from 2023 to 2024	2024 State of Connecticut
Grade 5	27.7%	38.7%	+10.0%	50.8%
Grade 8	29.3%	29.2%	-0.1%	48.1%
Grade 11	26.3%	35.9%	+9.6%	46.7%
District	27.9%	34.0%	+6.1%	48.5%

SAT School Day Performance

% at or above proficiency

ELA Performance	2023	2024	Change from 2023 to 2024	2024 State of Connecticut
Grade 11	25.8%	36.0%	+10.2%	54.8%
Math Performance	2023	2024	Change from 2023 to 2024	2024 State of Connecticut
Grade 11	7.5%	6.8%	-0.7%	29.5%

*Green cells indicate growth compared to previous year



Next Generation Accountability Results

published as of September 6, 2024

No:	Student Indicator	Target	2022-23 Actual Index/Rate	2023-24 Preliminary Index/ Rate*
1a.	ELA Performance Index – All	75	55.9	55.0
1b.	ELA Performance Index – High Needs	75	51.4	50.0
1c.	Math Performance Index – All	75	49.0	49.5
1d.	Math Performance Index – High Needs	75	44.8	44.9
1e.	Science Performance Index – All	75	51.3	52.3
1f.	Science Performance Index – High Needs	75	47.5	46.7
2a.	ELA Avg. Percentage of Growth Target Achieved – All	100%	45.6%	51.1%
2b.	ELA Avg. Percentage of Growth Target Achieved – High Needs	100%	44.8%	48.7%
2c.	Math Avg. Percentage of Growth Target Achieved – All	100%	51.8%	51.4%
2d.	Math Avg. Percentage of Growth Target Achieved – High Needs	100%	52.3%	50.0%
2e.	Growth toward English Language Proficiency—Literacy	100%	55.5%	62.0%
2f.	Growth toward English Language Proficiency--Oral	100%	61.9%	58.7%
4a.	Chronic Absenteeism – All	<=5%	18.1%	17.1%
4b.	Chronic Absenteeism – High Needs	<=5%	23.1%	22.4%
5	Preparation for CCR – % taking courses	75%	83.6%	
6	Preparation for CCR – % passing exams	75%	25.7%	
7	On-track to High School Graduation	94%	82.4%	
8	4-year Graduation All (2023 Cohort)	94%	87.1%	88.6%
9	6-year Graduation - High Needs (2021 Cohort)	94%	93.3%	91.7%
10	Postsecondary Entrance	75%	64.3%	
11	Physical Fitness	75%	59.3%	
12	Arts Access	60%	58.0%	
Accountability Index			66.7	

*Green cells indicate growth compared to previous year

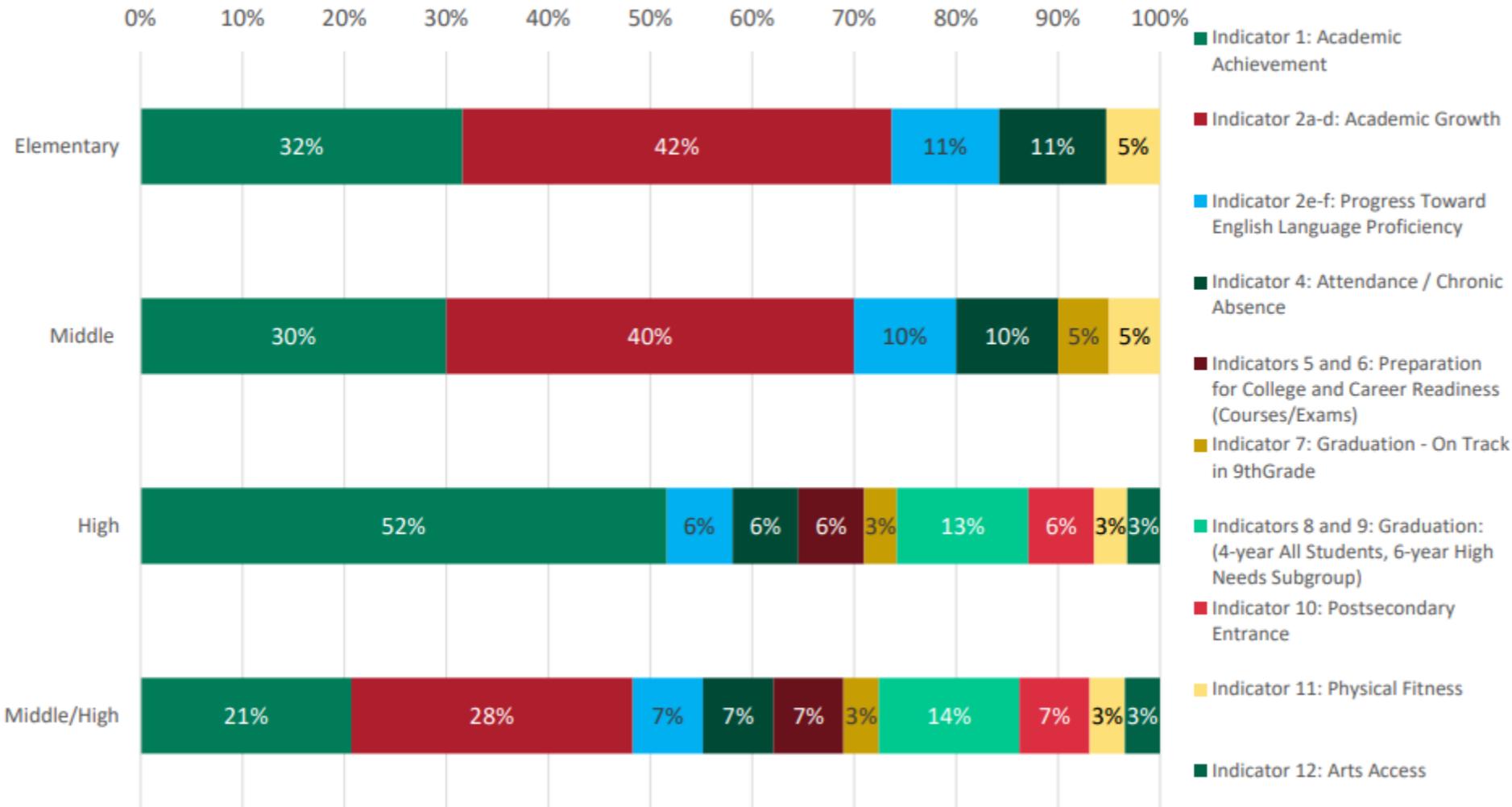


Thank you



Next Generation Accountability Results

Indicator Weights by School Type



Included for your reference. This will not be a part of the assessment review.

Next Generation Accountability Results



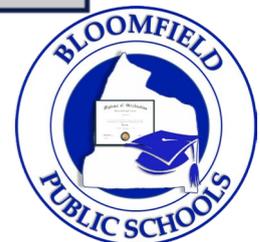
Next Generation Accountability System: Indicator Overview

Connecticut's Next Generation Accountability System, first implemented in 2014-15, is a broad set of 12 indicators that help tell the story of how well a district or school is preparing its students for success in college, careers, and life. The system moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

The table below provides a brief summary of the indicators comprising the system. The maximum possible points at the district-level for each of the indicators is included. At the school-level, available indicators and maximum possible points can vary based on grades served. For a thorough examination of every indicator including targets, data sources, and calculation rules, please see [Using Accountability Results to Guide Improvement](#).

Next Generation Accountability Indicators	Brief Explanation	Max Points for a District
Indicator 1: Academic Achievement – ELA, Math, and Science (All Students, Students with High Needs)	A subject-specific index (0-100) is calculated based on the scale scores earned by every student in every tested area on standard and alternate assessments. Think of the index as an average measure of overall performance in a content area.	300
Indicator 2 (a-d): Academic Growth – ELA and Math (All Students, Students with High Needs)	Every student in Grades 4-8 have Smarter Balanced growth targets in ELA and Math. This indicator is the average percentage of target achieved across all students.	400
Indicator 2 (e, f): Growth Toward English Language Proficiency	Similar to academic growth measured by Smarter Balanced, this indicator is the average percentage of growth target achieved based on LAS Links for all English learners. There are growth scores calculated for literacy and oral.	100
Indicator 4: Attendance / Chronic Absence (All Students, Students with High Needs)	Chronic absenteeism is the percentage of students missing at least 10% of the total number of days enrolled in the school year for any reason. Schools/districts earn all available points if the rate is less than or equal to 5%. No points awarded if rate is 30% or greater.	100

Included for your reference. This will not be a part of the assessment review.



