



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION SPECIAL MEETING

Board of Education Special Meeting AT Tuesday, November 12, 2024

Hybrid Meeting - Board of Education and Virtual

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L. Easmon
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L. Easmon and JROTC
3. Opening Statement
F. Bogle-Assegai
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- A. Review and Possible Action on the Proposed 2025 Board of Education Meeting Schedule 60
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A. Wright
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M. Kaufmann
- D. Discussion and Possible Action on the Appointment of the Superintendent of Schools
L. Easmon
- 11. Board Comments
L. Easmon
- 12. Discussions regarding Litigation Strategy and Personnel Matter (discussions proposed for Executive Session)
L. Easmon
- 13. Adjournment
L. Easmon



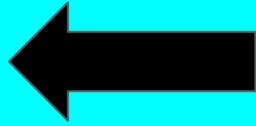
Supporting Students at CAIS

Cub Chats



Recognizing Students at CAIS

- **Monday Recognition Videos**
- **Student Leaders**
- **Monthly Student “Check In” Surveys**
- **Monthly Homeroom Goals and Celebrations**



This is a picture of our unified sports team at one of their soccer games.

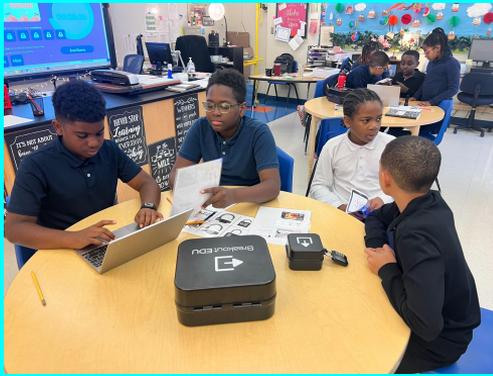
After School Activities at CAIS

Sports and Clubs

Enrichment at CAIS



I like the challenge so it's not easy.
- Alexander Harris



I think breakout EDU
is good to challenge
the brain and it helps
us persevere.
-Madison Bell

The puzzles lead to one thing and then another
and it really keeps you thinking.
-Dyllan Joe

Wall Press



Our Sensory Hallway



BLOOMFIELD BOARD OF EDUCATION – REGULAR MEETING

Tuesday, October 8, 2024 at 7:00 P.M.

Bloomfield Board of Education, Board Room

1133 Blue Hills Avenue

Bloomfield, CT 06002

Attendance: L. Easmon, Chair Present
H. Frydman, Vice Chair Present
F. Bogle-Assegai, Secretary Present
T. Moore Present
K. Dunbar Present
T. Mack-Mohammed Present (*arrived at 7:07 p.m.*)
L. Simone Present

Also Present: B Silver, Interim Superintendent
D. Greco, Director of Accounting
L. Lamenzo, Director of School Improvement
J. Titelbaum, District Data Systems Coordinator
M. Sutton, Director of Student Support Services
E. Pierce, District Grants Specialist
L. Curley-Colon, Principal, Global Experience Magnet School

1. Establishment of a Quorum and Call to Order

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

2. Pledge of Allegiance

All rose to recite the Pledge of Allegiance.

3. Opening Statement

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

4. Superintendent's Report

A. Enhancing Security in Schools

Dr. Bethany Silver, Interim Superintendent gave an update on focus walks, the SOAR program (Gifted and Talented), and the upcoming survey for cell phone use in schools. Dr. Silver noted the Board members have an updated chart comparing high stakes assessment scores with surrounding towns. She noted the district is in mediation with several bargaining units and the Board is starting the process to develop the budget for the 2025-2026 school year.

B. Human Resources/Staffing Update

Dr. Silver noted there are several staffing changes the Human Resources Department with a resignation and a retirement.



A comprehensive report outlining vacancies has been conducted and Board members will receive a copy in the coming weeks.

The district has identified several safety initiatives and the district continues to work with Mr. Steven Wrona, the district Coordinator of Safety to implement safety protocols and collaborate with Town services.

All school safety plans have been updated and are under review by the State of Connecticut. The district is also bringing in a new security tool to our schools that provides real-time identification and background checks using a state identification.

C. Financial Report – September 2024

Mr. Domenic Greco, Director of Accounting reported on the financials as of October 4, 2024. He noted that 25.65% of the adopted budget has yet to be expended or encumbered.

Mr. Greco noted on the one-page summary report, major account 03 Employee Benefits with a balance of 43.04% yet to expended or encumbered. These are still available as the funds for health insurance, pension and Other Post-Employment Benefits (OPEB) have yet to be encumbered. He also noted major account 08 Tuition, which has not been fully encumbered yet for magnet school tuitions or special education services for students attending magnet schools.

On page 1 of the six-page detail report, sub accounts 1210 - Salaries, Professional Staff and 1240 – Salaries, Clerical are over budget as the district has yet to book receivables for special education out-of-district tuition. The last item is on page 3, 3500 Technical Services is over budget as the district has yet to receive the eligible revenue for the eRate program.

Over the next couple of weeks they will be updated the budget manual and calendar for the 2025-2026 budget development by November 1, 2024. The Business Office would like to meet with principals before December 1, 2024 and have a draft to the Finance Committee by January 28, 2025.

K. Dunbar inquired about the magnet schools costs. It was noted we will be billed the 58%.

5. Student Representative Report – Global Experience Magnet School

Four student representatives from Global Experience Magnet School (GEMS) introduced themselves and shared a Power Point with the Board of Education. They provided updates from the school including new staff, and shared information about their upcoming travel experiences including the spring College Road Trip. GEMS is now participating in after-school programming, including skiing and the new eSports room. Students can also participate in sports at Bloomfield High School. Student Council election were held. Upcoming events were also shared including SATs on October 23, 2024 and local field trips.



6. Board of Education Committee Reports

A. Finance Committee

The Finance Committee Chair, Kim Dunbar and staff liaison, Domenic Greco, Director of Accounting and Elisa Pierce, District Grants Specialist to outline committee topics for the 2024-2025 school year. She thanked Lisa Lamenzo and Elisa Pierce for providing in depth information on the District Alliance grant.

B. Curriculum Committee

Curriculum Committee Chair, Howard Frydman met with staff liaison, Lisa Lamenzo, Director of School Improvement met on October 8, 2024. They discussed Early Start Programming and Financial education in partnership with Windsor Federal Savings Bank. They also discussed exploring partnerships with the Office of Extended Learning and Family Community Engagement.

C. Policy Committee

Policy Committee Chair, Femi Bogle-Assegai noted that the committee holds two readings per policy prior to adoption by the Board of Education. They have a second reading for three policies and two policies for an initial reading on the board agenda. Ms. Bogle-Assegai recommended families to also look at the policies.

7. Consent Agenda

A. Approval of Minutes – Regular Meeting – September 10, 2024

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

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

The motion passed unanimously 7-0-0.

8. Public/PTO Comment

Angelique Croasdale, 18 Greenbrier Drive

Ms. Croasdale stated she came in to discuss what she needs to see in the school district. As a parent, she would like to hear more about the Board of Education and is requesting hybrid meeting. She inquired why one of the internal candidates was not selected for the Superintendent candidacy.



Lucca Headlam, 18 Greenbriar Drive

An alumnus of Bloomfield Public Schools, Mr. Headlam shared his support for Dr. Ellis for the Superintendent candidacy. He stated he is disappointed and encouraged the Board of Education to reopen the search.

Suzette DeBeatham-Brown, Bloomfield

She encouraged the Board of Education to move to hybrid meetings. Ms. DeBeatham-Brown also advocated for the internal candidate, Dr. Ellis and noted this person has been a long standing employee and alumnus. She also addressed the dispute prior to the Board meeting.

Dr. Angeline Croasdale-Rufus, 6 Andrea Lane

Dr. Croasdale-Rufus asked the Board to incorporate hybrid meetings so people can be involved. She also requested the Board to consider reopening the interview process for the Superintendent to parents. She further stated students are failing in math and English and parents should be included in making this decision.

Rickford Kirton, 7 Hickory Lane

Mr. Kirton noted he has been in communication with Board. He stated it is unacceptable to have an interview process and not involve parents in a meet-and-greet. Mr. Kirton also noted that during COVID they had hybrid meetings and it is imperative to incorporate for the Board of Education. He also shared support for Dr. Ellis and disappointment that he was not considered as a finalist.

Patricia Davis, 4 Lisa Lane

Ms. Davis addressed the Board of Education and the need to advocate for the children. She suggested having high school students' volunteer with BATV to assist to make hybrid meetings happen. She asked what the Board is looking for in a Superintendent.

Kathryn McCarthy, 72 Park Avenue

Ms. McCarthy addressed the Board and noted it would be helpful to have access to the Board meeting virtually. She shared her expectations for a future Superintendent which she believes is the characteristics she sees in the interim Superintendent, including accessibility.

Laura Pallandre, 6 Nutmeg Lane

Laura Pallandre is a former teacher and is now managing the Farmers Market. She is organizing a food scrap programming paid for by the Town. She would like to expand the program to the schools and start a club. CT Grown for CT Kids grant would be something she is interested in with the school and proposed a composting program.

Paula Jones, 5 Bear Ridge Drive

Ms. Jones thanked the Board for their service. She is speaking in support of Ms. Pallandre's proposal and noted waste management is important topic. She recently toured Ms. Pallandre's farm. A letter of support would be drafted if the district is interested.



