



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION POLICY COMMITTEE
SPECIAL MEETING

Board of Education Policy Committee Special Meeting AT Thursday, November 21, 2024

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

1. Establishment of a Quorum and Call to Order
F. Bogle-Assegai
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F. Bogle-Assegai



Board of Education –Policy Committee Meeting
Tuesday, October 22, 2024 at 7:00 p.m.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

ATTENDANCE: F. Bogle-Assegai, Chair Absent
T. Moore Present
H. Frydman Present

ALSO PRESENT: L. Easmon K. Dunbar B. Silver
D. Greco J. Titelbaum E. Pierce
A.M. Cullinan L. Lamenzo

1. Establishment of a Quorum and Call to Order

H. Frydman called the meeting to order at 7:25 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Special Policy Committee – October 1, 2024

A motion was made by T. Moore and seconded by H. Frydman for the Policy Committee to approve the minutes from the October 1, 2024 special meeting, as presented.

H. Frydman Aye
T. Moore Aye

The motion passed unanimously 2-0-0.

3. Old Business

A. Policies for a Second Reading

1. Connecticut School Climate Policy – 5131.911

Dr. Bethany Silver, Interim Superintendent, presented a second reading of policy 5131.911. She noted the name for this policy will be Connecticut School Climate Policy and is a complete language and cultural shift. This is a required policy change under Public Act 11-232, An Act Concerning the Strengthening of School Bullying Laws.

The language in this policy was provided by Connecticut Association of Boards of Education (CABE).

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



A motion was made by T. Moore and seconded by H. Frydman for the Policy Committee to recommend to the Board of Education a second reading of policy 5131.911 - Connecticut School Climate Policy.

H. Frydman	Aye
T. Moore	Aye

The motion passed unanimously 2-0-0.

2. Transgender and Gender Non-Conforming Youth – 5145.53

Dr. Bethany Silver, Interim Superintendent, presented a second 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.

A motion was made by T. Moore and seconded by H. Frydman for the Policy Committee to recommend to the Board of Education a second reading of policy 5145.53 - Transgender and Gender Non-Conforming Youth.

H. Frydman	Aye
T. Moore	Aye

The motion passed unanimously 2-0-0.

4. New Business

A. Policies for an Initial Reading

1. Policy 5132 – Dress and Grooming - Students

Dr. Bethany Silver, Interim Superintendent, presented an initial reading of Policy 5132. This is a complete renovation and does not present a uniform but a standard of attire.

A mid-year change would require addendums to student handbooks. The committee discussed the history of the transition to a uniform policy and ideas of a new standard of attire.

It was further noted any future changes would have to be communicated to families and the community.

2. Policy 5131.81 – Cell Phone Use by Students

a. Review Survey Results

Dr. Bethany Silver, Interim Superintendent, presented a first reading of Policy 5131.81. There currently is no policy that provides guidelines for the use of electronics in schools or the classroom.

This policy outlines the use of “personal technology” devices and provide grade specific recommendations for grades 5-12 and grades PK-4.



The committee discussed different guidelines and exemptions, including access to phones during an emergency or for those families under the McKinney-Vento Act.

It was further discussed about policies for staff.

Dr. Silver discussed various approaches to securing phones including the use of pouches. She also shared results of the cell phone survey.

This policy will return to committee for further discussion.

5. Adjournment

At 7:49 p.m., a motion was made by T. Moore and seconded by H. Frydman to adjourn.

The motion passed unanimously 2-0-0.

F. Bogle-Assegai, Chair

Evaluation of the Bloomfield Superintendent DRAFT

While the Bloomfield Board of Education and Superintendent have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of the community for public education and, most importantly, student learning. As the Board of Education's Chief Executive Officer, Connecticut Education Law (C.G.S. 10-157(a)) requires the Superintendent of Schools' job performance be evaluated annually. Whether written or oral, the annual evaluation of the school district's Chief Executive Officer is one of the most important responsibilities of the Bloomfield Board of Education.

Student achievement across all areas is important and must be assessed in multiple ways. Therefore, growth in student achievement has to be a factor in the assessment of the Superintendent's evaluations. All of the leadership performance areas and specific areas of responsibility outlined in this document should be considered. Indicators related to student academic achievement are necessary, but not sufficient to make final determinations about the Superintendent's job performance.

Evaluation of the Superintendent

To increase the effectiveness of the school district's Leadership Team and the overall performance of the Board of Education and its individual members, the Board of Education will conduct a self-assessment each school year.