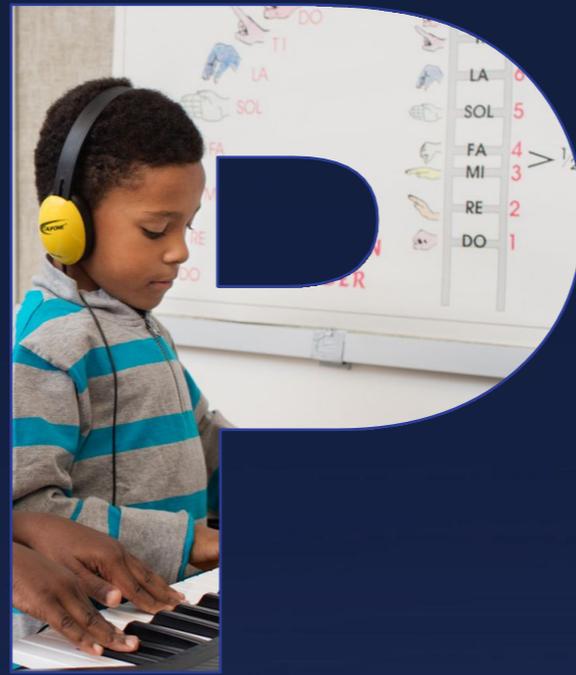
Next Generation Accountability Results

Next Generation Indicators	Brief Explanation	Max Points for a District
Indicator 5 : Preparation for Postsecondary	Percentage of Grade 11 & 12 students participating in 2 AP/IB/dual credit courses; or 2 courses in a CTE cluster; or 2 workplace experience courses.	50
Indicator 6 : Postsecondary Readiness	Percentage of students in grades 11 & 12 achieving either CCR benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more college credits through dual credit coursework (i.e. dual enrollment, concurrent enrollment).	50
Indicator 7 : Graduation - On Track in 9 th Grade	Percentage of Grade 9 students earning at least six credits in the year.	50
Indicator 8 : 4-year Graduation Rate for <i>All Students</i>	Percentage of first time ninth graders who graduate with a regular high school diploma in four years or less.	100
Indicator 9 : 6- year Graduation Rate for <i>Students with High Needs</i>	Percentage of first time ninth graders who graduate with a regular high school diploma in six years or less.	100
Indicator 10 : Postsecondary Entrance	Percentage of graduating class enrolled in a 2- or 4-year institution any time during the first year after graduation.	100
Indicator 11 : Physical Fitness	Percentage of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of CT Physical Fitness Assessment.	50
Indicator 12 : Arts Access	Percentage of students in Grades 9-12 participating in at least one dance, music, theatre, visual arts, or media arts course in the school year.	50
Accountability Index	The Accountability Index is the percentage of possible points earned.	1450

Note: Indicator 3 is the assessment participation rate for all students and students with high needs in ELA, mathematics, and science. While there are not assigned points for participation rates, the standard is at least 95 percent participation in every subject for all students and students with high needs. A participation rate less than 95 percent impacts a school's category assignment (i.e. Categories 1-3) in the accountability system.

Included for your reference. This will not be a part of the assessment review.





2024-25 District Goals

August 20, 2024



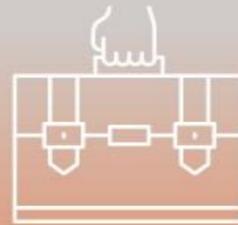
Bloomfield Public Schools

Leadership Vision | 2024-2025 School Year



Academics

- Instruction
- Data Teams
- Focus Walks



Professional Practice

- PD Pathways
- Educator Evaluation
- Leadership Development



Culture and Climate

- Attendance
- Systems
- Stakeholder Surveys



Portrait of a Graduate

- Critical Thinker
- Communicator
- Problem Solver
- Adaptable



District Priorities

Holistic Accountability

Rigorous Curriculum, Instruction, and Assessment

Positive School Climate

Family and Community Engagement

COHERENCE

4 Priorities, 3 Levers

First Lever: Academics

Focus: Instruction, Data Teams, Focus Walks

METRIC: 100% of students meet a 2025 annual growth target

Action Steps & Expectations:

- 100% of BEA and BAA staff will be trained on the 5 Step Data Teaming process.
- 100% of schools will schedule time for Data Teams
- 100% of certified instructional staff will participate in data teams
- 100% of schools will conduct a minimum of 8 focus walks during the 2024-25 school year.
- 100% district level departments and programs will conduct a minimum of 2 focus walks during the 2024-25 school year (ie VAPA, PE, STEPS)
- 100% of focus walks will be focused on look-fors derived from professional learning sessions.
- 100% of focus walks will result in feedback provided school/department wide, and individuals observed.

Second Lever: Professional Practice

Focus: PD Pathways, Educator Evaluation, Leadership Development

METRIC: 95% of Staff respond that PD improved their practice

Action Steps & Expectations:

- All staff will participate in professional learning aligned to their role.
- All staff will participate in professional learning surveys
- 100% of focus walks will be grounded in professional learning look-fors
- 100% of certified staff are evaluated following the evaluation timeline
- 100% of principals will participate in principal conferences focused on leadership development, district goal implementation, instructional leadership, and managing staff.
- A minimum of 80% of focus walks will include BEA staff participating in focus walks observations.
- Conduct a minimum of 4 Leadership Development Series for AP, Directors, and Deans
- Conduct monthly director's sessions
- 100% of certified staff will be trained in Data Team process
- Expand student internships opportunities in grades 9-12
- Expand student representative reports to Board of Education to include Carmen Arace Intermediate and Middle School

Third Lever: Culture & Climate

Attendance, Systems, Stakeholder Surveys

METRIC: 95% of Students Attend 92% of School Days

Action Steps & Expectations:

- BPS will retain 90% of certified and non-certified staff
- All schools will implement standard school-wide systems that promote safety and improved culture and climate
- All students in Grades 5-12 will complete the Student Climate Survey
- All staff will complete the Staff Climate Survey
- 75% of families will complete the Family Climate Survey
- All Families, Staff, and Students will receive a School-Based Climate Survey report that includes outcomes, targets and strategies for their child's school (Dashboard)
 - 71% of students will respond favorably to feeling respected in school by other students (66% 23-24)
 - 90% of students will respond favorably to feeling respected in school by staff members (85% 23-24)
 - 97% of families will respond favorably that they feel respected by the school (91.4% 23-24)
 - 82% of staff will respond favorably that their students feel respected in school (77% 23-24)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(a)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 4000.1
No. 5145.44

**RE: Title IX Sexual Harassment
Personnel/Students**

Approved: June 7, 2022

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Nondiscrimination Policy, Notices of Nondiscrimination, and Grievance Procedures (under the 2024 Amendments to the U.S. Department of Education's Title IX Regulations) Prohibition of Sex Discrimination and Sexual Harassment (Sex-based Harassment) in the Workplace

Statement of Policy

Pursuant with 2024 's Title IX "Final Rule," The Bloomfield Public Schools ("the District") prohibits any form of sex-based discrimination or sex-based harassment in all Board of Education ("the Board") programs and activities. All students, staff, and third parties under the Board's authority are expected to follow this policy to maintain a work and educational environment free from sex-based harassment, insults, or intimidation on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, and pregnancy or related conditions.

Conduct that may constitute a violation of the Board's policy includes those occurring under the District's education program or activity in the U.S., including conduct that is subject to the District's disciplinary authority. The District shall address matters that create a sex-based hostile environment under its education program and activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the education program or activity or outside the U.S.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(b)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this policy will be subject to other sanctions, which may include exclusion from Board property and/or subject to civil and criminal penalties. All district employees are required to notify the District's Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination and sex-based discrimination.

Statement of Policy (continued)

The Board shall not adopt or implement a policy/practice/procedure regarding, or discriminating in its education program or activity against any student or employee based on the student's/employee's current, potential, or past parental, family, or marital status that treats students/employees differently on the basis of sex. The District shall ensure that when students or parents tell an employee of a student's pregnancy or related conditions unless the employee reasonably believes the Title IX Coordinator has been notified, the employee shall promptly provide the Title IX Coordinator's contact information and inform the person that the Coordinator can coordinate specific actions to prevent discrimination and ensure access. The District shall provide the student with information about the District's obligations, reasonable modifications, voluntary access to a separate comparable portion of the program/activity/or voluntary leaves of absence, and lactation space.

The Superintendent of Schools shall develop Administrative Regulations ("Grievance Procedures") implementing this policy in accordance with Title IX, Title VII, and Connecticut law. The Grievance Procedures shall provide for adequate, reliable, and impartial investigation for all sex discrimination complaints, with specific requirements regarding evidence, response, and privacy.