Michelle Adams, 1 Lywoud Drive

Michelle Adams spoke in support of hybrid meetings. She stated it was unusual there was no committee for the Superintendent search. She noted staff are leaving, and there is a shortage of teachers. She is concerned students are not learning and there is not enough staff at Global Experience Magnet School.

Bobby Gibson, 5 Greenbrier Drive

Mr. Gibson stated he is the state representative and requested Dr. Ellis be chosen as the next Superintendent of Bloomfield Public Schools. He share constituents expressed their concerns of the selection process. He stated there is a need for transparency, collaboration and effective decision making.

Don Harris, 6 Bear Ridge Drive

Mr. Harris spoke on several points. He stated public access television coverage is not enough and encouraged hybrid meeting options. Mr. Harris noted a lack of transparency in the Superintendent search and the use of focus groups. He shared his support for Dr. Ellis as the Superintendent candidate as he is alumnus and a long-standing employee.

Jackie Green, 29 Woods Road

Ms. Green noted they need to add a hybrid meeting. She also shared support for Dr. Ellis and noted she has been an advocated for Bloomfield Public Schools. She asked why Principal Ellis is good enough to go through Bloomfield Public Schools but not to run the district. She asked the Board to be transparent.

Lincoln Anderson, 38 Hill Farm Road

Lincoln Anderson thanked the Board for their service. He would like the Board to consider Dr. Ellis as the next Superintendent. He also noted hybrid meetings and the benefit to those who travel.

Kate Keefe, 16 Breezy Knoll Drive

Ms. Keefe noted she is a social worker and parent. She came to offer the Board of Education her services and stated there is added expertise in the district that is needed. She noted sections of the Plan of Excellence and improving the growth trajectory.

9. Old Business

A. Policies for Adoption

1. Title IX: Sexual Harassment – 4000.1 (Personnel)/5145.44 (Students)

Dr. Bethany Silver, Interim Superintendent, presented a second reading of policy 5145.44. She noted this is a complete rewrite of this policy in compliance with the 2024 Title IX Final Rule, released by the U.S. Department of Education on April 19, 2024, which went into effect on August 1, 2024. Title IX is a federal law that prohibits discrimination based on sex and educational programs and activities for both students and staff.

A motion was made by H. Frydman and seconded by K. Dunbar for the Bloomfield Board of Education to adopt policy 4000.1 (Personnel)/5145.44 (Students) - Title IX: Sexual Harassment.



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

The motion passed unanimously 7-0-0.

2. Graduation Requirements – 6146

Dr. Bethany Silver, Interim Superintendent, presented a second reading of policy 6146. She noted the only change to this policy is moving the language regarding current graduation requirements to the front of the policy.

A motion was made by H. Frydman and seconded by T. Moore for the Bloomfield Board of Education to adopt policy 6146 -Graduation Requirements.

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

The motion passed unanimously 7-0-0.

3. Exemption from Instruction – 6144.1

Dr. Bethany Silver, Interim Superintendent, presented a second reading of policy 6144.1 – Exemption from Instruction. She noted there is currently no policy in place that allows for a process to exempt students from curriculum. It is not a mandated policy.

The policy noted that a written request from a parent or guardian must be received by the school district prior to instruction to permit exemptions in the areas outlined in the policy. The administrative regulations provide the form for families to use if they want to excuse their child from instruction.

A motion was made by H. Frydman and seconded by T. Mack-Mohammed for the Bloomfield Board of Education to adopt policy 6144.1 - Exemption from Instruction.

L. Easmon	Aye
H. Frydman	Aye
F. Bogle-Assegai	Aye



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

The motion passed unanimously 7-0-0.

10. New Business

A. Educator Evaluation TEVAL Update

Dr. Bethany Silver, Interim Superintendent reported that the district received feedback from the Connecticut State Department of Education from the initial submission of the draft plan submission on August 30, 2024. The committee (PDEC) has been meeting and are in the process of making revisions.

B. Review and Possible Action on the District Alliance Grant Application

Lisa Lamenzo, Director of School Improvement and Elisa Pierce, District Grants Specialist presented the Bloomfield Alliance Grant Application plan for the 2024-2025 school year.

The proposed allocations of this grant include staff at school and district levels, and professional development for tour staff to improve student outcomes. At the most recent Finance Committee meeting they presented an overview of grant requirements, legislation and an overview to the plan.

A motion was made by H. Frydman and seconded by K. Dunbar for the Bloomfield Board of Education approve the Alliance District Grant application, as presented.

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

The motion passed unanimously 7-0-0.

C. Initial Reading of Policies

1. Connecticut State Climate Policy – 5131.911

Dr. Bethany Silver, Interim Superintendent, noted the Connecticut School Climate Policy is a replacement of the Bullying Behavior in Schools policy. It is a complete language and cultural shift to build positive school climate and culture. This is a required policy change under Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws.



The policy set forth the framework for effective school climate improvement process. It provides definitions, responsibilities, and strategies for optimizing positive school environments.

2. Transgender and Gender Non-Conforming Youth – 5145.53

Dr. Bethany Silver, Interim Superintendent, presented a first reading of Policy 5145.53. This policy was last updated in June of 2018. The updated language and definitions are in alignment with the current state statutes. It also provides specific information about official records and Family Educational Rights and Privacy Act (FERPA). Support and direction is provided for pronouns, discrimination and harassment and student databases.

11. Board Comments

L. Simone shared she was afforded opportunities to hear programming and other information that demonstrates how much the educators are doing with students. Teachers noted a big difference in students who attended the early start summer program. She also visited Bloomfield High School and shared the positive climate and the student engagement.

T. Moore no comments.

T. Mack-Mohammed was encouraged to see families and the community in the audience and speaking during public comment. She noted the Board wants to hear from families on topics that matter to families. She noted they are volunteers with similar interests in the achievement of students. Ms. Mack-Mohammed closed by stating she wants to see more parents engaged in a positive way.

K. Dunbar thanked everyone for watching on BATV and in the audience. She noted they are volunteers, who are involved in the community and are also parents. She noted the common interest of wanted the best for the children of Bloomfield and encourages open dialogue.

F. Bogle-Assegai noted she is pleased to see the Board room full with audience members. She stated comments from the public has not go unheard. She asked the public's view of the school district as an urban or suburban community. She hopes the interest of the attendees continues and is the only way the district will move forward. She believes student deserves high expectations for their education.

H. Frydman stated they are very proud to have the public attend the meeting. They are here to work together as a team.

L. Easmon thanked all for attending. The Bloomfield High School concert choir was selected to perform at the CABE/CAPSS Convention in November. The Board was invited to attend the Ribbon Cutting for Adelbrook on November 16, 2024. The Superintendent Search is moving forward, focus groups were conducted. The Board of



Education hybrid meetings will be moving forward. They put out a request for non-perishable food items for the Town pantry.

12. Adjournment

At 8:28 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, Interim Superintendent