An annual self-assessment enables the Board of Education to thoughtfully and constructively evaluate its performance as the Town of Bloomfield's legislative body that develops, evaluates and oversees education policy. By completing the self-assessment, this activity will advance the vision and goals of the Bloomfield District considering the Superintendent's perspective into its self-assessment.

It is important to note that the recommended timeline is based upon a traditional evaluation year model (July-June) and can be easily as necessary. The recommended Leadership Team meetings will be conducted in Executive Session because they pertain to the Board of Education Self-Evaluation and Personnel.

Legal Considerations: Executive Session and Freedom of Information Act (FOIA)

The Connecticut Freedom of Information law allows for the discussion in executive session of "personnel matters," which includes "the appointment, employment, performance, evaluation, health or dismissal of a public official or employee, provided that such individual may require that discussion be held at an open meeting" (Connecticut General Statute Section 1-200(6)). Under this provision the

superintendent's evaluation, as well as the performance of one or more Board of Education members, are appropriate topics for executive session. District goals, procedures, policies and data are NOT appropriate subjects for executive session under the FOI law. All votes must be taken in public – only discussion can occur in the executive session.

Note: Based on court decisions in Connecticut, written evaluation documents are likely to be deemed public records subject to disclosure. Such written evaluation documents subject to public disclosure would include any draft evaluation that is circulated among Board of Education members.

Evaluation of the Superintendent

Beginning of New Evaluation Year Meeting – July/September

Step 1: The Board conducts its self-evaluation and goal-setting.

Step 2: The Leadership Team (Bloomfield Board of Education and Superintendent) meets to discuss goals and objectives. Any discussion of district goals must be held in public. This structured conversation is intended to serve as a goal/priority setting session for the district's Leadership Team for the upcoming school year.

Step 3: In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.

Mid-Year Evaluation Meeting – December / January

Step 1: The Board reviews its performance in light of previously established goals.

Step 2: It is recommended that the Leadership Team meets again in Executive Session to informally discuss their progress on goals and objectives established in July/August. This session also provides the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. This level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

Step 3: During this same discussion, it is recommended that the Board of Education provide targeted informal feedback to the Superintendent about his/her effectiveness vis-à-vis the previously established goals and objectives. The purpose of this informal feedback session is to assess the Superintendent's midyear performance and provide him/her with an opportunity to properly respond to any Board of Education concerns and avoid unnecessary performance evaluation "surprises" at year's end.

End of the Year Evaluation of the Superintendent – May / June

Step 1: The Superintendent shares a verbal “Year in Review” self-assessment with the Board of Education in Executive Session. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format that was established during the Beginning of the Year Meeting, with the understanding that any such written documentation would not be confidential. This document serves as evidentiary documentation regarding the Superintendent’s job performance and should aid the Bloomfield Board of Education in completing a comprehensive and fair evaluation of the Superintendent.

Step 2: The Bloomfield Board of Education conducts the evaluation of the Superintendent of Schools according to Bloomfield Board of Education Policy in Executive Session unless the Superintendent exercises his/her statutory right to require that such discussion be held in open session. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board of Education members prior to the Executive Session. The result of the Board of Education’s Executive Session discussion regarding the Superintendent’s performance should be either a written or verbal draft performance evaluation of the Superintendent of Schools.

Step 3: A meeting in Executive Session should be scheduled by the Board of Education between the Superintendent and the Bloomfield Board of Education, according to Board of Education Policy and Superintendent’s contract. The purpose of this follow-up meeting is to share and discuss the Board of Education’s draft evaluation with the Superintendent. This session serves as a final opportunity for candid discussion between the Board of Education and the Superintendent prior to the completion of the formal performance evaluation. The Connecticut Superintendent Leadership Competency Framework, developed by LEAD Connecticut, also should be examined as it is intended to focus specifically on effective superintendent leadership. It is included at the end of this document.

Step 4: The formal performance evaluation is completed and presented either verbally or in writing to the Superintendent of Schools by a representative(s) of the Board of Education according to Board of Education Policy and Superintendent’s contract. It is important to note that if the Board of Education’s performance evaluation of the Superintendent of Schools is in writing, it is a public document and subject to FOIA. Any written copy of the Superintendent’s performance evaluation must also be placed in the Superintendent’s official personnel file.