Definitions (Referenced in the District's Grievance Procedures)

Sex Discrimination: occurs when an employer refuses to hire, discipline, or discharge any individual or otherwise discriminates against an individual with respect to his, her, their compensation, terms, conditions, or privileges of employment on the basis of the individual's sex or gender identity. Sex discrimination (sex-based discrimination) also occurs when a person, because of the person's sex or gender identity, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual Harassment under Title IX and Connecticut Law: means conduct on the basis of sex

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No. 4000.1/4200.1
No. 5145.44(c)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct. (i.e., quid pro quo) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities. Such conduct has the purpose or effect of unreasonably interfering with

Definitions (Referenced in the District's Grievance Procedures) (continued)

2. an individual's work performance or creating an intimidating, hostile, or offensive working environment; or
3. **"Sexual Assault"** as defined in 20 U.S.C. 1092(f)(6)(A)(v), **"dating violence"** as defined in 34 U.S.C 1229(a)(10), **"domestic violence"** as defined in 34 U.S.C. 12291(a)(8), or **"stalking"** as defined in 34 U.S.C 12291 (a)(30).

Sexual Harassment under Title VII and Connecticut Law: means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Title IX Coordinator is the person designated and authorized to coordinate the District's efforts to comply with its responsibilities under Title IX (2024 Final Rule) and the regulations. If the District has more than one Title IX Coordinator, it must designate one of its Coordinators to retain ultimate oversight over those responsibilities and ensure the District's consistent compliance with its responsibilities under Title IX. As appropriate, the District may delegate, or permit the Title IX Coordinator to delegate specific duties to one or more designees.

Complainant means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or

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Bloomfield, Connecticut

BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(d)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination.

Party means a complainant or respondent.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether **Definitions (Referenced in the District's Grievance Procedures)** (continued)

the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision maker in determining whether the alleged sex discrimination occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after the District determines that sex discrimination occurred.

Respondent means a person who is alleged to have violated the District's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person under Board control, a student, or an employee or other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

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Bloomfield, Connecticut

BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(e)

Personnel -- Certified/Non-Certified/Students

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Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a District education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and

Definitions (Referenced in the District's Grievance Procedures) (continued)

- e. Other sex-based harassment in the District's education program or activity; or
3. **Specific offenses.**
 - a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime system of the Federal Bureau of Investigation;
 - b. Dating violence meaning violence committed by a person:
 - i. Who is or has been in a relationship of a romantic or intimate nature with the victim; and
 - ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 1. The length of the relationship;
 2. The type of relationship; and
 3. The frequency of interaction between the persons involved in the relationship.
 - c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
 - ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

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Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

- iii. Shares a child in common with the victim; or
- iv. Commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - i. Fear for the person's safety or the safety of others; or
 - ii. Suffer substantial emotional distress.

Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or a school's educational environment; or
2. Provide support during the District's grievance procedures or during an informal resolution process.

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Bloomfield, Connecticut

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No. 5145.44(g)

Personnel -- Certified/Non-Certified/Students

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Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

Confidential employees are those whose communications are privileged or confidential under federal or state law and whom the District has designated as confidential for the purpose of providing services to persons related to sex discrimination. “**Confidential employees**” are required to explain to any person informing them of conduct that reasonably may constitute sex discrimination (1) their confidential status and circumstances in which they are not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination; (2) how to contact the Title IX Coordinator and to make a complaint; and (3) that the Title IX Coordinator may be able to offer and coordinate supportive measures and initiate an informal resolution process/investigation. The District shall notify all participants in its program or activity of how to contact confidential employees, if any.

Prohibition Against Retaliation

The District expressly prohibits intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. When the District has information about conduct that reasonably may constitute retaliation under Title IX or this part, the District will respond promptly and effectively within its Title IX framework.

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment

The Board expressly encourages victims of sex discrimination, sexual harassment, or sex-based harassment to report such claims. Employees are encouraged to report complaints promptly in accordance with the appropriate process established in the grievance procedures provided in the Administrative Regulations

Employee violations of this Policy will not be permitted and may result in discipline, up to and including termination. Individuals who engage in acts of sex discrimination or sexual or sex-based harassment may also be subject to civil and criminal penalties.

The district administration will provide training to the Title IX Coordinator, those who may serve in the role of investigators, decision-makers, and any person who facilitates an informal resolution process. Training shall include the definition of sex and sex-based discrimination and sexual and sex-based harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially,

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including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.

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No. 5145.44(i)

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Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment (continued)

The Administration will periodically provide training to all Board employees on the topic of sex and sex-based discrimination and sexual and sex-based harassment under Title IX, Title VII, and Connecticut law, which includes but not be limited to when reports of discrimination and harassment must be made. The Administration will distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents, and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free from sex and sex-based discrimination and sexual and sex-based harassment. Administration will make the training materials used to provide these trainings publicly available on the Board's website.

The District Title IX Coordinator is (person and position). Any individual may make a report of sex and sex-based discrimination and/or sexual and sex-based harassment to the Title IX Coordinator using any one or multiple of the following points of contact:

- ❖ Office Address
- ❖ Email Address
- ❖ Phone Number

Any Board employee in receipt of allegations of sex or sex-based discrimination or sexual or sex-based harassment or in receipt of a formal complaint shall immediately forward such information to the Title IX Coordinator. Board employees may also make a report of sex or sex-based discrimination or sex-based harassment to the U.S. Department of Education: Office of Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also report sex or sex-based discrimination and/or sexual or sex-based harassment to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll-Free Number: 1-800-477-5737).

Notice of Non-Discrimination

The _____ Board of Education (the "Board") is obligated to provide an educational environment free from discrimination on the basis of sex and, therefore, prohibits any form of sex discrimination in any education program or activity that it operates, pursuant to Title IX (Final Rule, August 1, 2024). Therefore, the Board assigns the task of providing a notice of nondiscrimination to the Superintendent of Schools. Such discrimination or harassment

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BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(j)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

prohibition includes students, staff, or third parties under the Board's authority.

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BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(k)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

This notice is to be disseminated to students, parents, guardians, or other authorized legal representatives of elementary school and secondary school students, employees, applicants for employment, and all unions and professional organizations holding bargaining agreements with the District.

In addition to the above attestation, the notice of nondiscrimination shall direct all inquiries regarding Title IX to the District Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. This notice shall include the name and title, office address, email address, and telephone number of the District Title IX Coordinator. This notice shall also include that the District's nondiscrimination policy and grievance procedures can be located at (include the link and location(s) to the District website). Finally, the notice shall include language that encourages those needing to report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX; please refer to (include the link to the location(s) on the District website).

To ensure full compliance, the Superintendent shall prominently include all elements of the Board's notice of nondiscrimination on the District website and in each handbook, catalog, announcement, bulletin, and application form that the District makes available to people entitled to notice or which are otherwise used in connection with the recruitment of employees. Minimally, such notice shall be covered in the following statement:

Pursuant to Title IX's 2024 Final Rule, the Bloomfield Public School District does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Bloomfield Public School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Bloomfield Public School District Coordinator is the District Coordinator of Safety and can be reached the following ways:

(Name and Title): Mr. Steve Wrona
(Office Address): 1133 Blue Hills Avenue, Bloomfield, CT 06002
(Email Address) swrona@blmfld.org
(Telephone number): 860-769-4262

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(I)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

The Bloomfield Public School District's nondiscrimination policy and grievance procedures can be located (include a link to the location(s) on the website or otherwise describe locations(s)).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to (include a link to the location(s) on the website or otherwise describe locations(s)).

Due to the format or size limitations of various publications, the District may instead include in those publications the information covered in the following statement:

The Bloomfield Public Schools prohibits sex discrimination in any educational program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at (insert the website address).

In developing administrative regulations conforming with 2024's Title IX Final Rule Regulations, the superintendent shall ensure the grievance procedures provide vital protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person's ability to participate in or benefit from a school's education program or activity.

District schools are required to take prompt and effective action to end any sex discrimination in their education programs and activities, prevent its recurrence, and remedy its effects. To that end, the Board shall require and support the training of employees about the school's obligation to address sex discrimination and the employee's obligation to notify or provide contact information for the Title IX Coordinator.

Prohibition Against Retaliation

The District expressly prohibits intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee, or other person n authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. When the District has information about conduct that reasonably may constitute retaliation under Title IX or this part, the District will respond promptly and effectively within its Title IX framework.

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BOARD POLICY

No. 4000.1/4200.1
No. 5145.44(m)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment

The Board expressly encourages victims of sex discrimination, sexual harassment, or sex-based harassment to report such claims. Employees are encouraged to report complaints promptly in accordance with the appropriate process established in the grievance procedures provided in the Administrative Regulations

Employee violations of this Policy will not be permitted and may result in discipline, up to and including termination. Individuals who engage in acts of sex discrimination or sexual or sex-based harassment may also be subject to civil and criminal penalties.

Legal Reference: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance
(N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*
Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62,
#49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66
Fed. Reg. 5512 (January 19, 2001)
The Clery Act, 20 U.S.C. §1092(f)
The Violence Against Women Act, 34 U.S.C. §12291(a)
Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
26,1998)
Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court,
June 26,1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S.
Supreme Court, June 26,1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme
Court, May 24, 1999.)