Bloomfield

BOE EXPENDITURE REPORT BY MAJOR OBJECT

Account Number / Description	Revised budget 7/1/2024 - 6/30/2025	Expenses YTD 7/1/2024 - 6/30/2025	Encumbrances 7/1/2024 - 6/30/2025	Balance Before Req's Sub. 7/1/2024 - 6/30/2025	Submitted Requisitions 7/1/2024 - 6/30/2025	Balance After Req's Sub	Percent Remaining 7/1/2024 - 6/30/2025
01 CERTIFIED SALARIES	\$16,259,704.00	\$4,699,217.64	\$11,184,288.04	\$376,198.32	\$0.00	\$376,198.32	2.31%
02 NON-CERTIFIED SALARIES	\$8,969,407.00	\$2,602,998.45	\$5,533,984.44	\$832,424.11	\$0.00	\$832,424.11	9.28%
03 EMPLOYEE BENEFITS	\$11,882,794.00	\$3,314,850.69	\$6,613,636.86	\$1,954,306.45	\$0.00	\$1,954,306.45	16.44%
04 CONTRACTED SERVICES	\$2,211,605.00	\$711,371.87	\$1,127,748.25	\$372,484.88	\$26,499.00	\$345,985.88	16.84%
05 PUPIL TRANSPORTATION	\$4,079,039.00	\$2,672,986.74	\$1,157,338.45	\$248,713.81	\$16,174.96	\$232,538.85	6.09%
06 INSURANCE	\$204,353.00	\$110,385.98	\$89,052.90	\$4,914.12	\$0.00	\$4,914.12	2.40%
07 COMMUNICATIONS	\$117,501.00	\$34,198.94	\$57,960.38	\$25,341.68	\$0.00	\$25,341.68	21.56%
08 TUITION	\$7,374,857.00	\$502,348.59	\$4,354,811.04	\$2,517,697.37	\$357,912.07	\$2,159,785.30	34.13%
09 OTHER PURCHASED SERVICES	\$65,744.00	\$12,132.22	\$19,292.30	\$34,319.48	\$1,933.00	\$32,386.48	52.20%
10 SUPPLIES	\$382,627.00	\$197,461.58	\$65,013.58	\$120,151.84	\$4,411.70	\$115,740.14	31.40%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,604,392.00	\$437,337.65	\$1,145,451.09	\$21,603.26	\$250.00	\$21,353.26	1.34%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$44,930.00	\$22,073.02	\$1,255.23	\$21,601.75	\$0.00	\$21,601.75	48.07%
13 EQUIPMENT	\$74,931.00	\$16,461.53	\$2,529.87	\$55,939.60	\$0.00	\$55,939.60	74.65%
14 MISCELLANEOUS	\$152,481.00	\$81,788.91	\$33,273.12	\$37,418.97	\$1,367.40	\$36,051.57	24.54%
GRAND TOTAL	\$53,424,365.00	\$15,415,613.81	\$31,385,635.55	\$6,623,115.64	\$408,548.13	\$6,214,567.51	12.39%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2024 - 6/30/2025	Expenses YTD 7/1/2024 - 6/30/2025	Encumbrances 7/1/2024 - 6/30/2025	Balance Before Req's Sub. 7/1/2024 - 6/30/2025	Submitted Requisitions 7/1/2024 - 6/30/2025	Balance After Req's Sub	Percent Remaining 7/1/2024 - 6/30/2025
1110 SALARIES, TEACHER	\$14,326,234.00	\$3,985,865.81	\$10,143,728.76	\$196,639.43	\$0.00	\$196,639.43	1.37%
1115 SALARIES, ADMIN	\$1,933,470.00	\$713,351.83	\$1,040,559.28	\$179,558.89	\$0.00	\$179,558.89	9.28%
01 CERTIFIED SALARIES	\$16,259,704.00	\$4,699,217.64	\$11,184,288.04	\$376,198.32	\$0.00	\$376,198.32	2.31%
1210 SALARIES, PROFESSIONAL STAFF	\$445,106.00	\$145,521.41	\$324,976.84	\$(25,392.25)	\$0.00	\$(25,392.25)	(5.70)%
1215 SALARIES, JROTC	\$115,753.00	\$(24,258.70)	\$140,010.96	\$0.74	\$0.00	\$0.74	0.00%
1217 SALARIES, SPEECH ASST	\$48,732.00	\$2,866.56	\$45,864.90	\$0.54	\$0.00	\$0.54	0.00%
1218 SALARIES, OT ASST	\$43,027.00	\$4,780.75	\$38,246.00	\$0.25	\$0.00	\$0.25	0.00%
1220 SALARIES, TUTOR	\$387,173.00	\$83,146.87	\$158,444.12	\$145,582.01	\$0.00	\$145,582.01	37.60%
1230 SALARIES, PARA	\$2,091,157.00	\$468,736.17	\$1,477,948.77	\$144,472.06	\$0.00	\$144,472.06	6.90%
1235 SALARIES, NURSES	\$426,117.00	\$100,095.18	\$231,662.49	\$94,359.33	\$0.00	\$94,359.33	22.14%
1240 SALARIES, CLERICAL	\$1,455,289.00	\$512,923.59	\$939,680.59	\$2,684.82	\$0.00	\$2,684.82	0.18%
1250 SALARIES, BUSINESS OFFICE	\$670,456.00	\$232,449.52	\$336,828.57	\$101,177.91	\$0.00	\$101,177.91	15.09%
1255 SALARIES, TECHNICAL SUPPORT	\$369,235.00	\$132,647.11	\$212,214.74	\$24,373.15	\$0.00	\$24,373.15	6.60%
1257 SALARIES, RESIDENCY OFFICER	\$152,777.00	\$52,969.62	\$99,806.89	\$0.49	\$0.00	\$0.49	0.00%
1260 SALARIES, CUSTODIAN	\$1,477,138.00	\$475,903.02	\$900,373.98	\$100,861.00	\$0.00	\$100,861.00	6.82%
1265 SALARIES, MAINTENANCE	\$684,952.00	\$237,507.86	\$428,340.95	\$19,103.19	\$0.00	\$19,103.19	2.78%
1270 SALARIES, MONITOR	\$257,228.00	\$67,816.71	\$176,855.85	\$12,555.44	\$0.00	\$12,555.44	4.88%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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1275 SALARIES, CROSSING GUARD	\$40,664.00	\$9,197.45	\$22,728.79	\$8,737.76	\$0.00	\$8,737.76	21.48%
1280 SALARIES, SUPPORT	\$26,433.00	\$2,612.40	\$0.00	\$23,820.60	\$0.00	\$23,820.60	90.11%
1290 OVERTIME, SUPPORT	\$278,170.00	\$98,082.93	\$0.00	\$180,087.07	\$0.00	\$180,087.07	64.73%
02 NON-CERTIFIED SALARIES	\$8,969,407.00	\$2,602,998.45	\$5,533,984.44	\$832,424.11	\$0.00	\$832,424.11	9.28%
2100 HEALTH INSURANCE	\$7,568,190.00	\$1,804,859.82	\$5,434,216.10	\$329,114.08	\$0.00	\$329,114.08	4.34%
2150 LIFE INSURANCE	\$217,500.00	\$78,615.69	\$138,840.11	\$44.20	\$0.00	\$44.20	0.02%
2170 INSURANCE BUY-OUT	\$66,400.00	\$14,800.00	\$41,400.00	\$10,200.00	\$0.00	\$10,200.00	15.36%
2200 SOCIAL SECURITY	\$1,272,794.00	\$386,864.10	\$799,794.65	\$86,135.25	\$0.00	\$86,135.25	6.76%
2300 PENSION	\$1,488,445.00	\$9,990.31	\$0.00	\$1,478,454.69	\$0.00	\$1,478,454.69	99.32%
2310 OPEB - MEDICAL	\$831,303.00	\$831,303.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2410 SEVERANCE	\$49,441.00	\$43,031.77	\$0.00	\$6,409.23	\$0.00	\$6,409.23	12.96%
2500 COURSE REMUNERATION	\$40,000.00	\$3,900.00	\$12,900.00	\$23,200.00	\$0.00	\$23,200.00	58.00%
2600 UNEMPLOYMENT COMP	\$54,016.00	\$2,490.00	\$47,490.00	\$4,036.00	\$0.00	\$4,036.00	7.47%
2700 WORKERS' COMP	\$293,705.00	\$138,996.00	\$138,996.00	\$15,713.00	\$0.00	\$15,713.00	5.34%
2800 PERSONAL PROPERTY LOSS - DISTRICT	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
03 EMPLOYEE BENEFITS	\$11,882,794.00	\$3,314,850.69	\$6,613,636.86	\$1,954,306.45	\$0.00	\$1,954,306.45	16.44%
0141 TUITION	\$52,000.00	\$0.00	\$0.00	\$52,000.00	\$26,000.00	\$26,000.00	100.00%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

Account Number / Description	Revised Budget 7/1/2024 - 6/30/2025	Expenses YTD 7/1/2024 - 6/30/2025	Encumbrances 7/1/2024 - 6/30/2025	Balance Before Req's Sub. 7/1/2024 - 6/30/2025	Submitted Requisitions 7/1/2024 - 6/30/2025	Balance After Req's Sub	Percent Remaining 7/1/2024 - 6/30/2025
3100 ADMIN SERVICES	\$63,297.00	\$7,951.21	\$31,808.81	\$23,536.98	\$0.00	\$23,536.98	37.18%
3200 PROF EDUCATIONAL SERVICES	\$985,656.00	\$234,300.75	\$569,985.54	\$181,369.71	\$499.00	\$180,870.71	18.40%
3260 TESTING	\$109,321.00	\$62,692.34	\$34,347.43	\$12,281.23	\$0.00	\$12,281.23	11.23%
3300 PROF DEVELOPMENT	\$12,473.00	\$0.00	\$0.00	\$12,473.00	\$0.00	\$12,473.00	100.00%
3400 OTHER PROF SERVICES	\$195,994.00	\$73,993.82	\$118,901.25	\$3,098.93	\$0.00	\$3,098.93	1.58%
3500 TECHNICAL SERVICES	\$180,407.00	\$151,885.39	\$13,746.00	\$14,775.61	\$0.00	\$14,775.61	8.19%
3520 COPIER COSTS	\$102,454.00	\$22,278.00	\$52,889.29	\$27,286.71	\$0.00	\$27,286.71	26.63%
4009 PURCH SERV NON-PUBLIC HEALTH SVCS	\$57,367.00	\$11,139.20	\$44,556.80	\$1,671.00	\$0.00	\$1,671.00	2.91%
4300 MAINTENANCE & REPAIR	\$48,956.00	\$10,555.32	\$19,932.04	\$18,468.64	\$0.00	\$18,468.64	37.72%
4310 PURCHASED SERVICES BUILDINGS	\$367,180.00	\$131,336.71	\$210,320.29	\$25,523.00	\$0.00	\$25,523.00	6.95%
4320 VEHICLE MAINTENANCE & REPAIR	\$36,500.00	\$5,239.13	\$31,260.80	\$0.07	\$0.00	\$0.07	0.00%
04 CONTRACTED SERVICES	\$2,211,605.00	\$711,371.87	\$1,127,748.25	\$372,484.88	\$26,499.00	\$345,985.88	16.84%
5100 TRANSPORTATION, PUPIL	\$4,004,067.00	\$2,671,211.23	\$1,152,704.16	\$180,151.61	\$16,174.96	\$163,976.65	4.49%
5820 FIELD TRIPS	\$74,972.00	\$1,775.51	\$4,634.29	\$68,562.20	\$0.00	\$68,562.20	91.45%
05 PUPIL TRANSPORTATION	\$4,079,039.00	\$2,672,986.74	\$1,157,338.45	\$248,713.81	\$16,174.96	\$232,538.85	6.09%
5200 PROPERTY/LIABILITY INSURANCE	\$183,018.00	\$89,050.98	\$89,052.90	\$4,914.12	\$0.00	\$4,914.12	2.68%
5290 OTHER INSURANCE	\$21,335.00	\$21,335.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%