Evaluation Process and Timeline Flowchart

**Beginning of New Evaluation Year Meeting
July / September
(Meeting to be conducted in executive session)**

- Step 1:** Board Self-Evaluation and Goal Setting.
- Step 2:** Leadership Team Goal / Priority Setting.
- Step 3:** Superintendent’s Professional Goals and Objectives.

<p>Mid-Year Evaluation Meeting December / January (Conducted in executive session)</p> <p>Step 1: Board Reviews Its Performance Step 2: Informal Leadership Team discussion regarding progress on goals and objectives. Step 3: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p>End of Year Evaluation of the Superintendent May / June</p> <p>Step 1: Superintendent presents “year in review” self-assessment to Board of Education regarding his/her performance. Step 2: Board of Education evaluates the Superintendent’s job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided. Step 3: Meeting (in executive session) between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss draft evaluation. Step 4: Formal evaluation is completed and presented to the Superintendent of School by a representative(s) of the Board of Education as per policy.</p> <p>Note: Superintendent’s Evaluation is a public document subject to FOIA .</p>

Superintendent’s Leadership Performance Areas and Specific Areas of Responsibility

I. Growth in Student Achievement

Definition: The core mission of all school districts is to ensure growth in achievement for all students. While the superintendent does not deliver instruction directly to children, the superintendent has to establish a set of expectations and take other specific actions that produce a culture and a climate that fosters growth in student achievement.

Areas of Responsibility:

- ◇ Establishes a system whereby data is collected on a regular basis regarding student achievement in all curricular areas and whereby that data is used to identify areas of instruction in which focus and emphasis needs to occur.

- ◇ Establishes a structure whereby plans for growth in student achievement are set and then, regularly revised in accordance with the relevant data regarding student achievement.
- ◇ Establishes a structure whereby staff is held accountable for implementing the plans to enhance student achievement and for the intended growth in student achievement.
- ◇ Establishes assessable goals for determining whether achievement growth strategies are successful and methods for conducting the relevant assessments.
- ◇ In concert with the Board of Education, establishes assessable school system goals for yearly performance in student achievement and methods for conducting the relevant assessments.
- ◇ In concert with the Board of Education, establishes reasonable assessable goals within the context of available resources and Board support for the Superintendent's proposals for the superintendent's own performance with respect to:
 - The extent to which the superintendent has provided the leadership required to enhance student achievement by meeting the areas of responsibility listed above.
 - The extent to which the school system has met the established system goals for student achievement.

II. Educational Leadership

Definition: Educational leadership is grounded in relationships: working with the Board of Education, community and staff to define a comprehensive vision for the schools; identifying the values and ethics under which the schools function; creating a culture and climate that nurtures and capitalizes on talents and skills; setting high performance expectations for students and staff; and continuing to sustain and improve quality research-based programs to enhance teaching and learning.

Areas of Responsibility:

- ◇ Works with the Board of Education, staff and community to develop and implement a vision for the school system that inspires action and commitment and aligns with the values and ethics under which the district functions.
- ◇ Works with the board of education to develop and implement a plan of action and a strategic operating plan that aligns with a theory of action.*
- ◇ Promotes a school culture and climate of continuous improvement and accountability.
- ◇ Builds capacity by designing and implementing comprehensive professional development plans for staff.
- ◇ Establishes structures and processes that sustain a culture and climate of continuous improvement.

- ◇ Provides instructional leadership in the areas of curriculum, instruction, assessment, evaluation of staff and data informed decision making to optimize learning for all students.

*A theory of action identifies a specific set of actions that if taken will result in a specified outcome that is grounded in a vision of learning.

III. Organizational Management

Definition: Organizational management concerns the effective facilitation of the day-to-day operations of the school district and its programs.

Areas of Responsibility:

- ◇ Develops and manages a comprehensive approach to human capital that aligns to district vision, strategies and goals consistent with Board of Education policy, recruiting, hiring and retaining personnel for the district and includes a system of support, supervision and consistent evaluation.
- ◇ Develops and manages a comprehensive approach to fiscal resources that align to district vision, strategies and goals for consideration by the Board of Education (BOE).
- ◇ Reports regularly to the BOE on the status of the budget and any other fiscal concerns or issues.
- ◇ Develops and executes effective plans, procedures, routines and operational systems that support the day to day operations of the district.
- ◇ Assists the BOE in developing policies and establishes regulations to implement the policies.