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No. 4000.1/4200.1
No. 5145.44(n)

Personnel -- Certified/Non-Certified/Students

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Legal References: (continued)
Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited.
Conn. Agencies Regs. §46a-54-200 through §46a-54-207
Constitution of the State of Connecticut, Article I, Section 20.
P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment
Title IX, Final Rule, August 1, 2024

TITLE IX

~~Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important district goal. The district does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the district's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.~~

TITLE IX SEXUAL HARASSMENT PROHIBITED

~~Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a district employee or agent, or student, engages in Title IX sexual harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:~~

- ~~1. — A district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or~~
- ~~2. — Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's educational program or activity; or~~
- ~~3. — Sexual assault as defined in 20 U.S.C. §1092(f)(6)(a)(v), Dating Violence as defined in 34 U.S.C. §12291(a)(10), Domestic Violence as defined in 34 U.S.C. §12291(a)(8), or Stalking as defined in 34 U.S.C. §12291(a)(30).~~

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~~**BOARD POLICY**~~ ~~—————~~ ~~**No. 4000.1 (b)/No. 5145.44(b)**~~

~~Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.~~

~~DEFINITIONS (FROM 34 C.F.R. §106.30)~~

~~Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.~~

~~Education program or activity includes locations, events, or circumstances where the district has substantial control over both the respondent and the context in which alleged sexual harassment occurs.~~

~~Formal Title IX Sexual Harassment Complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation.~~

~~Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.~~

~~Supportive Measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no formal Title IX Sexual Harassment Complaint has been filed.~~

~~TITLE IX SEXUAL HARASSMENT PREVENTION AND RESPONSE~~

~~The superintendent or designee will ensure that the district prevents and responds to allegations of Title IX sexual harassment as follows:~~

- ~~1. ——— Ensures that the district's comprehensive health education program incorporates (a) age-~~

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~~appropriate sexual abuse and assault awareness and prevention programs in grades Pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the district's educational program as required by state law and in alignment with board policy.~~

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- ~~2. ——— Incorporates education and training for school staff as recommended by the superintendent, Title IX Coordinator, nondiscrimination coordinator, building principal, assistant building principal, dean of students, or a complaint manager.~~
- ~~3. ——— Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the district's website, if any, and in each handbook made available to such persons.~~

~~**MAKING A REPORT**~~

~~A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, nondiscrimination coordinator, building principal, assistant building principal, dean of students, a complaint manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.~~

~~School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.~~

~~The superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the title ix coordinator.~~

~~Title IX Coordinator:~~

~~Name: Daniel Moleti, 1133 Blue Hills Avenue, Bloomfield, CT 06002~~

~~————— dmoleti@blmfld.org ——— 860-769-4234~~

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~~**PROCESSING AND REVIEWING A REPORT OR COMPLAINT**~~

~~Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the complainant to: (1) discuss the availability of supportive measures, (2) consider the complainant's wishes with respect to supportive measures, (3) inform the complainant of the availability of supportive measures with or without the filing of a formal Title IX Sexual Harassment Complaint, and (4) explain to the complainant the process for filing a formal Title IX Sexual Harassment Complaint.~~

~~Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review appropriate board policies pertaining to uniform grievance procedure; workplace harassment; abused and neglected child reporting; employee ethics; conduct; conflict of interest; harassment of students; prevention of and response to bullying, intimidation, and harassment; teen dating violence prohibited; student behavior, to determine if the allegations in the report require further action.~~

~~Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the district's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.~~

~~**FORMAL TITLE IX SEXUAL HARASSMENT COMPLAINT GRIEVANCE PROCESS**~~

~~When a formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will appoint a qualified person to undertake the investigation. The superintendent or designee shall implement procedures to ensure that all formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45.23. The district's grievance process shall, at a minimum:-~~

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No. 5145.44(u)

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~~**BOARD POLICY**~~ ~~—————~~ ~~**No. 4000.1{e}/No. 5145.44(e)**~~

- ~~1. ——— Treat complainants and respondents equitably by providing remedies to a complainant where the respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a respondent.~~
- ~~2. ——— Require an objective evaluation of all relevant evidence — including both inculpatory and exculpatory evidence — and provide that credibility determinations may not be based on a person’s status as a complainant, respondent, or witness.~~
- ~~3. ——— Require that any individual designated by the district as a Title IX — Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process:—~~
 - ~~a. ——— Not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.~~
 - ~~b. ——— Receive training on the definition of sexual harassment, the scope of the district’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.~~
- ~~4. ——— Require that any individual designated by the district as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.~~
- ~~5. ——— Require that any individual designated by the district as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant.~~
- ~~6. ——— Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~

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~~**BOARD POLICY**~~ ~~_____~~ ~~**No. 4000.1(f)/ No. 5145.44(f)**~~

~~FORMAL TITLE IX SEXUAL HARASSMENT COMPLAINT GRIEVANCE PROCESS~~
~~(CONTINUED)~~

- ~~7. — Include reasonably prompt timeframes for conclusion of the grievance process.~~
- ~~8. — Describe the range of possible disciplinary sanctions and remedies the district may implement following any determination of responsibility.~~
- ~~9. — Base all decisions upon the preponderance of evidence standard.~~
- ~~10. — Include the procedures and permissible bases for the complainant and respondent to appeal.~~
- ~~11. — Describe the range of supportive measures available to complainants and respondents.~~
- ~~12. — Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

~~ENFORCEMENT~~

~~Any district employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the board in the context of the relationship of the third party to the district, e.g., vendor, parent, invitee, etc. Any district student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies.~~

~~-~~

~~Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.~~

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~~This policy does not increase or diminish the ability of the district or the parties to exercise any other rights under existing law.~~

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~~**BOARD POLICY**~~ ~~—————~~ ~~**No. 4000.1(g)/No. 5145.44(g)**~~

~~RETALIATION PROHIBITED~~

~~The district prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation.~~

~~Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.~~

~~LEGAL REFERENCE: ——— UNITED STATES CONSTITUTION, ARTICLE XIV~~

~~CIVIL RIGHTS ACT OF 1964, TITLE VII, 42 U.S.C. §2000 E2(A).~~

~~EQUAL EMPLOYMENT OPPORTUNITY COMMISSION POLICY GUIDANCE (N-915.035) ON CURRENT ISSUES OF SEXUAL HARASSMENT, EFFECTIVE 10/15/88.~~

~~TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 USCS §1681, ET SEQ.~~

~~TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 34 CFR §106, ET SEQ.~~

~~TITLE IX FINAL RULE, 34 CFR §106.45, ET SEQ., MAY 6, 2020~~

~~————— 34 CFR SECTION 106.8(B), OCR GUIDELINES FOR TITLE IX.~~

~~————— DEFINITIONS, OCR GUIDELINES ON SEXUAL HARASSMENT, FED. REG. VOL. 62, #49, 29 CFR SEC. 1606.8 (A) 62 FED REG. 12033 (MARCH 13, 1997) AND 66 FED. REG. 5512 (JANUARY 19, 2001)~~

~~————— THE CLERY ACT, 20 U.S.C. §1092(F)~~

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~~_____~~
~~_____~~
~~LEGAL REFERENCE: _____ CONTINUED~~

~~_____~~
~~_____ THE VIOLENCE AGAINST WOMEN ACT, 34 U.S.C. §12291(A)~~

~~_____~~
~~MENTOR SAVINGS BANK, FSB V. VINSON 477 US.57 (1986)~~

~~FARAGHER V. CITY OF BOCA RATON, NO. 97-282 (U.S. SUPREME COURT, JUNE 26,1998)~~

~~BURLINGTON INDUSTRIES, INC. V. ELLERTH, NO. 97-569, (U.S. SUPREME COURT, JUNE 26,1998)~~

~~GEBBSER V. LAGO VISTA INDIANA SCHOOL DISTRICT, NO. 99-1866, (U.S. SUPREME COURT, JUNE 26,1998)~~

~~DAVIS V. MONRO COUNTY BOARD OF EDUCATION, NO. 97-843, (U.S. SUPREME COURT, MAY 24, 1999.)~~

~~CONNECTICUT GENERAL STATUTES~~

~~46A-60 DISCRIMINATORY EMPLOYMENT PRACTICES PROHIBITED.~~

~~CONN. AGENCIES REGS. §46A-54-200 THROUGH §46A-54-207~~

~~CONSTITUTION OF THE STATE OF CONNECTICUT, ARTICLE I, SECTION 20.~~

~~P.A. 19-16 AN ACT COMBATTING SEXUAL ASSAULT AND SEXUAL HARASSMENT~~

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Administrative regulation to accompany the Title IX policy.