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BOE EXPENDITURE REPORT BY OBJECT

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06 INSURANCE	\$204,353.00	\$110,385.98	\$89,052.90	\$4,914.12	\$0.00	\$4,914.12	2.40%
5300 TELEPHONE	\$69,900.00	\$18,779.22	\$51,120.78	\$0.00	\$0.00	\$0.00	0.00%
5310 POSTAGE	\$28,754.00	\$11,764.65	\$3,343.95	\$13,645.40	\$0.00	\$13,645.40	47.45%
5400 ADVERTISING	\$2,321.00	\$721.00	\$0.00	\$1,600.00	\$0.00	\$1,600.00	68.93%
5500 PRINTING	\$16,526.00	\$2,934.07	\$3,495.65	\$10,096.28	\$0.00	\$10,096.28	61.09%
07 COMMUNICATIONS	\$117,501.00	\$34,198.94	\$57,960.38	\$25,341.68	\$0.00	\$25,341.68	21.56%
5600 TUITION, PUBLIC	\$4,014,206.00	\$193,466.36	\$3,078,657.72	\$742,081.92	\$357,912.07	\$384,169.85	18.48%
5630 TUITION, PRIVATE	\$1,678,741.00	\$308,882.23	\$1,276,153.32	\$93,705.45	\$0.00	\$93,705.45	5.58%
5690 TUITION, MAGNET	\$1,681,910.00	\$0.00	\$0.00	\$1,681,910.00	\$0.00	\$1,681,910.00	100.00%
08 TUITION	\$7,374,857.00	\$502,348.59	\$4,354,811.04	\$2,517,697.37	\$357,912.07	\$2,159,785.30	34.13%
5810 STAFF TRAVEL	\$35,200.00	\$6,365.62	\$12,294.46	\$16,539.92	\$0.00	\$16,539.92	46.98%
5814 CONFERENCES & MEETINGS	\$30,544.00	\$5,766.60	\$6,997.84	\$17,779.56	\$1,933.00	\$15,846.56	58.20%
09 OTHER PURCHASED SERVICES	\$65,744.00	\$12,132.22	\$19,292.30	\$34,319.48	\$1,933.00	\$32,386.48	52.20%
6110 INSTRUCTIONAL SUPPLIES	\$243,093.00	\$113,853.75	\$44,258.14	\$84,981.11	\$3,411.70	\$81,569.41	34.95%
6115 OFFICE SUPPLIES	\$34,563.00	\$8,806.16	\$5,928.15	\$19,828.69	\$1,000.00	\$18,828.69	57.36%
6116 LIBRARY / AV SUPPLIES	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
6117 COMPUTER SUPPLIES	\$7,000.00	\$794.53	\$3,010.08	\$3,195.39	\$0.00	\$3,195.39	45.64%

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BOE EXPENDITURE REPORT BY OBJECT

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6120 SOFTWARE	\$76,193.00	\$72,229.35	\$0.00	\$3,963.65	\$0.00	\$3,963.65	5.20%
6900 OTHER SUPPLIES	\$21,528.00	\$1,777.79	\$11,817.21	\$7,933.00	\$0.00	\$7,933.00	36.84%
10 SUPPLIES	\$382,627.00	\$197,461.58	\$65,013.58	\$120,151.84	\$4,411.70	\$115,740.14	31.40%
6125 FACILITY SUPPLIES	\$119,905.00	\$45,997.89	\$55,976.11	\$17,931.00	\$250.00	\$17,681.00	14.95%
6130 FACILITY MATERIALS	\$116,600.00	\$52,548.87	\$60,378.87	\$3,672.26	\$0.00	\$3,672.26	3.14%
6200 HEAT	\$396,118.00	\$30,137.98	\$365,980.02	\$0.00	\$0.00	\$0.00	0.00%
6220 ELECTRICITY	\$884,944.00	\$291,927.13	\$593,016.87	\$0.00	\$0.00	\$0.00	0.00%
6290 WATER SERVICES	\$86,825.00	\$16,725.78	\$70,099.22	\$0.00	\$0.00	\$0.00	0.00%
11 OPERATION & MAINTENANCE OF BUILDINGS	\$1,604,392.00	\$437,337.65	\$1,145,451.09	\$21,603.26	\$250.00	\$21,353.26	1.34%
6410 TEXTBOOKS	\$40,164.00	\$22,073.02	\$535.23	\$17,555.75	\$0.00	\$17,555.75	43.71%
6420 LIBRARY BOOKS, PERIODICALS	\$1,516.00	\$0.00	\$0.00	\$1,516.00	\$0.00	\$1,516.00	100.00%
6430 PROF BOOKS	\$3,250.00	\$0.00	\$720.00	\$2,530.00	\$0.00	\$2,530.00	77.84%
12 TEXTBOOKS/LIBRARY BOOKS/OTHER SUPPL	\$44,930.00	\$22,073.02	\$1,255.23	\$21,601.75	\$0.00	\$21,601.75	48.07%
7300 NEW EQUIPMENT	\$17,824.00	\$1,445.46	\$2,397.99	\$13,980.55	\$0.00	\$13,980.55	78.43%
7320 REPLACEMENT EQUIPMENT	\$40,743.00	\$2,217.83	\$0.00	\$38,525.17	\$0.00	\$38,525.17	94.55%
7340 COMPUTER EQUIP	\$16,364.00	\$12,798.24	\$131.88	\$3,433.88	\$0.00	\$3,433.88	20.98%
13 EQUIPMENT	\$74,931.00	\$16,461.53	\$2,529.87	\$55,939.60	\$0.00	\$55,939.60	74.65%

Bloomfield

BOE EXPENDITURE REPORT BY OBJECT

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8100 DUES & FEES	\$50,105.00	\$40,969.00	\$1,100.00	\$8,036.00	\$0.00	\$8,036.00	16.03%
8800 ATHLETIC PROGRAMS	\$78,369.00	\$37,677.83	\$27,057.01	\$13,634.16	\$1,367.40	\$12,266.76	17.39%
8900 STUDENT ACTIVITIES	\$24,007.00	\$3,142.08	\$5,116.11	\$15,748.81	\$0.00	\$15,748.81	65.60%
14 MISCELLANEOUS	\$152,481.00	\$81,788.91	\$33,273.12	\$37,418.97	\$1,367.40	\$36,051.57	24.54%
GRAND TOTAL	\$53,424,365.00	\$15,415,613.81	\$31,385,635.55	\$6,623,115.64	\$408,548.13	\$6,214,567.51	12.39%

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5131.911(a)

**RE: ~~Connecticut School Climate Policy~~ ~~Bullying Behavior in Schools~~
~~Students~~**

Approved: May 12, 2009
Revised: March 8, 2016

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments. ~~The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.~~

~~The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.~~

The Bloomfield Board of Education adopts this policy.

Definitions

1. "**School climate**" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

2. "**Positive Sustained School Climate**" is the foundation for learning and positive youth development and includes:

a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.

b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.

c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.

d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and

e. A school community that contributes to the operations of the school and the care of the physical environment.

3. "**Social and emotional learning**" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4. "**Emotional intelligence**" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

5. "**Bullying**" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

6. "**School environment**" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

7. "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

8. "**Teen dating violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

9. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop

computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

10. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

11. "**School climate improvement plan**" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. "**Restorative practices**" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. "**School climate survey**" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. "**Connecticut school climate policy**" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. "**School employee**" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. "**School community**" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. "**Challenging behavior**" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

D. Building among school personnel and develop common staff skills to educate the whole child;

E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

F. Strengthening policies and procedures related to:

a. climate and restorative informed teaching and learning environments;

b. infrastructure to facilitate data collection, analysis, and effective planning;

c. implementation of school climate improvement plans with the goal of becoming restorative;

d. evaluation of the school climate improvement process; and

e. sustainability of school climate and restorative improvement efforts.