IV. Community Relations

Definition: Strong community relations are critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the community and in turn, respect community members.

Areas of Responsibility:

- ◇ Continuously communicates and collaborates with families and community, regional and state stakeholders to support student learning and development at home, school and in the community.
- ◇ Addresses family and community concerns in an equitable, effective and efficient manner.
- ◇ Represents effectively the district to the local community.

V. Board of Education Relations

Definition: A strong relationship with the Board is critical to the success of the superintendent and the school system. The superintendent must earn respect and trust from the Board and in turn, respect Board members.

- ◇ Builds trusting, collaborative and respectful relationships with Board members.
- ◇ Provides professional advice and keeps the BOE informed and updated on educational issues and the needs and operations of the school system.
- ◇ Keeps BOE members informed about significant operational issues in a timely manner.

VI. Personal and Professional Qualities and Relationships

Definition: Personal and professional qualities and relationships are critical to the effectiveness of leaders and managers. Superintendents must continue to refine and develop their skills and contemporary knowledge; lead ethically and make decisions based on sound professional practice; interact in a manner that best represents the interests of the school district; and maintain a healthy balance between professional obligations and personal life.

Areas of Responsibility:

Demonstrates:

- ◇ A belief that every student can achieve at high levels.
- ◇ An urgency to improve student achievement.
- ◇ The ability to manage resistance to change and to engage in difficult conversations to maintain a consistent focus on high levels of achievement.
- ◇ The ability to explore how identity and life experiences shape assumptions and unconscious biases.
- ◇ The ability to work with diverse people and be sensitive to cultural differences.
- ◇ The ability to build trusting, respectful relationships to improve student learning.
- ◇ The ability to interact effectively with individuals and groups both within and outside the school district to accomplish the goals of the district.
- ◇ The ability to use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement.
- ◇ Provides for a safe and orderly work environment.
- ◇ Delegates authority appropriately.
- ◇ Gives staff sufficient authority and support.

- ◇ Establishes an effective professional development system for staff that is aligned with its responsibilities for teaching and learning.
- ◇ Communicates effectively with staff regarding district goals, objectives and issues.
- ◇ Political savvy and respectful engagement across all stake holder groups.
- ◇ Effectively anticipates and responds to challenges and remains focused on the vision of high expectations when faced with adversity.
- ◇ Builds trusting, respectful relationships to improve student learning.
- ◇ Maintains high standards of ethics, honesty and integrity in all professional matters.
- ◇ Maintains poise and exhibits diplomacy in the full range of his/her professional activities.
- ◇ Is a strong advocate for public education and demonstrates the courage to support his/her convictions.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						

<p>2. The vision/mission and goals are developed collaboratively with staff and the community.</p>						
<p>3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.</p>						
<p>4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.</p>						
<p>5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.</p>						
<p>6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.</p>						
<p>7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.</p>						

Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into board actions.						
9. The Board works to promote the accomplishments of the district within the district and community at large.						
10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.						
11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal,						

state and local policy makers of concerns and issues related to education.						
12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.						
Total Community Leadership						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to- date and comprehensive.						

<p>14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.</p>						
<p>15. The Board makes decisions based on analysis of relevant research and data.</p>						
<p>16. The Board adopts a fiscally responsible budget based on the district’s priorities and regularly monitors the fiscal health of the district.</p>						
<p>17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.</p>						
<p>18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.</p>						
<p>19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.</p>						
<p>20. The Board conducts an effective annual self-evaluation</p>						
<p>21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.</p>						
<p>22. The Board belongs to, actively supports participates in professional organizations.</p>						
<p>Total – Board Operations</p>						

Board Ethics	5	4	3	2	1	Not sure
23. The Board establishes a Code of Ethics and conducts business in accordance with the code.						
24. The Board members maintain confidentiality regarding sensitive communications.						
25. The Board members honors board decisions even when the vote is not unanimous,						
26. The Board does not let politics interfere with district business.						
27. The Board deals with both internal and external conflicts openly, honestly and respectfully.						
Total Board Ethics						

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not

						sure
28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.						
29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.						
30. The Board demonstrates support and respect for the Superintendent’s role as the chief executive officer of the district.						
31. The Board provides direction to the Superintendent as a whole, not from individual Board members.						
32. The Board follows the chain of command as identified by board policy.						
Total – Board Superintendent Team						
Grand Total						
Average						

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:
Board Operations:
Board Ethics:
Board/Superintendent Relations:
General Comments:

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5132(a)

**RE: Student Dress
Students**

Adopted: 3/23/2010

Approved: 10/6/2015

The Bloomfield Board of Education believes that reasonable regulation of student attire in the schools furthers important educational interests. –It is in the spirit of proper communication that students wear clothing that communicates the high expectations that we have for all Bloomfield Public Schools students. Accordingly, the Board has established a dress code for all students enrolled in the Bloomfield Public Schools. _

Acceptable Dress for Students includes clean and properly fitted:

- a. Bottoms, including pants, skirts, and skorts
- b. Tops with fabric in the front, back, and on the sides under the arms
- c. Shoes, boots, sneakers, sandals, etc.

The following attire is prohibited:

- a. Bare feet
- b. Slippers
- c. Clothing with images or language depicting drugs or alcohol (or any illegal item or activity)
- d. Clothing that reveals undergarments (including midriffs)
- e. Clothing with hate speech, violence, profanity or pornography
- f. Clothing with images or language that creates a hostile or intimidating environment based on any protected class.
- g. Accessories that could be considered dangerous or could be used as a weapon.
- h. Sunglasses inside the school building (except for medical reasons).
- i. Headphones/earbuds during class time (unless indicated in student plan as allowed)
- j. Pajamas
- k. Any hat, scarf or head covering, including those that obscure the face (except as a religious observance or for medical reasons, such as a medical face mask).
- l. Pants hanging below the waistline, exposing buttocks/underwear or shorts worn under pants “No sagging”
- m. Skirts above the knee

During the school day outerwear, such as coats, scarves, hats and winter jackets, must be placed in a locker.

GRADES K-8

Uniforms are mandatory for all students enrolled in the Bloomfield Public Schools in kindergarten up to and including grade 8. The designated uniform shall be as follows:

- a. ———Tops: Short or long-sleeved collared (polo) shirts in either white or the designated color for the individual school the student attends. Shirts must be tucked into skirts or pants.

~~Shirts with each school's logo may be purchased through the school, but shall not be required.~~

~~b. — Bottoms:~~

~~i) — For boys and girls: casual or dress pants sized to fit the student, of twill or corduroy, in solid khaki, navy or black only. All other types of pants, including but not limited to jeans, overalls, sweatpants, velour or other athletic pants, and tight fitting or sagging pants, are not permitted. From May through the end of October, students may wear shorts sized to fit the student, of twill or corduroy, in solid khaki, navy or black only.~~

~~ii) — For girls: skirts or jumpers that are not more than 3" above the middle of the knee (front and back), sized to fit the student, of twill or corduroy, in solid khaki, navy or black only, may be worn. Tight fitting skirts and/or jumpers are not permitted.~~

~~c. — Footwear: Dress shoes, sneakers or low cut boots only. Open toed shoes are not permitted.~~

~~d. — Sweaters: Khaki, navy, black or school colors. No sweatshirts.~~

~~e. — Exceptions for Physical Education classes and recess will be addressed in the student handbook by each school.~~

BLOOMFIELD PUBLIC SCHOOLS
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BOARD POLICY

No. 5132(b)

Bloomfield High School

- ~~Pants—Pants must be appropriately fitted at the waist and belted. Tan, navy blue or black pants are acceptable. Absolutely NO baggies, cargo pants, jeans or sweat-suit pants, pajamas, logos, insignias, pictures or messages will be allowed on pants or shorts.~~
- ~~Shorts—Shorts must be appropriately fitted at the waist and belted. Tan, navy blue or black shorts are acceptable. Shorts can be no more than 3 inches above the middle of the knee (front and back).~~
- ~~Shirt—Shirts may be button down Oxford style shirt or Polo shirt. Shirts can be short or long sleeve. White or light blue are acceptable colors. Shirts must be tucked into the pants. Shirts with the Bloomfield High School logo may be purchased through the school store but shall not be required.~~
- ~~Skorts—For girls: Only skorts purchased through designated uniform company will be accepted. Acceptable colors are tan, navy blue and black. Skorts can be no more than 3 inches above the middle of the knee (front and back).~~

Optional Accessories:

- ~~Sweaters/Vests—Acceptable solid colors (no overt design or artwork) are black, navy blue, light blue, white, grey or tan. No patterns including argyles. Sweaters/vests can include cardigans, v-neck sweaters, pullovers or zippered varieties. No fleece garments or sweatshirts allowed.~~
- ~~Undershirts—Considered garments worn under the uniform shirts. These can be long or short sleeved. These shirts can be crewneck, v-necked, collared or turtleneck. Acceptable solid colors (no overt design or artwork) are black, navy blue, light blue, white, grey or tan.~~
- ~~No sweatshirts or hoodies will be permissible.~~

GRADES K-12

In order to maintain an environment conducive to the educational process, the Board of Education prohibits the following from wear during the academic school day at all schools:

- a. ~~Coats, jackets or other attire normally worn as outerwear. Outerwear includes: coats, jackets, windbreakers, nylon pullovers, down vests, and other clothing the administration deems inappropriate. Clothing or outer wear shall not be worn, carried or kept in the classroom during regular school hours.~~

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Bloomfield, Connecticut

BOARD POLICY

No. 5132(e)

- ~~b. Head coverings of any kind, including but not limited to scarves, bandanas, masks, headbands, visors, kerchiefs, athletic sweatbands, hats, caps or hoods. Approved coverings worn as part of a student's religious practice or belief shall not be prohibited under this policy. Head coverings shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours.~~
- ~~c. Items a. and b. above, must be secured in the student's locker before school starts. Items not stored will be confiscated by Principal.~~
- ~~d. Footwear which mars floors or is a safety hazard.~~
- ~~e. Sunglasses, whether worn or carried.~~
- ~~f. "Name" or other oversized metal belt buckles and all metal belts or combination of metal and leather belts.~~
- ~~g. Spiked or studded bracelets, chains, chain wallets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students or staff.~~
- ~~h. Attire or accessories which contain overly offensive or disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute "fighting words."~~
- ~~i. Attire or accessories which depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.~~
- ~~j. Shirts and/or blouses which reveal the abdomen, chest, or undergarments.~~
- ~~k. See-through clothing, tank tops or sleeveless shirts.~~
- ~~l. Shorts, miniskirts, or pants which reveal the upper thigh or undergarments. Spandex garments are allowed only if they are covered by shorts or skirts.~~
- ~~m. Pants that do not remain at the hips or above at all times.~~
- ~~n. Pants and shirts that are not properly sized.~~
- ~~o. Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.~~
- ~~p. Pajama pants/nightwear.~~

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5132(d)

Compliance

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline to include parental notification ~~up to and including expulsion in accordance with the Board's policy on student discipline.~~

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

5131.81 (a)

Students

Electronic Devices

The Bloomfield Board of Education is committed to maintaining a safe and productive learning environment that provides each student with an atmosphere free of disruptions.

Students may possess personal technological devices on school property and/or during school sponsored activities per the mandates of this policy and any applicable administrative regulations as may be developed by the Superintendent of Schools.

Definitions

For the purposes of this policy, "District-Issued Technology" refers to computers and instructional technologies; communications and data management systems; informational technologies and the Internet; and any other technology resources owned and/or used by the school district and accessible by students including "Personal Technology" pouches.

For the purposes of this policy, "Personal Technology" refers to privately owned wireless and/or portable electronic hand-held equipment that can be used for word processing, wireless Internet access, image capture and recording, gaming, sound recording, information transmitting and/or receiving or storing information or data, etc. In addition, "Personal Technology" refers to Bluetooth devices and wearable technology, such as, but not limited to, iPads, tablets, smartwatches, gaming devices, and AirPods.

Responsibility for "Personal Technology" Devices

Students are responsible for the safety and use of their "Personal Technology." If "Personal Technology" is stolen, lost, or damaged, a report should be made to the building principal or designee, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students and parents should be aware that the Board is not liable for any "Personal Technology" stolen, lost, or damaged while at school or during a school sponsored activity. Therefore, students are advised not to share or loan their "Personal Technology" with other students.

Use of "Personal Technology" Devices

Except to the extent required by a student's Individualized Educational Plan or 504 plan and/or for other reasons approved by the building principal, all students are prohibited from using "Personal Technology" during the school day and are subject to disciplinary action outlined in section "D" of this policy.

In addition, the following rules apply specifically to student use of cell phones during the school day:

1. Students in grades 5-12 may bring "Personal Technology" to school but must ensure that it is turned off, in Airplane mode, or silenced. When entering the school, "Personal Technology" must be locked in a district-issued "Personal Technology" pouch and kept there the entire school day. Students will unlock their district-issued pouch at dismissal.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

5131.81 (b)

Students

Electronic Devices

2. Students in grades PK-4 may bring “Personal Technology” to school but must ensure that it is turned off, in Airplane mode, or silenced. “Personal Technology” must remain completely out of view for the entire school day and cannot be used at any time.