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Grievance Procedures

Pursuant with 2024 's Title IX "Final Rule," the Bloomfield Board of Education ("the Board") prohibits any form of sex or sex-based discrimination or sexual or sex-based harassment in its education programs and activities, whether by students, staff, or third parties subject to substantial control by the Board. Discrimination and harassment on the basis of sex include gender identity, sexual orientation, sex stereotypes, sex characteristics, and pregnancy or related conditions. Sex-based harassment includes harassment based on sexual orientation and gender identity and exists when "unwelcome sex-based conduct is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity.

The District shall maintain an environment free from harassment, insults, or intimidation based on an employee's sex or gender identity and sex and sex-based discrimination. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex or gender identity that results in creating an intimidating, hostile, or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by this Board Policy shall be subject to disciplinary action. Any third party who engages in conduct prohibited by this Policy shall be subject to remedial measures, which may include exclusion from school property.

Conduct that may constitute a violation of the Board's policy includes those occurring under the District's education program or activity in the U.S., including conduct that is subject to the District's disciplinary authority. The District shall address matters that create a sex-based hostile environment under its education program and activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the education program or activity or outside the U.S.

Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this policy will be subject to other sanctions, which may include exclusion from Board property and/or subject to civil and criminal penalties. All district employees are required to notify the District's Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination and sex-based discrimination.

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Grievance Procedures (continued)

To allow for an appropriate level of discretion and flexibility in accounting for variations in school size, student populations, and administrative structures, the Title IX Coordinator, in consultation with the Superintendent and/or designee(s) shall determine whether or not to use a **single-investigator model** and to use this model in some but not all cases as long as the grievance procedures clearly state when this model will be utilized. The Title IX Coordinator shall also determine whether or not to offer an informal resolution process for sex discrimination complaints unless the complaint includes allegations that an employee engaged in sex-based harassment of an elementary or secondary school student or unless such a process would conflict with Federal, State, or local law.

Definitions

Sex Discrimination: occurs when an employer refuses to hire, discipline, or discharge any individual or otherwise discriminates against an individual with respect to his, her, their compensation, terms, conditions, or privileges of employment on the basis of the individual's sex or gender identity. Sex discrimination (Sex-Based Discrimination) also occurs when a person, because of the person's sex or gender identity, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual Harassment under Title IX and Connecticut Law: means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct. (i.e., quid pro quo) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment; or
3. **"Sexual Assault"** as defined in 20 U.S.C. 1092(f)(6)(A)(v), **"dating violence"** as defined in 34 U.S.C. 1229(a)(10), **"domestic violence"** as defined in 34 U.S.C.

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12291(a)(8), or “**stalking**” as defined in 34 U.S.C 12291 (a)(30).

Definitions (continued)

Sexual Harassment under Title VII and Connecticut Law: means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive work environment.

Title IX Coordinator is the person designated and authorized to coordinate the District’s efforts to comply with its responsibilities under Title IX (2024 Final Rule) and the regulations. If the District has more than one Title IX Coordinator, it must designate one of its Coordinators to retain ultimate oversight over those responsibilities and ensure the District’s consistent compliance with its responsibilities under Title IX. As appropriate, the District may delegate, or permit the Title IX Coordinator to delegate specific duties to one or more designees.

Complainant means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District’s education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the District’s prohibition on sex discrimination.

Party means a complainant or respondent.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing

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Definitions (continued)

whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after the District determines that sex discrimination occurred.

Respondent means a person who is alleged to have violated the District's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person under Board control, a student, or an employee or other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a District education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
 - b. The type, frequency, and duration of the conduct;

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- c. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- d. The location of the conduct and the context in which the conduct occurred; and
- e. Other sex-based harassment in the District's education program or activity.

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Definitions (continued)

3. Specific offenses.

- a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime system of the Federal Bureau of Investigation;
- b. Dating violence meaning violence committed by a person:
 - i. Who is or has been in a relationship of a romantic or intimate nature with the victim; and
 - ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 1. The length of the relationship;
 - 2. The type of relationship; and
 - 3. The frequency of interaction between the persons involved in the relationship.
- c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
 - ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - iii. Shares a child in common with the victim; or
 - iv. Commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - i. Fear for the person's safety or the safety of others; or
 - ii. Suffer substantial emotional distress.

Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

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1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or a school's educational environment; or
2. Provide support during the District's grievance procedures or during an informal resolution process.

Confidential employees are those whose communications are privileged or confidential under federal or state law and whom the District has designated as confidential for the purpose of providing services to persons related to sex discrimination. "Confidential employees" are required to explain to any person informing them of conduct that reasonably may constitute sex discrimination (1) their confidential status and circumstances in which they are not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination; (2) how to contact the Title IX Coordinator and to make a complaint; and (3) that the Title IX Coordinator may be able to offer and coordinate supportive measures and initiate an informal resolution process/investigation. The District shall notify all participants in its program or activity of how to contact confidential employees, if any.

All grievance procedures are required to ensure the following:

- All schools must treat complainants and respondents equitably.
- Title IX *Coordinators, investigators, decision-makers, and facilitators* of an **informal resolution process** must not have a conflict of interest or bias for or against complainants or responders generally or an individual complainant or respondent.
- The grievance procedures must include a *presumption that the respondent is not responsible for the alleged sex discrimination* until a determination is made at the conclusion of the grievance procedures.
- The grievance procedures must require *adequate notice* to the parties of the allegations, dismissal, delays, meetings, proceedings, and determinations. (All such notifications and records must be in writing with copies maintained at Central Office.)
- The grievance procedures must give the parties an *equal opportunity to present and access* relevant and not otherwise impermissible evidence and provide a reasonable opportunity for each party to respond to that evidence.
- The decision-maker or the "single investigator" must objectively evaluate each party's relevant and not otherwise impermissible evidence.
- The grievance procedures must enable the decision-maker to assess a party's or witness's credibility when credibility is in dispute and relevant.

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All grievance procedures are required to ensure the following: (continued)

- In evaluating the party's evidence, the grievance procedures must use the *preponderance of the evidence standard of proof* (unless the District uses the *clear and convincing evidence standard* in all other comparable proceedings, including proceedings relating to other discrimination complaints, in which case the District may use that standard in determining whether sex discrimination occurred).
- The District must not impose disciplinary sanctions under Title IX on any person unless it determines at the conclusion of grievance procedures that sex discrimination for which the person was responsible has occurred.

Important Considerations:

- Consider whether the District should have more than one Title IX Coordinator: one for employees and one for students or other differentiated roles. If the district decides on multiple Coordinators, it will be essential that they communicate and collaborate openly and regularly with each other to ensure one Title IX Coordinator remains responsible for all matters related to District Compliance with the implementation of 2024's Title IX Final Rule.
- Consider whether or not schools may use a *single investigator model* (combining the roles of the investigator and decision maker). Schools may choose to use this model in some but not all cases as long as the grievance procedures clearly state when the District will use it.
- All complaints should be handled immediately and kept at the lowest level.
- Continue to communicate to the "community" where to go and who is responsible for handling Title IX non-discrimination complaints and/or inquiries.
- Documentation is critical: When the complaint was filed/shared, notes from the investigation, whether or not the matter rose or didn't rise to the level of a Title IX violation. Describe what occurred without using "triggering" language. Describe what had occurred. Document how it was determined the matter will not become or continue to be an ongoing issue/concern.
- **Monitor the District Title IX Grievance Procedure to Ensure the Following:**
 - The intake process clearly identifies the initial report obligations of school staff: What is the intake process? Who makes the decision if it's a Title IX matter? What are the staff obligations? Who makes the determination whether or not the reported matter falls under Title IX? What are the time commitments? Who performs the investigation? Who makes the decisions and renders a determination? Who delivers the consequences?

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All grievance procedures are required to ensure the following: (continued)

- **Monitor the District Title IX Grievance Procedure to ensure the following:** (continued)
 - When does a matter go beyond the “normal” student bumping into another? How are cases triaged and managed? When does the Title IX Coordinator become involved? How does the District build and ensure consistency among its schools – whatever is determined must be consistently applied?
 - Upon receipt of a complaint or inquiry, immediately respond. Email responses should include the attached policies and procedures.
 - Take all matters seriously. Report them to the correct person. Take immediate action to address conflicts and matters related to “challenging behavior:” (i.e., separate students while the investigation proceeds).
 - Avoid using terms such as “sexually harassed or bullied.” Instead, describe the behaviors reported until such determinations can be justified.
 - Focus on setting the correct process in place. Do something. Avoid decision paralysis.
 - Contact the person making the complaint and indicate that you’ve immediately taken the necessary steps to address the concern. Document those communications.
 - When a parent is required to attend an interview with the child, express that it is important for you to hear from the child directly.
 - Review, document, and make a decision. Consider all factors relevant.
 - The standard of proof to determine whether sex discrimination occurred shall be based upon a “preponderance of evidence” standard unless a “clear and convincing” standard is used in comparable proceedings.