G. Fostering adult learning in teams and/or professional learning communities to build capacity

~~“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending~~

~~school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:~~

- ~~A. causes physical or emotional harm to such student or damage to such student's property,~~
- ~~B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,~~
- ~~C. creates a hostile environment at school for such student,~~
- ~~D. infringes on the rights of such student at school, or~~
- ~~E. substantially disrupts the education process or the orderly operation of a school.~~

~~Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)~~

~~“Cyberbullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

~~“Teen dating violence” means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening that occurs between two students who are currently in or have recently been in a dating relationship.~~

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5131.911(b)

~~“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.~~

~~“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.~~

~~“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;~~

~~“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.~~

~~“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.~~

~~“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)~~

~~Examples of bullying include, but are not limited to:~~

- ~~1. physical violence and attacks~~
- ~~2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs~~
- ~~3. threats and intimidation~~
- ~~4. extortion or stealing of money and/or possessions~~
- ~~5. exclusion from peer groups within the school~~
- ~~6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyberbullying”)~~
- ~~7. Targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical~~

~~appearance; or mental, physical, developmental, or sensory disability.~~

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5131.911(c)

~~Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.~~

~~Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:~~

- ~~1. creates a hostile environment at school for the TARGET STUDENT,~~
- ~~2. infringes on the rights of the TARGET STUDENT at school, or~~
- ~~3. substantially disrupts the education process or the orderly operation of a school,~~

~~are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.~~

~~A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.~~

~~The District's program: (Also outlined in the "Safe School Climate Plan.")~~

- ~~1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying and teen dating violence in its schools and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;~~
- ~~2. Permits anonymous reports of bullying or teen dating violence by students to school employees and written reports of suspected bullying or teen dating violence by parents or guardians and requires at the beginning of each school year that students and their parents/guardians be notified of the process by which students may make such reports;~~
- ~~3. Requires school employees who witness acts of bullying or teen dating violence or receive reports of bullying or teen dating violence to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying and to file a written report not later than two school days after making such an oral report;~~
- ~~4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying or teen dating violence and ensure that such investigation is completed promptly after receipt of any written report, and that the parents or guardians of the student alleged to have committed an act or acts of bullying or teen dating violence~~

~~and the parents or guardians of the student against whom such alleged act or acts were directed receive prompt notice that such investigation has commenced;~~

- ~~5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;~~



BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5131.911(d)

- ~~6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying or teen dating violence, including language about bullying and teen dating violence in student codes of conduct and in all student handbooks;~~
- ~~7. Provides for the inclusion of language in student codes of conduct concerning bullying and teen dating violence;~~
- ~~8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying or teen dating violence not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying or teen dating violence;~~
- ~~9. Requires each school to invite the parents/guardians of a student against whom such act was directed to a meeting to communicate to such parents/guardians the measures being taken by the school to ensure the safety of the students against whom such act of bullying was directed and the policies and procedures in place to prevent further acts of bullying and teen dating violence;~~
- ~~10. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying or teen dating violence to a meeting, separate and distinct from the meeting of the parents/guardians of the student against whom the act of bullying or teen dating violence was directed, to discuss specific interventions undertaken by the school to prevent further acts of bullying and teen dating violence;~~
- ~~11. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying and teen dating violence in such school and make such list publicly available, and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;~~
- ~~12. Requires the development of case-by-case interventions for addressing reported incidents of bullying or teen dating violence against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;~~
- ~~13. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying or teen dating violence;~~
- ~~14. Requires the development of student safety support plans for students against whom an act of bullying or teen dating violence was directed that addresses safety measures the~~

~~school will take to protect such students against further acts of bullying or teen dating violence;~~

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- ~~15. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of bullying or teen dating violence constitute criminal conduct;~~
- ~~16. Prohibits bullying and teen dating violence (A) on school grounds, at a school sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying or teen dating violence (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying or teen dating violence was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;~~
- ~~17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;~~

~~Note: Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.~~

~~The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.~~

- ~~18. Requires students and the parents/guardians of students to be notified at the beginning of the school year of the process by which they may make reports of bullying or teen dating violence;~~
- ~~19. As required, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, cooperative assistance and approval not later than July 1, 2014; and~~
- ~~20. Requires that not later than thirty calendar days after approval by the State Department of Education, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.~~

~~The Board expects prompt and reasonable investigations of alleged acts of bullying and teen dating violence. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying and teen dating violence. The safe climate specialist shall~~

~~investigate or supervise the investigation of all reports of bullying and teen dating violence promptly.~~

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~~In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying and teen dating violence. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.~~

~~Prevention and Intervention Strategy~~

~~The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:~~

- ~~1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence identified by the Department of Education.~~
- ~~2. School rules prohibiting bullying, teen dating violence, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.~~
- ~~3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying or teen dating violence is likely to occur.~~
- ~~4. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school.~~
- ~~5. Individual interventions with the bully or student who commits teen dating violence, parents and school employees and interventions with the students against whom the acts of bullying and teen dating violence are directed, parents, and school employees.~~
- ~~6. School-wide training related to safe school climate.~~
- ~~7. Student peer training, education and support.~~
- ~~8. Promotion of parent involvement in bullying and teen dating violence prevention through individual or team participation in meetings, trainings, and individual interventions.~~
- ~~9. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.~~

<p>Note: Funding for the school-based bullying intervention and school climate improvement may originate from public, private, or philanthropic sources. For purposes of this section, “interventions with the bullied child” includes referrals to a school counselor, psychologist or other appropriate social or mental health service, and periodic follow-up by the safe school climate specialist with the bullied child.</p>
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BOARD POLICY

No. 5131.911(g)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

District Safe School Climate Coordinator

~~For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.~~

~~The Coordinator shall:~~

- ~~1. Implement the District's safe school climate plan;~~
- ~~2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying and teen dating violence in District schools;~~
- ~~3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education;~~
- ~~4. Respond to bullying and teen dating violence in District schools;~~
- ~~5. Meet with the safe school climate specialists at least twice during the school year to discuss bullying and teen dating violence issues in the District and make recommended changes to the District's safe school climate plan.~~
- ~~6. Successfully complete, for the school year commencing July 1, 2014, the mental health first aid training provided by the Commissioner of Mental Health and Addiction Services. (Such training only required once.)~~

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and

emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and

4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

~~**Safe School Climate Specialist**~~

~~For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.~~

~~The Specialist in each school shall:~~

- ~~1. Investigate or supervise the investigation of reported acts of bullying or teen dating violence in the school in accordance with the District's Safe School Climate Plan;~~
- ~~2. Collect and maintain records of reports and investigations of bullying and teen dating violence in the school; and~~
- ~~3. Act as the primary school official responsible for preventing, identifying and responding to bullying and teen dating violence reports in the school.~~

~~**Safe School Climate Committee**~~

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.

2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

~~For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.~~

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No. [5220] [5221] **5131.911(h)**

~~The Safe School Climate Committee shall:~~

- ~~1. Receive copies of completed reports following investigations of bullying;~~
- ~~2. Identify and address patterns of bullying and teen dating among students in the school;~~
- ~~3. Implement the provisions of the school security and safety plan, (developed pursuant to Section 87 of PA 13-3) regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying or teen dating violence (defined in Connecticut General Statutes 10-222d) and report such information, as necessary, to the District Safe School Climate Coordinator and to the school's security and safety committee.~~
- ~~4. Review and amend school policies relating to bullying and teen dating violence;~~
- ~~5. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;~~
- ~~6. Educate students, school employees and parents and guardians of students on issues relating to bullying and teen dating violence;~~
- ~~7. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying and teen dating violence; and~~
- ~~8. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying and teen dating violence for the school.~~

~~Parent members of the Safe School Climate Committee are excluded from activities #1 and #3 or any other activity that may compromise the confidentiality of a student.~~

~~As part of this policy, the Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying and teen dating violence in its schools. Such plan shall establish deadlines for reporting investigating, and notifying parents and guardians about bullying and teen dating incidents; prohibit retaliation against those who report bullying and/or teen dating violence; and require school officials to notify law enforcement officials when it is believed that bullying or teen dating conduct constitutes a crime.~~

~~The Board requires each school in the District, on and after July1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including uniform surveys that collect information about students' perspectives and opinions about school climate at the school and allow students to complete and submit such surveys anonymously, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.~~

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~~Note: The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.~~

~~A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.~~

- (cf. 0521 – Nondiscrimination)
 - (cf. 4131 – Staff Development)
 - (cf. 5114 – Suspension and Expulsion/Due Process)
 - (cf. 5131 – Conduct)
 - (cf. 5131.21 – Violent and Aggressive Behavior)
 - (cf. 5131.8 – Out-of-School Misconduct)
 - (cf. 5131.912 – Aggressive Behavior)
 - (cf. 5131.913 – Cyberbullying)
 - (cf. 5131.91 – Hazing)
 - (cf. 5144 – Discipline/Punishment)
 - (cf. 5145.4 – Nondiscrimination)
 - (cf. 5145.5 – Sexual Harassment)
 - (cf. 5145.51 – Peer Sexual Harassment)
 - (cf. 6121 – Nondiscrimination)
 - (cf. 6121.1 – Equal Educational Opportunity)
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~~No. 5131.911(j)~~

Legal Reference: Connecticut General Statutes
Public Act 11-232, An Act concerning the Strengthening of School Bullying Laws
Conn. Gen. Stat. 10-145a
Conn. Gen. Stat. 10-145o
Conn. Gen. Stat. 10-220a
Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. 10-222g
Conn. Gen. Stat. 10-222h
Conn. Gen. Stat. §§ 10-233a through 10-233f
~~10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.~~
~~10-222d Policy on bullying behavior as amended by PA 08-160, PA 11-232 and PA 14-172.~~
~~PA 06-115 An Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.~~
~~PA 11-232 An Act Concerning the Strengthening of School Bullying Laws.~~
~~PA 14-172 An Act Concerning Improving Employment Opportunities through Education and Ensuring Safe School Climates.~~
~~PA 14-234 An Act Concerning Domestic Violence and Sexual Assault~~

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BOARD POLICY

No.5145.53(1)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

Purpose

Federal and state law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and district staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of district staff. It is recognized that students might or might not use these terms to describe themselves.¶

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BOARD POLICY

No.5145.53(2)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

Definitions (continued)

Gender identity is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One’s gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

Transgender describes people whose gender identity, expression or behavior is different from those typically associated with an assigned sex at birth.