Disciplinary Action*

Misuse of “Personal Technology” in an inappropriate or prohibited manner and/or using such devices in any manner inconsistent with this policy will result in disciplinary action as outlined in the most current student handbook under the section entitled “Personal Technology.” Disciplinary action will follow a tiered approach.

At each tier, the administrator or designee will review the policy with the student, inform parents/guardians, and document the offense.

If a student loses or damages the district-issued “Personal Technology” pouch, the student must acquire a new one from the school.

*Administrators have flexibility with consequences for students who fall under DCF Care, McKinney-Vento, and similar circumstances.

Legal Reference:

Connecticut General Statutes (P.A. 95-304, S.8, 9; P.A. 96-108, S. 1, 3)

Conn. Gen. Stat. § 10-233j

Conn. Gen. Stat. § 31-48d

Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a250, et seq.

History: P.A. 95-304 effective July 1, 1995; P.A. 96-108 designated the existing Sec. Subsec (a) and added Subsec (b) re cellular mobile telephones, effective July 1, 1996
Electronic Communication Privacy Act of 1986, Public Law 99-508, codified at 28 U.S.C. §§ 2510 through 2520

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

Administrative Regulations

R5131.81(a)

Students

Electronic Devices

Purpose

The purpose of these administrative regulations is to provide guidelines and procedures for the use of personal technology devices, including cell phones, by students during the school day and at school-sponsored activities.

Definitions

"District-Issued Technology" refers to computers, instructional technologies, communications and data management systems, informational technologies, the internet, and any other technology resources owned and/or used by the school district and accessible by students, including "Personal Technology" pouches.

"Personal Technology" refers to privately owned wireless and/or portable electronic handheld equipment that can be used for word processing, wireless internet access, image capture and recording, gaming, sound recording, information transmitting and/or receiving or storing information or data. This includes, but is not limited to, devices such as iPads, tablets, smartwatches, gaming devices, and wireless earbuds/headphones.

Student Responsibilities

Students are responsible for the safe use and security of their personal technology devices. The school district is not liable for any personal technology that is stolen, lost, or damaged while on school property or at school-sponsored events.

Students shall not share or loan their personal technology devices with other students.

Students must ensure their personal technology devices are turned off, silenced, or in airplane mode during the school day, except as permitted under this policy.

Permitted Use of Personal Technology

Students in grades 5-12 may bring personal technology devices to school but must ensure the devices are turned off, silenced, or in airplane mode. The devices must be stored in the district-issued personal technology pouches throughout the school day.

Students in grades PK-4 may bring personal technology devices to school but the devices must remain completely out of view and cannot be used at any time during the school day.

Personal technology devices may be used by students if required by their Individualized Education Plan (IEP) or 504 plan, or if otherwise approved by the building principal.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

Administrative Regulations

R5131.81(b)

Students

Electronic Devices

Personal technology devices may be used by students during school-sponsored activities, such as field trips, with the approval of the supervising staff member.

Prohibited Use of Personal Technology

Except as permitted above, students are prohibited from using personal technology devices during the school day.

Students shall not use personal technology devices in a manner that disrupts the educational environment or violates school rules.

Students shall not use personal technology devices to photograph, record, or video other students or staff without their knowledge and consent.

Disciplinary Action

Misuse of personal technology devices in an inappropriate or prohibited manner will result in disciplinary action as outlined in the student handbook.

Disciplinary action will follow a tiered approach, with increasing consequences for repeated offenses.

If a student loses or damages the district-issued personal technology pouch, the student must acquire a new one from the school at their own expense.

Exceptions

Administrators have flexibility to adjust consequences for students who fall under DCF care, McKinney-Vento, or similar circumstances.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9120

RE: Officers
Bylaws

Adopted: 8/13/2002

Approved: 10/6/2015

1. The Board shall, not later than one month after the date on which newly elected members take office, elect from its own members a Chairperson, Secretary and a Vice Chairperson.
2. Officers shall hold their respective offices for two years, and until their successors are duly elected.
3. Should a vacancy arise in an office of the Board, the ~~members of the Board (including, if applicable, the member vacating a Board office)~~ Bloomfield Town Council shall elect a successor to fill the office until the next regular election for Board officers.