If Bloomfield Public Schools has knowledge of conduct that reasonably may constitute sex discrimination, including sex-based harassment as defined in this policy in its education program or activity, it will respond promptly and effectively. These procedures apply to a complaint of sex-based harassment in the district's program or activity under Policy 5145.5 “District Program or Activity” includes those occurring on or off school grounds.

As used in these procedures, a “complaint” is an oral or written request to the District that objectively can be understood as a request to investigate and make a determination about alleged discrimination under Title IX or its regulations.

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All grievance procedures are required to ensure the following: (continued)

If the Title IX Coordinator reasonably determines conduct as alleged could *not* constitute sex-based discrimination under Title IX, the Title IX Coordinator is not required to implement the formal procedures under this policy. The reported conduct may, in such cases, be referred to the appropriate administrator(s) for response under relevant policies and procedures (i.e., personnel policies, student code of conduct, student counseling, other student services, restorative practices, policies governing visitors to district property, technology use policies, etc.)

The Title IX Coordinator may serve as investigator and decision-maker in these procedures (under the single-investigator model). The District requires that any Title IX Coordinator, investigator, or decision-maker not have a conflict of interest or bias for or against complaints or respondents generally or an individual complainant or respondent.

Protections for Students, Employees, and Applicants from Discrimination Based on Pregnancy or Related Conditions

Schools must provide reasonable modifications for students based on pregnancy or related conditions, allow employees reasonable break time for lactation, and provide students and employees with access to a clean, private lactation space.

(Specify space availability/requirements and identify "reasonable" break time considerations)

Prohibition Against Retaliation

The Board prohibits all forms of intimidation, threatening, coercion, or discrimination against someone in order to interfere with their Title IX rights or because they reported sex discrimination, including sexual violence or other forms of sex-based harassment, or participated in, or refused to participate in, the district's Title IX process. The District shall protect students from peer retaliation by other students.

The Rights of Parents and Guardians to Act on Behalf of Their Children

The Board expressly supports parents' and guardians' rights to act on behalf of a minor student, including when seeking assistance under Title IX and participating in a school's Title IX grievance procedures. While it is permissible for parents/legal guardians to attend meetings where their child is interviewed as a witness, complainant, or respondent, the staff member conducting the interview

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shall ensure the student has the opportunity to provide direct testimony.

Ensuring District Communication Regarding its Non-Discrimination Policies and Procedures

The Board shall require its schools to clearly and effectively inform key people, including students, employees, and applicants, of the District's non-discrimination policies and procedures.

Prohibition Against Schools Sharing Personal Information (Confidentiality and Privacy)

The Board prohibits any of its schools under its jurisdiction from disclosing personally identifiable information they obtain through complying with Title IX, with limited exceptions, such as when they have prior written consent or when the information is disclosed to the parent of a minor. Such consent should be in writing and maintained in secured district areas.

The District shall not disclose personally identifiable information obtained in the course of complying with Title IX, except in the following circumstances:

1. When the district has obtained prior written consent from a person with the legal right to consent to the disclosure;
2. When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
3. To carry out the purposes of Title IX, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the District's education program or activity;
4. As required by Federal law, Federal regulations, or the terms and conditions of a Federal award, including a grant award or other funding agreement; or
5. To the extent that such disclosures do not otherwise conflict with Title IX when required by state or local law or permitted under FERPA,

Privacy During Grievance Process: The District shall take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps shall not restrict the parties' ability to obtain and present evidence, including by speaking to witnesses, consulting with their family members, using confidential resources or advisors, or otherwise preparing for or participating in the grievance procedures.

In School Protections from Harm when Students Are Separated or Treated Differently

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Based on Sex

Pursuant to Title IX (Final Rule), The Board prohibits separation or treating people differently based on sex in a manner that subjects them to more than de minimis harm, except in limited circumstances permitted by Title IX. The Board further recognizes that preventing someone from participating in school (including in sex-separate activities) consistent with their gender identity causes that person more than de minimis harm. This general nondiscrimination principle applies except in the limited circumstances specified by statute, such as in the context of sex-separate living facilities and sex-separate athletic teams.

Child Services or Law Enforcement Reporting

Nothing in this policy or regulation modifies the District's legal responsibility for reporting child abuse and neglect or violations of the law. In cases where a Child Abuse and Neglect call has been made that concerns conduct that also triggers the District's obligation to respond under Title IX, the Title IX Coordinator will engage as appropriate and legally required with the Department of Children and Families (DCF), law enforcement agencies, and related service agencies as appropriate.

The Title IX response from the District should be integrated with, not replaced by, the DCF response to a report. In cases of law enforcement engagement with conduct reported, the District will coordinate with law enforcement concerning the District's response, including the provision of appropriate Title IX supportive measures to affected parties and the sequencing of formal Title IX procedures relative to any law enforcement investigatory and adjudicatory process.

Special Education/504 Considerations

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, the Team responsible for implementing the Student's Individualized Education Program, the Planning and Placement Team (PPT), or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under Section 504, if any, to determine how to comply with the requirements of the District's implementation of grievance procedures and/or supportive measures.

Supportive Measures

As part of promptly and effectively ending any sex-based discrimination in the district's program
Supportive Measures (continued)

or activity, preventing its recurrence, and remedying its effect, the District will offer and coordinate

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supportive measures through the Title IX Coordinator, to complainants as appropriate and, if a grievance has commenced, to the respondent as appropriate.

For complaints of sex-based harassment, these supportive measures may include individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party's access to the recipient's education program or activity, including measures that are designed to protect the safety of the parties or the recipient's educational environment; or
2. Provide support during the recipient's grievance procedures or during an informal resolution process.

For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of supportive measures does not require the District, its employee, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct during the grievance process for the purpose of providing a supportive measure.

Supportive measures may vary depending on what the District deems to be reasonably available. These Measures may include but are not limited to: counseling; deadline extensions and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

The district may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or the informal resolution process, or it may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the District's decision to provide, deny, modify, or terminate supportive measures applicable to them. The reviewing employee must be someone other than the employee who made the challenged decision and must have the authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. The District shall also allow a party to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

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Supportive Measures (continued)

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception to this policy's prohibition on disclosures of personally identifiable information applies.

If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the Team overseeing the student's IEP, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision, if any, to determine how to comply with the requirements of the 504 Plan in the implementation of supportive measures.

Complaint Procedures

The following people have a right to make a complaint of sex discrimination in the program or activity of the District:

1. Any student or district employee;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complaint;
3. Any person other than a student or employee who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex discrimination;
4. Title IX Coordinator.

Limitation on Complaints of Sex-Based Harassment including Hostile Environment: A person is entitled to make a complaint of sex-based harassment (a sub-category of sex discrimination), including a sex-based hostile environment, only if:

1. They themselves are alleged to have been subjected to the sex-based harassment;
2. They have a legal right to act on behalf of such person; or
3. The Title IX Coordinator initiates a complaint in cases where Title IX permits or requires the Title IX Coordinator to make the complaint.

District-Initiated Complaints: In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator may determine whether to initiate a complaint of sex discrimination that

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District-Initiated Complaints (continued)

complies with the grievance procedures. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

1. The complainant's request not to proceed with the initiation of a complaint;
2. The complainant's reasonable safety concerns regarding the initiation of a complaint;
3. The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
4. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from school grounds or the imposition of another disciplinary sanction to end the discrimination and prevent recurrence;
5. The age and relationship of the parties, including whether the respondent is an employee of the District;
6. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist the Title IX Coordinator or the assigned Decision-maker in determining whether sex discrimination occurred; and
8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person or that the conduct as alleged prevents the District from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

Complaint Consolidation

The District may consolidate complaints of sex discrimination against more than one respondent, by more than one complainant against one or more respondents, or by one party against another party when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include plural, as applicable.

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Complaints Concerning District Policy or Practice

Not all complaints of sex discrimination involve active participation by complainants and respondents, including those alleging that the District's own policies and procedures discriminate based on sex. When a sex discrimination complaint alleges that the District's own policies or practices discriminate on the basis of sex, the District is not considered a "respondent" for procedural purposes. However, the District shall fully implement and follow those parts of the grievance procedures that apply to such complaints and complainants, including when respondents allege that the District's policy or practice discriminates on the basis of sex.