Gender expression refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

Gender non-conforming describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

Sexual Orientation refers to a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

Cisgender refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

Gender fluid may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

Gender minority is an umbrella term referring to individuals not identifying as cisgender.

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BOARD POLICY

No.5145.53(3)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____



Definitions (continued)¶

“Gender transition” is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver’s license, social security record) to reflect one’s gender identity.

"Gender Dysphoria" is defined as "the feeling of discomfort or distress that might occur in people whose gender identity differs from their sex assigned at birth or sex-related physical characteristics."

"Bullying" means an act that is direct or indirect and severe, persistent or pervasive which:

- a.causes physical or emotional harm to an individual,
- b.places an individual in reasonable fear of physical or emotional harm, or
- c.infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

~~“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student’s property, (2)~~

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No.5145.53(4)

RE: Transgender and Gender Non-Conforming Youth

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~~places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.~~¶

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~~Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~¶

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RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

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Definitions (continued)¶

“**Harassment**” means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one’s transgender status or gender non-conforming presentation at school. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student’s transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

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Official records

The district is required to maintain a mandatory permanent student record (“official record”) that includes a student’s legal name and legal gender. However, the district is not required to use a student’s legal name and gender on other school records or documents. The district will change a student’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Note: a review of Connecticut statutes and regulations and other legal resources has not provided a legal basis requiring a court order prior to changing a student’s official record to reflect a change in legal name or legal gender. It is a common practice to require documentation to change a student’s legal name or gender pursuant to a court order or through amendment of state or federally-issued identification. However, under FERPA*, a school must consider the request of a minor student’s education records that is inaccurate, misleading, or in violation of the student’s privacy rights. Consider, therefore, the following language as an alternative to the above.

*(family educational rights and privacy act)

Consistent with the Family Education Rights and Privacy Act (FERPA), only parents/guardians or students over the age of 18 have the authority to seek the amendment of education records. While minor students do not have the authority to require amendment of their records without parent/guardian consent, the Board expects the appropriate professional staff member(s) to work with families to resolve differences if the records are incorrect, misleading, or violate a student's privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.

There may be instances when parental communication and involvement are essential to effectuating the district's legal obligation in cases that involve statutory authorities, such as Section 504 and IDEA. When such situations arise, based upon the 2024 Guidance, the Board

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RE: Transgender and Gender Non-Conforming Youth

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expects the professional staff to fulfill its obligation to disclose a student's preferred name, gender marker, and pronouns to the student's parents or guardians where these identifiers differ from the student's sex at birth.

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No.5145.53(8)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

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~~Official records (continued)¶~~

~~The district recognizes, under ferpa, that a student has the right to request the school to change his/her name and gender on such student's school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (in general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.¶~~

Names/pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-segregated activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

¶

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No.5145.53(9)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

Student information systems

The district shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

Locker room accessibility



The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students).



BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No.5145.53(10)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

~~Locker room accessibility (continued)¶¶~~

Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical education classes & intramural sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic competitive sports teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut interscholastic athletic association (CIAC).

Dress codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, district schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

¶¶

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No.5145.53(11)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

Discrimination/hHarassment

It is the responsibility of each school and the district to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Where gender dysphoria substantially limits a major life activity, such as learning, it may qualify as a disabling condition under Section 504 of the Rehabilitation Act of 1973. If gender dysphoria is so pronounced as to constitute an emotional disability that results in a student's need for specialized instruction, a student may qualify for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a student to another school (opportunity transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional development

The board of education directs the superintendent to provide for the training of district staff in transgender sensitivity, in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No.5145.53(12)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

Legal reference:— Connecticut General Statutes

1-1n "Gender identity or expression" defined.

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation" and PA 11-55 to include "gender identity or expression")

10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by P.A. 19-166

46a-51 Definitions.

46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. Â§1681(a).

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 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. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g
"Guidance on Civil Rights Protections and Supports for Transgender Students,"
Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

PA 23-145 An Act Revising the State's Antidiscrimination Statutes

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

January 2024 CT State Department of Education Guidance

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No.5145.53(13)

RE: Transgender and Gender Non-Conforming Youth

Approved: June 12, 2018

Revised: _____

~~1-1n “Gender identity or expression” defined. ¶~~

~~10-15e Discrimination in public school prohibited. (amended by PA 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”) ¶~~

~~46a-51 Definitions. ¶~~

~~46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. ¶~~

~~46a-60 Discriminatory employment practices prohibited federal law. ¶~~

~~46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty. ¶~~

~~10-209 Records not to be public. ¶~~

~~46a-60 Discriminatory employment practices prohibited. ¶~~

~~Section 504 and the federal vocational rehabilitation act of 1973, 20 U.S.C. 706(7)(b). ¶~~

~~Public act 07-62 an act concerning the deprivation of rights on account of sexual orientation. ¶~~

~~Public act 11-55 an act concerning discrimination. ¶~~

~~Title IX of the education amendments of 1972, 20 U.S.C. §1681(a). ¶~~

~~Meritor savings bank. ESB v. Vinson, 477 u.s. 57 (1986). ¶~~

~~Faragher v. City of Boca Raton, no. 97-282 (u.s. supreme court, June 26, 1998). ¶~~

**DRAFT**

Bloomfield Board of Education Meeting Schedule 2025

Date	Type of Meeting	Time	Location
January 14, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*
January 28, 2025	Committee Meetings	6:00 PM	Board Room, BOE
February 11, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*
February 27, 2025	Special Budget Meeting	7:00 PM	Hybrid Meeting*
March 11, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*
March 25, 2025	Committee Meetings	6:00 PM	Board Room, BOE
April 8, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*
April 22, 2025	Committee Meetings	6:00 PM	Board Room, BOE
May 13, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*
May 27, 2025	Committee Meetings	6:00 PM	Board Room, BOE
June 3, 2025 ¹	Regular Meeting	7:00 PM	Hybrid Meeting*
September 9, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*
September 30, 2025 ²	Committee Meetings	6:00 PM	Board Room, BOE
October 16, 2025 ³	Regular Meeting	7:00 PM	Hybrid Meeting*
October 28, 2025	Committee Meetings	6:00 PM	Board Room, BOE
November 18, 2025 ⁴	Regular Meeting	7:00 PM	Hybrid Meeting*
December 9, 2025	Regular Meeting	7:00 PM	Hybrid Meeting*

References

- 1: Meeting moved to first Tuesday due to anticipated last day of school as June 10, 2025
- 2: Meeting moved to fourth Tuesday (September 30) in observance of Rosh Hashanah
- 3: Meeting moved to second Thursday (October 16) in observance Shemini Atzeret/Simchat Torah
- 4: Meeting moved to third Tuesday (November 18) in observance of Veterans Day

**Hybrid meetings will be in-person at the Board of Education and virtual via Zoom*

Graduates In Bloom



Office of Family and Community Engagement Office Update
November 12, 2024



Anjanée L. Wright

Anjanée L. Wright

*-District Coordinator of Extended Learning &
Family and Community Engagement*



Overview

Purpose

Share the Office of Family and Community Engagement efforts to enhance family and community engagement for Bloomfield Public Schools

Process

Review the districtwide family and community engagement efforts and extended learning opportunities led by the Office of Family and Community Engagement

Payoff

Shared knowledge of the offices reach into the community and the continued support for the office of family engagement.



BPS Extended Learning Initiative Goals

Goal 1

To expand the extended learning opportunities for the students of Bloomfield Public Schools

Goal 2

To host and participate in events that engage families in collaboration with the parents and community partners



Family & Community Engagement Goals

Goal 1

To facilitate a series of effective professional development sessions for staff to strengthen the home to school partnerships

Goal 2

To strengthen communication and access to district and community resources

Goal 3

In collaboration with School to Career Office develop a career exploration pathway for students in grades 7-12



BPS Extending Learning

Anjane L. Wright



S.T.E.A.M. at Laurel Literacy Academy

Days: Monday- Thursday

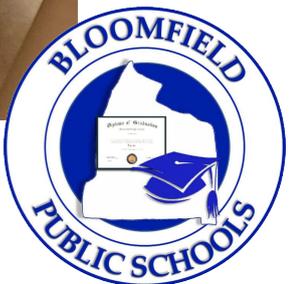
Time: 3:30- 5:30pm

Duration: September 30- May 30

Partners: Auerfarm & The Bloomfield Extension Program

Grades: K-2

Number of participants: 70



S.T.E.A.M. at Laurel Literacy Academy



Community and Career Collaboration



Pending Extended Learning Opportunities

ctreia



Creativista Charm

Auerfarm



Extension Program



Where Children Shine



Family and Community Engagement



Professional Development on Family Engagement

“Before we can create strong and effective partnerships with families, we have to believe not only that it’s important but that it can also be done- and that we can do it.”