Legal Reference:

Connecticut General Statutes

10-218 Officers. Meetings.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9221

**RE: Filling Vacancies on the Board
Bylaws**

Adopted: 1/21/2003

Approved: 10/6/2015

1. If a vacancy occurs on the Board of Education, the ~~remaining members of the Board~~ Bloomfield Town Council shall fill such vacancy at a regular meeting.
2. A member resigning from the Board of Education should present or have presented, a letter of resignation to the Board of Education at a regular meeting.
- ~~3. Having accepted a letter of resignation, the Board of Education will schedule the election of a replacement at the next regular Board meeting or at a special meeting convened for such purpose.~~
- ~~4. Said election, made by the majority of the Board, shall be in effect until the next regular Town election, at which a successor shall be elected for the unexpired portion of the term. The official ballot shall specify the vacancy to be filled.~~

Legal Reference: Connecticut General Statutes
9-187a Date term to begin.
9-203 Number and term of members of boards of education.
9-204 Minority representation on board of education.
10-219 Procedure for filling vacancy on local board of education.
1-24 Who may administer oaths.
1-25 Forms of oaths.
10-218a Oath of office.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9321(a)

RE: Time, Place and Notice of Meetings
Bylaws

Adopted: 1/21/2003

Approved: 10/6/2015

1. Regular Meetings

- A. The Board of Education shall set a calendar of regular meetings for the ensuing year at the first regular meeting in November.
- B. In compliance with the General Statutes of the State of Connecticut, the Chairperson shall file this calendar with the Town Clerk by November 30.
- C. Normally the Board shall schedule regular meetings on the ~~first~~ second Tuesday of each month of the year except July and August, when the Board shall schedule no regular meetings.
- ~~D.~~ If at any point in the meeting the Board of Education should not maintain a quorum, then the Chairperson of the Board will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall E.D. be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.

2. Special Meetings

- A. Special meetings may be held when determined by the Board, when so called by the Chairperson, or upon written request of three members of the Board.
- B. No special meeting shall be held unless a notice stating the time, place and purpose of the meeting has been given to each member and to the Town Clerk, twenty-four (24) hours before the time stated for the meeting to convene. Hybrid and online meetings require 48 hour notice.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9321(b)

RE: Time, Place and Notice of Meetings
Bylaws

Adopted: 1/21/2003

Approved: 10/6/2015

- C. When a majority of the members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk no later than seventy-two (72) hours following the holding of such a meeting.
3. Meeting Time and Place
- A. All regular meetings of the Board shall begin at 7:00 p.m. or as soon thereafter as a quorum is present and shall adjourn no later than 9:00 p.m. unless extended to a time certain by a two-thirds vote of the Board members present. All regular meetings of the Board shall be held in the Board Room, unless otherwise ordered by the Board.
 - B. Special Meetings (non-emergency) - time and place to be determined and announced in advance of meeting.

Legal References:

Connecticut General Statutes

- 1-225 Meetings of government agencies to be public. Recording of votes. Schedule of agenda of meetings to be filed. Notice of special meetings Executive session.
- 1-228 Adjournment of meetings. Notice.
- 1-229 Continued hearings. Notice.
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
- 7-3 Warning of Town and other meetings.
- 7-4 Record of warning.
- 10-218 Officers. Meetings.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9323

**RE: Construction and Posting of Agenda
Bylaws**

Adopted: 8/13/2002

Approved: 10/6/2015

1. Construction of Agenda
 - A. The Superintendent in cooperation with the Chairperson of the Board of Education shall prepare an agenda for each meeting.
 - B. In addition to those items listed by the Chairperson of the Board, any member of the Board may contact the Chairperson or the Superintendent and request that an item be placed on the agenda.
2. Posting of Agenda
 - A. At least twenty-four (24) hours prior to the time of a regular or special meeting, an agenda will be constructed and posted by the Superintendent of Schools for the Board of Education. If the meeting is hybrid, meaning both online and in-person, the agenda will be posted forty-eight (48) hours prior to the time of the meeting.
 - B. An agenda will be posted at Town Hall and the Administrative Offices of the Board of Education.
 - C. The Board may add items to the agenda of any regular meeting by a two-thirds vote of those Board Members present and voting.

Legal Reference:

Connecticut General Statutes

- 1-225 Meetings of government agencies to be public.
Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings.
Executive sessions.