For a complaint alleging that an individual engaged in sex discrimination based on actions the individual took in accordance with the District's policies or practices, the District shall treat the individual as a respondent and comply with the requirements in these grievance procedures that apply to respondents. *(This is due to the fact that such complaints may involve factual questions regarding whether the individual was, in fact, following the District's policies or practices, what actions the individual took, and whether the individual could be subject to disciplinary sanctions depending on these facts. To the extent an individual was following the District's policies or practices, the District has the flexibility to determine whether the original complaint must be amended to be a complaint against the District itself or whether this determination can be made based on the original complaint against an individual.)*

Upon Complaint Receipt

When notified of conduct that reasonably may constitute sex discrimination under Title IX or its regulations, the Title IX Coordinator will:

1. Treat the complainant and respondent equally;
2. Offer and coordinate supportive measures as appropriate for the complainant. In addition, if the District has initiated grievance procedures or offered an informal resolution process to the respondent, the Title IX Coordinator will offer and coordinate supportive measures as appropriate for the respondent;
3. Notify the complainant - or if the complainant is unknown, the individual who reported the conduct - of the grievance procedures and the informal resolution process, if available and appropriate;
4. If a complaint is made, notify the respondent of the grievance and the informal resolution process, if available and appropriate;
5. In response to a complaint, initiate the grievance procedures or the informal resolution process;

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Upon Complaint Receipt (continued)

6. Regardless of whether a complaint is initiated, take other appropriate, prompt, and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the District's education program or activity;
7. The Title IX Coordinator is not required to comply with 1-7 of this section upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably believes that the conduct as alleged could not constitute sex discrimination under Title IX or this part

Upon initiation of the District's Title IX Grievance Procedures, the District will further notify parties of the following:

1. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
2. Retaliation is strictly prohibited; and
3. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations.

Dismissal of a Complaint

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

1. The District is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in the District's education program or activity and is not employed by the District;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the

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Dismissal of a Complaint (continued)

4. complaint, if any, would not constitute sex discrimination under Title IX even if proven, or
5. The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX.

Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the complainant, or simultaneously if notification is in writing.

When a complaint is dismissed, the District will, at a minimum:

1. Offer supportive measures to the complainant as appropriate;
2. If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue to recur within the District's education program or activity.

Dismissal on these grounds does not prevent the application of any other District policy that applies to the alleged conduct or referral of the alleged conduct to appropriate administrators.

Appeal of Dismissal of Complaint

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following basis:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
3. The Title IX Coordinator (or the assigned investigator or decision-maker) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the District will:

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1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decision-maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure that the decision-maker for the appeal has been trained consistent with the Title IX regulations;
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
6. Notify the parties of the result of the appeal and the rationale for the result.

Investigation of the Complaint by the District

The District will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the District-not on the parties-to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. Any employee or any other person authorized by the District to provide aid, benefit, or service under the District's education program or activity must, upon request by the Title IX Coordinator (or an assigned investigator or a decision-maker), participate as a witness in, or otherwise assist with, an investigation or proceeding under this policy, including these grievance procedures.

1. The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures;
2. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence;
3. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness;
4. The District will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible;

Investigation of the Complaint by the District (continued)

5. The District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance;

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6. The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible in the following manner:
 - a. The District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the District will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
 - b. The District will provide a reasonable opportunity to respond to the evidence or the description of the evidence; and
 - c. The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Evidentiary Exclusions:

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

1. Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witnesses' records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party's or witness' voluntary, written consent for use in its grievance procedures; and
3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the

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R4000.1(a)
4200.1
5145.44(t)

Administrative regulation to accompany the Title IX policy.

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alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Questioning the Parties and Witnesses:

The grievance decision-maker (or the Title IX Coordinator if applying the “single-investigator model) will question parties and witnesses to adequately assess a party’s or witnesses’ credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Where the investigator (or the Title IX Coordinator) has interviewed a party or witness, and the investigator is also serving as the grievance decision-maker, credibility evaluation is inherent in the process of conducting the interview. In situations where credibility determinations are required from a grievance decision-maker who did not interview a party or witness, the Title IX Coordinator will facilitate an opportunity for the decision-maker’s process of engaging with the evidence resulting from the investigation.

Determining Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the grievance decision-maker (or Title IX Coordinator) will:

1. Use the “preponderance of evidence” standard of proof to determine whether sex discrimination occurred.
 - a. The standard of proof requires the decision-maker (or Title IX Coordinator) to evaluate relevant and not otherwise impermissible evidence for its persuasiveness.
 - b. If the decision-maker (or Title IX Coordinator) is not persuaded by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decision-maker (or Title IX Coordinator) will not determine that sex discrimination occurred.
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX, including the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal.
3. Identify recommended discipline for the respondent for sex discrimination prohibited by Title IX under the District’s Code of Conduct.
4. Promptly transmit the grievance record and the determination to the Title IX Coordinator if the Title IX Coordinator did not serve as the decision-maker.

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Administrative regulation to accompany the Title IX policy.

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Disciplinary Sanctions for Sex-Based Harassment

Notice is hereby given that following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination. (These may be found in the District's written Code of Conduct Policy.) For employees, prohibitions and consequences are stated in policies, labor contracts, and statutes.

The Title IX Coordinator shall provide the appropriate administrator with the findings and determinations arising from the grievance procedures to implement disciplinary sanctions against a respondent for violating the prohibition on sex discrimination.

Remedies

Notice is hereby given that the District may provide remedies, which may include measures provided, as appropriate, to a complainant or any other person the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred. A wide variety of remedies affecting personal circumstances may be appropriate depending on the circumstance. Remedies may cause additional burdens upon respondents who have violated the prohibition on sex discrimination. Remedies may include recommended adjustments in District Policies and Practices.

District Determination that Sex Discrimination Occurred

When the respondent is found to have violated the prohibition on sex discrimination under this policy, the Title IX Coordinator will, as appropriate:

1. Coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
2. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
3. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the District's education program or activity; and

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4. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
5. Refrain from disciplining a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of the Determination that Sex Discrimination Occurred (Merits Appeals)

All persons serving as decision-makers in appeals arising from the Title IX grievance process are subject to applicable training requirements. The Title IX Coordinator will continue to manage appropriate supportive measures during all appeals.

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Appeal of the Determination that Sex Discrimination Occurred (Merits Appeals) (continued)

For *student respondents*, generally, a determination of whether sex discrimination occurred will be appealable by either the complainant or the respondent, or both. Appropriate supportive measures managed by the Title IX Coordinator will continue during the appeals. If the determination that sex discrimination occurred is affirmed, reversed, or modified on appeal, the grievance returns to the Title IX Coordinator to modify the District's response actions as and if appropriate.

For *employee respondents*, a determination that sex discrimination occurred will be appealable by either the complainant or the respondent, or both. Appropriate supportive measures managed by the Title IX Coordinator will continue during the appeals. If the determination that sex discrimination occurred is affirmed, reversed, or modified on appeal, the grievance returns to the Title IX Coordinator to modify the District's response actions as and if appropriate. However, when a final determination is made that an employee violated the prohibition on sex discrimination under Title IX, the concluded grievance record and determination will be sent to the Superintendent or a designee for purposes of determining disciplinary action specifically directed at that employee.

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5145.44(w)

Administrative regulation to accompany the Title IX policy.

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Timeframe

The District has established the following timeframes for the major stages of the grievance procedure below. Timelines are *not* jurisdictional but merely establish expectations for being “prompt” in resolving Title IX matters in most cases. As used in this procedure, a “day” is a day the office of the Title IX Coordinator is open for business.

1. Evaluation of the complaint (i.e., decision whether to dismiss or investigate a complaint): *Not to exceed five full school days upon receipt of a complaint*
2. Notices and Investigation: *Not to exceed 24 hours after proceeding with an investigation*
3. Evidence organization, summarization by the Title IX Coordinator or a chosen Investigator: *Not to exceed five school days upon proceeding with an investigation*
4. Evidence review and response by parties: *Not to exceed 48-hours upon receipt of such materials*
5. Title IX Coordinator or a chosen Decision-maker evidence evaluation determination: *Not to exceed 48-hours upon receiving such evidence*
6. Appeal of determination: Completion of appeal process, including determination – *Five school days*

The District allows for reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. The Title IX Coordinator may grant these extensions on the Title IX Coordinator’s own initiative or upon a qualifying request or need presented by a party, investigator, decision-maker, district administration, DCF, juvenile officer or agency, or law enforcement agency. The circumstances warranting a qualifying extension will be noted in the District’s Title IX records of the complainant’s case.

Overlapping Discrimination Claims and This Procedure

To the extent that the underlying facts and legal questions in a complaint handled under the Title IX grievance process overlap with and pertain to the District's compliance with another law or regulation concerning discrimination, the evidence and findings of the Title IX grievance process may be used for both purposes, in the discretion of the Title IX Coordinator.

Maintenance of Records

The District is required to maintain for seven (7) years each notification received by the Title IX Coordinator of conduct that reasonably may constitute sex discrimination under Title IX or the

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5145.44(x)

Administrative regulation to accompany the Title IX policy.

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regulations, documentations of the actions the District took to meet its obligations to respond promptly and effectively to complaints. Such records will be securely maintained in a locked file cabinet located in a secured office accessible to the Title IX Coordinator.

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BOARD POLICY

No. 6146(a)

**RE: Graduation Requirements
Instructions**

Adopted: April 15, 2010

Revised: June 14, 2016

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

The Board of Education conforms with state regulations and statute regarding credits for graduation from high school.