Beyond the Bake Sale, Henderson, Mapp, Johnson Davies

- Family Engagement Practices to Start the School Year
- Reviewing and Reflecting on Family Engagement Progress
- How to Prepare to Partner with Parents: Tools, Tips, and Language

“This PD was incredibly helpful - I got useful ideas and made a goal for parent communication this morning. Thank you for helping us go the right direction!”

“I believe the goals and action plans for Family Engagement practices can be achieved if we as a Bloomfield Family/Culture works towards mutual collaboration amongst stakeholders. Looking forward to receiving practical tools for engagement of all involved in the learning and growth of our students into productive citizens achieving reachable goals.”

“Loved the conversations around ‘how’ and ‘why’ to have the conversations.”

“The group activities were an excellent opportunity for the members to brainstorm ways to engage the school community.”

“Great opportunity to reconnect, re-engage, and advance our development for positive strategies with family and student engagement.”

“I always find that I am able to get curious about the things she presents and bring that curiosity into my work right away.”



Increased Access to Resources

Office of Extended Learning & Family and Community Engagement

Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.



Our Vision Statement

The Bloomfield Public Schools will have thriving home, school, and community partnerships that value and engage the knowledge and skills of families and community stakeholders to enhance overall student achievement.



Anjane Wright has over 25 years of educational experience. She served in the classroom for 17 years before becoming an Instructional Coach and MTSS Coordinator. She has spent the last few years as a Dean of Students for Bloomfield Public Schools. She has chosen to serve students and families in her current role and seeks to strengthen the partnerships between parents, staff and community.



FAMILY RESOURCE HUB

Social and Youth Services



Angelica Thompson Youth Services Coordinator

West Hartford Bloomfield Health District



Viviane Rinaldi Community Health Educator

Bloomfield Lions Club



Wendy A. Williams President

Bloomfield Public Library



Nicole Dolat -Youth Services Librarian

Bloomfield Leisure Services



Dave Melesko - Director

Alliance for Bloomfield's Children



Nekita Waller

Town of Bloomfield



India Rodgers -Strategic Communications

Adult Education



Mike Bailey -Director



Community Resources

Welcome Bloomfield Families!

This site was developed to provide resources and address the various needs of students and families. Here are a list of community resources in the Greater Hartford and Middletown area. The resources can be found by clicking the tabs above. If you need further assistance, or if you have any questions/concerns, you may reach out to the following persons your school Social Worker, The Office of Family Engagement or Registration.

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”

– Michael Jordan

Attendance Campaign



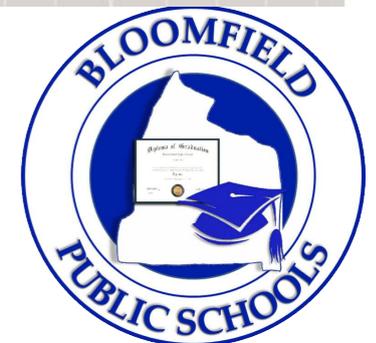
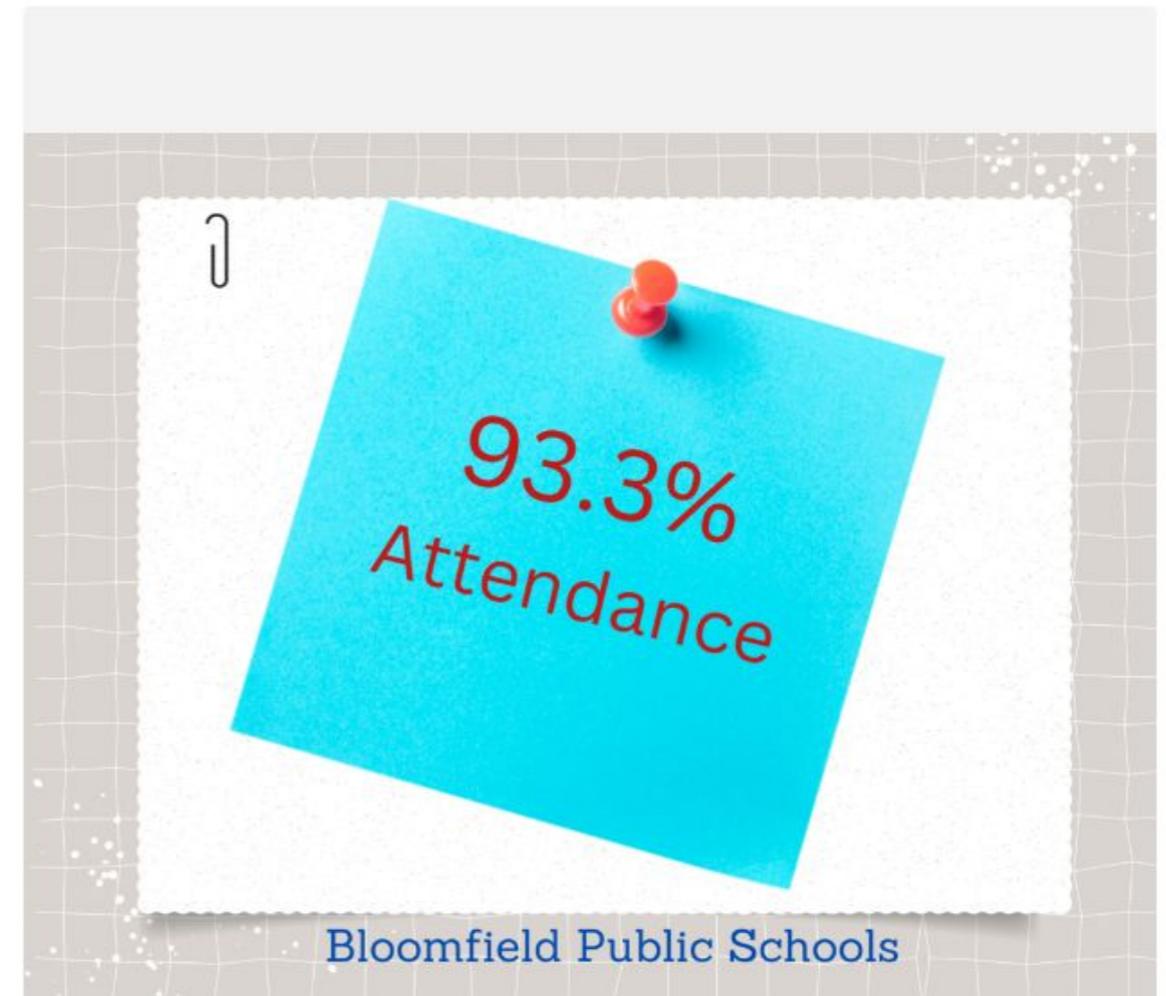
You're a Vital Part! Congratulations to Metacomet Elementary! 100% of their students were in attendance on Friday! Congratulations to the district. We are averaging 94% attendance. Your involvement in your child's education, including their attendance, makes a significant difference. Thank you for your support!

14 DAYS AGO, ANJANEE WRIGHT



Greetings Families, We were excited to see our students yesterday. Attendance reached 93.3%. Excellent turn out families. Let's keep up our attendance numbers high and congratulations to BHS for having the highest attendance total. • Fabulous Fact: Students with involved parents have a 98% average school attendance rate, which contributes significantly to academic achievement. -Positive Action.net

2 MONTHS AGO, ANJANEE WRIGHT



Family Workshop Series

Workshop Dates

- **November 19, 2024** -Understanding Mental Health Challenges in Adolescents and Young Adults
- **December 17, 2024**- Festive Family Wreath Workshop: Craft Your Holiday Spirit
- **January 21, 2025** -The Brotherhood Check-in
- **February 11, 2025**- Smart Saving Strategies: Understanding IRAs, CDs, and Bank Saving Options
- **March 18, 2025**- Master Your Money: Shifting Mindsets and Building Financial Confidence
- **April 22, 2025**- Supporting Young Children with Behavioral Health Challenges
- **May 20, 2025**- Petals and Memories: A Creative Family Floral Experience

FAMILY WORKSHOP SERIES
PRESENTED BY
BLOOMFIELD PUBLIC SCHOOLS
OFFICE OF FAMILY & COMMUNITY ENGAGEMENT AND
BLOOMFIELD SOCIAL & YOUTH SERVICES

THE DETAILS
LOCATED AT BLOOMFIELD COMMUNITY CENTER
330 PARK AVENUE
6:00 P.M. - 7:30 P.M.
FOOD AND CHILDCARE PROVIDED!

TUESDAY, NOVEMBER 19, 2024
UNDERSTANDING MENTAL HEALTH CHALLENGES IN ADOLESCENTS AND YOUNG ADULTS: Led by mental health professionals to help you understand the signs and symptoms of anxiety and depression in adolescents.
Solutions Counseling Services

TUESDAY, DECEMBER 17, 2024
FESTIVE FAMILY WREATH WORKSHOP - CRAFT YOUR HOLIDAY SPIRIT: A perfect family activity to kick off the holiday season! Bring your loved ones together for this hands on workshop.
Bloomfield Social and Youth Services

TUESDAY, JANUARY 21, 2025
THE BROTHERHOOD CHECK-IN: This workshop is built around open dialogue and self-reflection. Explores the importance of male involvement in the school system.
Abdul Muhammad

TUESDAY, FEBRUARY 11, 2025
SMART SAVING STRATEGIES - UNDERSTANDING IRAS, CDs AND BANK SAVING OPTIONS: Informative workshop led by experts from Windsor Federal Bank to help individuals understand ways to save money.

TUESDAY, MARCH 18, 2025
MASTER YOUR MONEY: SHIFTING MINDSETS AND BUILDING FINANCIAL CONFIDENCE: An engaging and educational workshop designed to help you take control of your financial future!
Freedom Life Therapy and Wellness

TUESDAY, APRIL 22, 2025
SUPPORTING YOUNG CHILDREN WITH BEHAVIORAL HEALTH CHALLENGES: Facilitated by child behavioral health specialist to help you better understand and address behavioral health challenges in children under 5th grade.
Solutions Counseling Services

TUESDAY, MAY 20, 2024
PETALS AND MEMORIES - A CREATIVE FAMILY FLORAL EXPERIENCE: Families can come together to create a beautiful, fresh floral centerpiece.
Bloomfield Youth and Social Services
Bloomfield Social and Youth Services

✉ awright@blmfld.org ☎ (860) - 769 - 4218 📄 scan code to register on our site



Family Workshop Series

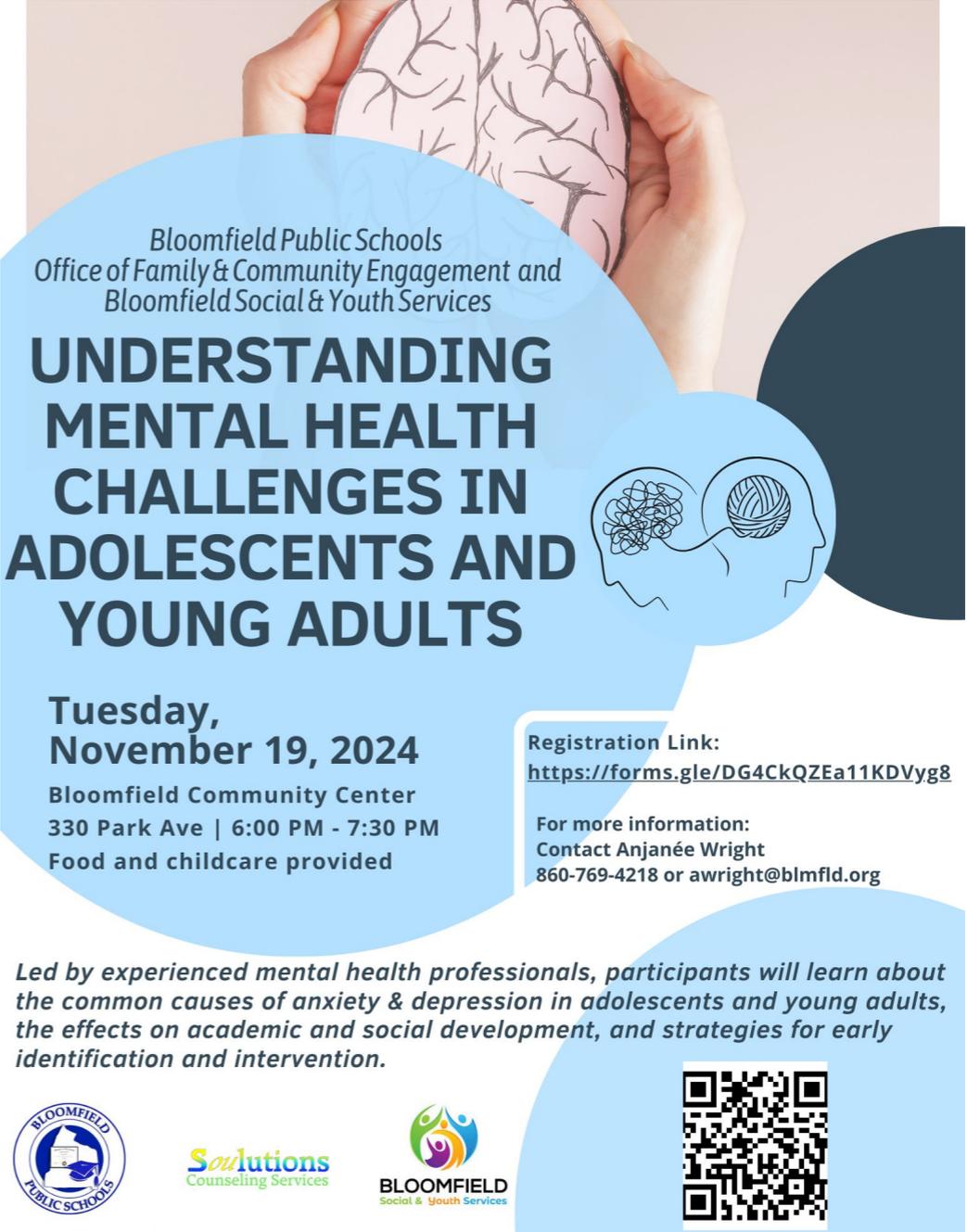
You're Invited...

Tuesday, November 19, 2024

Bloomfield Community Center

330 Park Avenue

6:00-7:30 p.m.



Bloomfield Public Schools
Office of Family & Community Engagement and
Bloomfield Social & Youth Services

UNDERSTANDING MENTAL HEALTH CHALLENGES IN ADOLESCENTS AND YOUNG ADULTS

**Tuesday,
November 19, 2024**
Bloomfield Community Center
330 Park Ave | 6:00 PM - 7:30 PM
Food and childcare provided

Registration Link:
<https://forms.gle/DG4CkQZEa11KDvyg8>

For more information:
Contact Anjanée Wright
860-769-4218 or awright@blmfld.org

Led by experienced mental health professionals, participants will learn about the common causes of anxiety & depression in adolescents and young adults, the effects on academic and social development, and strategies for early identification and intervention.



Family Workshop Series

Workshop Highlights and Feedback

“This was excellent. A needed space.”

“I had fun, let’s do it again.”

“I don’t have anything that they could have done better but I wish more people had the opportunity to experience this training.”

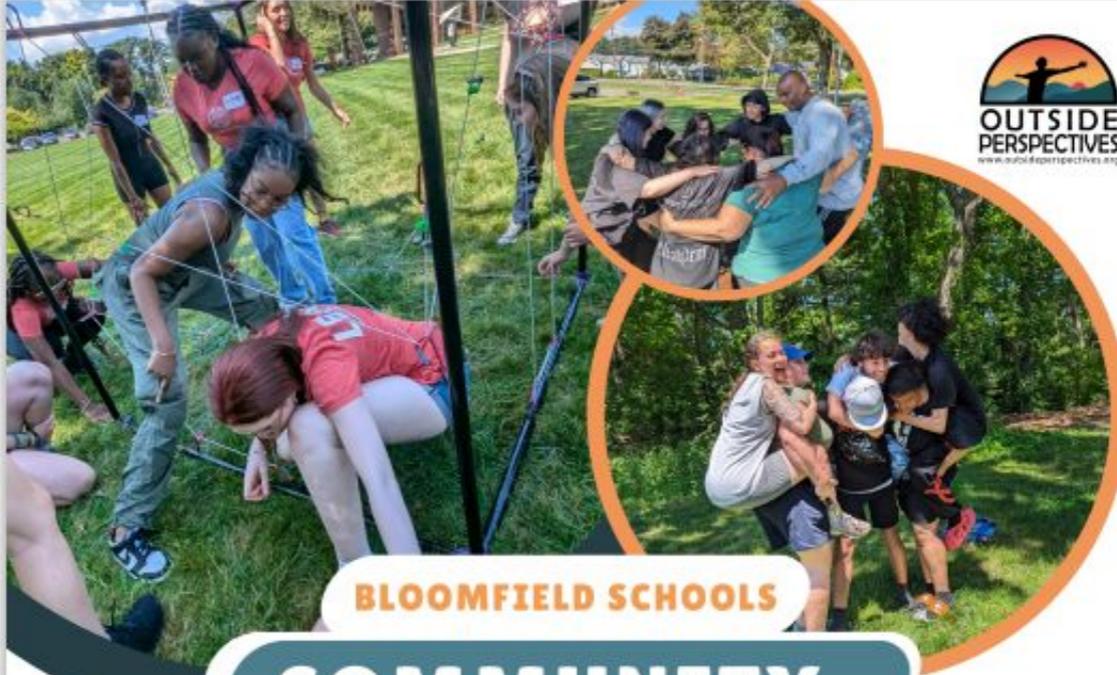
“The interaction with other adults.”

“Realistic Takeaways.”

“Continue to invite educators to events to build a relationship with the schools and community.”



Family Events



BLOOMFIELD SCHOOLS

COMMUNITY FUN DAY

WITH OUTSIDE PERSPECTIVES

**WEDNESDAY
25 SEPT
3:30 TO 5:30PM**

METCOMET ELEMENTARY SCHOOL
185 SCHOOL ST

LIMITED SPACE!

REGISTER NOW!



SCAN ME

WHAT TO EXPECT!

- Fun Games for all ages!
- Rotating Stations
- Snacks Included
- Quality time outside with your family!
- Rain or Shine

www.outsideperspectives.org



Thank you!

Contact:

Anjane Wright

District Coordinator, Extended Learning and Family Community Engagement

awright@blmfld.org

Bloomfield Public Schools