~~The following minimum credits and course requirements, for classes graduating *PRIOR TO AND INCLUDING 2021*, are necessary:~~

● English	4.0 Credits
● Mathematics	3.0 Credits
● Science (includes Biology)	3.0 Credits
● Social Studies (incl. World History, U.S. History & Civics)	3.0 Credits
● Arts or Vocational Education	1.0 Credits
● Physical Education	1.5 Credits
● Health	.5 Credits
● Electives	7.0 Credits
● Mathematics Competency	.1 Credit
● Writing Competency	.1 Credit
● Reading Competency	.1 Credit
● Science Competency	.1 Credit
	23.4 Credits

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Commencing with the graduating class of 2022, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than the following minimum credits and course requirements:

Humanities (9 Credits):

English (including Composition)	4.0 Credits
Social Studies (includes World History, U.S. History & Civics and American Government)	3.0 Credits
Fine Arts	1.0 Credits
Humanities Elective	1.0 Credits

Science, Technology, Engineering and Mathematics (8 Credits)

Mathematics (including Algebra I, Geometry, and Algebra II or Probability/Statistics)	4.0 Credits
Science (including Life Science and Physical Science)	3.0 Credits
Science, Technology, Engineering and Mathematics elective	1.0 Credit

Career and Life Skills (3.5 Credits)

Physical Education	1.0 Credit
Health and Safety Education	.5 Credit
Career and Life Skills electives (such as Career and technical education, eEnglish as a second language, community service, personal finance, public speaking, and nutrition and physical activity)	2.0 Credits

WORLD languages (2 credits)

2.0 credits

Senior demonstration project or its equivalent,
as approved by the State Board of Education
electives

1.0 Credits

1.5 credits

end of school year examinations for the

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following courses:

- (A) Algebra I
- (B) Geometry
- (C) Biology
- (D) American History
- (E) Grade Ten English

TOTAL

25 Credits

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school

diploma.

The following minimum credits and course requirements, for classes graduating *PRIOR TO AND INCLUDING 2021*, are necessary:

• English	4.0 Credits
• Mathematics	3.0 Credits
• Science (includes Biology)	3.0 Credits
• Social Studies (incl. World History, U.S. History & Civics)	3.0 Credits
• Arts or Vocational Education	1.0 Credits
• Physical Education	1.5 Credits
• Health	.5 Credits
• Electives	7.0 Credits
• Mathematics Competency	.1 Credit
• Writing Competency	.1 Credit
• Reading Competency	.1 Credit
• Science Competency	.1 Credit
	<u>23.4 Credits</u>

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In addition, also beginning with the graduating class of 2022, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2016-2017 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, or end of the school year examinations, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Credits

A credit is defined as the equivalent or one forty minute class period for each day of a school year. One-half credit is awarded for courses that compile work in one semester. If physical education is not taken because of a medical excuse, another subject may be substituted.

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Only courses taken in grades nine through twelve, inclusive, shall satisfy this graduation requirement, except that a student may be granted credit for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, shall equal one-half high school credit. A student may also be granted credit toward meeting a specified course requirement in grades six, seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other

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subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education,* regardless of the number of hours spent by the student in a public school classroom learning the subject matter.

**The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.*

The fulfillment of the mandated two credit foreign language requirement, beginning with the class of 2022, can include the successful completion of a world language online course, or the successful completion of a course offered privately through a nonprofit provider, WHICH MUST BE APPROVED BY HIGH SCHOOL ADMINISTRATION.

ALL CREDITS EARNED TOWARD MEETING ANY OF THE GRADUATION REQUIREMENTS THROUGH THE SUCCESSFUL COMPLETION OF ONLINE COURSES MUST BE APPROVED BY HIGH SCHOOL ADMINISTRATION.

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive.

THE ABOVE exceptions to earning credits, at other than grades 9 through 12, is discretionary, not mandated. A board of education may allow, as above, an unlimited number of credits to be earned prior to high school or at a higher institution OF LEARNING.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals residing in the town of Bloomfield for more than five (5) consecutive years may satisfy graduation requirements by the satisfactory completion of the following:

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- 2.1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
- 3.2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
- 4.3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.

5.4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (5) consecutive years.

6.5. Academic Advancement Program

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The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing national examination, as determined by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Legal Reference: Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act

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Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.

10-233(a) Promotion and graduation policies. (as amended by PA 01-166) P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

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BOARD POLICY

6144.1(a)

Instruction

Exemption From Instruction

The Bloomfield Board of Education shall permit curricular exemptions as required by law. Specifically, upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the Board shall permit curricular exemptions for instruction in the following areas:

Substance Abuse Education

Substance abuse education is required by state statutes for all students annually and students are not exempt.

Religious

If the religious belief and/or teachings of a student or his/her parents or guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption, the parent or guardian must present a written request for exemption to the Principal stating the conflict involved. In the event of religious exemption, an alternate assignment will be provided.

Medical

If a student is unable to participate in a physical education class, he/she must present to the Principal or designee a statement from a physician stating the reason for his/her inability to participate.

HIV/AIDS Instruction

Currently there is no cure for those infected with AIDS, but the Board of Education believes that education is the best way to prevent the spread of AIDS. By learning the facts about AIDS, students will be able to make decisions that will keep them healthy and perhaps save their lives.

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS) upon receipt of a written request for exemption from his/her parent or guardian.

"HIV/AIDS Instruction" is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the District pursuant to state law.

Bilingual Education

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BOARD POLICY

6144.1(b)

Instruction

Exemption From Instruction

A student will be exempted from the bilingual program upon receipt of a written request for exemption from his/her parent or guardian. Equivalent instruction, as determined by the teacher will be provided.

Dissection of Animals

A student will be exempted from Dissection Instruction upon receipt of a written request for exemption from his/her parent or guardian. "Dissection Instruction" is defined as instruction in which a student must participate in, or observe the dissection of any animal.

Any student excused from participating in, or observing the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.

Exemptions from required instruction do not excuse a student from the total semester hours required for graduation.

Family Life and Education Instruction

Students, parents or guardians shall be informed of their right to exempt the student from the family life program. The student will be exempted upon a written request for exemption from his/her parent or guardian. "Family Life Instruction" is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical psychological, hygienic, economic and social aspects of family life.

Any student excused from any aspect of the curriculum maybe required by the teacher to

Sexual Abuse and Assault Awareness and Prevent Program

"Sexual abuse and assault awareness and prevention program" is defined as the state-wide program identified or developed by the Department of Children, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

A student shall be excused from the sexual abuse and assault and prevention program 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.

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6144.1(c)

Instruction

Exemption From Instruction

Any student excused from any aspect of the curriculum may be required by the teacher to complete an alternative assignment. Any student excused from participating in the sexual abuse and assault awareness 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 as determined by the teacher.

Legal Reference: Connecticut General Statutes

[10-16b](#) Prescribed courses of study.

[10-16c](#) State board to develop family life education curriculum guides.

[10-16e](#) Students not required to participate in the family life education program.

[10-17f](#) Required bilingual program (as amended by PA 98-168)

[10-18d](#) Animal dissection. Students to be excused from participation or observation.

[17a-101q](#) Statewide sexual abuse and assault awareness and prevention program.

[10-19\(b\)](#) AIDS education.

[10-19](#) Effect of alcohol, nicotine or tobacco and drugs to be taught.

Policy adopted:

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Administrative Regulations

R6144.1(a)

Instruction

Exemption From Instruction

Request for Exemption Forms

Religious Exemption Request

I, _____ [Parent/Guardian Name], request that my child, _____ [Student Name], be exempted from instruction in the following area(s) due to conflict with our religious beliefs and teachings:

- Substance Abuse Education
- HIV/AIDS Instruction
- Family Life and Sex Education Instruction
- Sexual Abuse and Assault Awareness and Prevention Program
- Other: _____

I understand that my child will be provided an alternate assignment during the exempt instruction.

Parent/Guardian Signature: _____ Date: _____

Medical Exemption Request

I, _____ [Parent/Guardian Name], request that my child, _____ [Student Name], be exempted from participation in the following physical education instruction due to a medical condition:

- Physical Education Class
- Dissection of Animals

I have attached a statement from _____ [Student Name]'s physician stating the reason for their inability to participate.

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Administrative Regulations

R6144.1(b)

Instruction

Exemption From Instruction

I understand that my child will be provided an alternate assignment during the exempt instruction.

Parent/Guardian Signature: _____ Date: _____

General Exemption Request

I, _____ [Parent/Guardian Name], request that my child, _____
[Student Name], be exempted from the following instruction:

- Bilingual Education Program
- Dissection of Animals
- Family Life and Sex Education Instruction
- Sexual Abuse and Assault Awareness and Prevention Program
- Other: _____

I understand that my child will be provided an alternate assignment during the exempt instruction.

Parent/Guardian Signature: _____ Date: _____