



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION POLICY COMMITTEE MEETING

Board of Education Policy Committee Meeting AT Tuesday, March 25, 2025

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
2. Consent Agenda
 - A. Approval of Minutes - Policy Committee Meeting - January 28, 2025 2
F. Bogle-Assegai
3. Old Business
 - A. Discussion of Superintendent Evaluation Process
T. Youngberg
 - B. Policies for a Second Reading
T. Youngberg
 1. Policy 3542.41 - Food Service Personnel Professional Standards 6
 2. Policy 6141.323 - Internet Safety/Filtering - Children's Internet Protection Act 9
4. New Business
 - A. Policies for Initial Reading
T. Youngberg
 1. Policy 9325 - Meeting Conduct 12
T. Youngberg
 2. Policy 5111.3 - Protection of Undocumented Students 14
 3. Policy 5141.4 - Reporting by Mandated Reporters of Suspected Child Abuse, Neglect & Sexual Assault
 4. Policy 5114.12 - Restorative Justice Practices 17
5. Adjournment
F. Bogle-Assegai



Board of Education – Policy Committee Meeting
Tuesday, January 28, 2025 at 7:00 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

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

ALSO PRESENT: L. Easmon T. Mack-Mohammed T. Youngberg
J. Titelbaum L. Lamenzo

1. Establishment of a Quorum and Call to Order

F. Bogle-Assegai called the meeting to order at 7:27 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Policy Committee Special Meeting – November 21, 2024

A motion was made by T. Moore and seconded by H. Frydman for the Policy Committee to approve the minutes from the November 21, 2024 special meeting, as presented.

F. Bogle-Assegai	Aye
T. Moore	Aye
H. Frydman	Aye

The motion passed unanimously 3-0-0.

3. Old Business

A. Discussion of Superintendent Evaluation Process

Board Chair, Lynette Easmon shared with the committee that a process is needed to evaluate the Superintendent. The Board received a template evaluation from the Connecticut Association of Boards of Education (CABE) with a rubric.

Dr. Youngberg noted that a similar process from CABE was used in her previous role.

The end result will be a written reflection for the public and setting goals for the next year. It was also suggested the Board uses a rubric for the evaluation scoring and conducts a Board Self-Evaluation.

B. Policies for a Second Reading

1. Policy 5132 – Dress and Grooming - Students



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

It was further noted the below edits from the committee's suggestions in November of 2024:

- (a) Should include shorts
- (b) Shoes with open toes should be prohibited
- (e) "Weapons" add language
- (m) Reference inch above the knee

The committee also suggested language should reference clothing as "neat and properly fitted" versus "clean" in November 2024.

2. Policy 5131.81 – Electronic Devices – Students

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

Dr. Youngberg noted that there is no need to proceed with pouches to implement this policy. The communication of implementing a policy need to passed down from administration to staff and students. In addition, protocols in the event of an emergency need to be in place.

This policy will move back to the committee for an initial reading so the Superintendent can review. The timeline to implement a cell phone policy would be the start of school.

3. Policy 9120 – Officers

Policy 9120 conflicts with the Town Charter. The revision includes the Town Council electing a replacement in the event of a Board of Education vacancy.

4. Policy 9221 – Filling Vacancies on the Board

Policy 9221 is also before the Policy Committee for a second reading. These updates will also bring the policy into alignment with the Town Charter.

5. Policy 9321 – Time, Place, Notification for Meetings

Updates to policy 9321 include updating the meeting dates to reflect second and fourth Tuesday of the month to align with current practices. The hybrid option has also been added to the policy.

6. Policy 9323 – Agenda Construction and Posting

This policy includes changes to the posting of the agenda as it relates to new meeting practices.



A motion was made by T. Moore and seconded by H. Frydman for the Policy Committee to recommend to the Board for adoption the following policies as listed under item 3B. of the agenda:

- Policy 5132 -Dress and Grooming – Students
- Policy 9120 – Officers
- Policy 9221 – Filling Vacancies on the Board
- Policy 9321 – Time, Place, Notification for Meetings
- Policy 9323 – Agenda Construction and Posting

F. Bogle-Assegai	Aye
T. Moore	Aye
H. Frydman	Aye

The motion passed unanimously 3-0-0.

4. New Business

A. Policies for an Initial Reading

1. Policy 3542.41 – Food Service Personnel Professional Standards

Dr. Tracy Youngberg presented an initial reading of Policy 3542.41. This is a required policy and the policy language was provided by the Connecticut Association of Boards of Education (CABE). The draft was reviewed by Nicholas Carambelas, Director of Food Services. He noted that the policy is aligned to National Standards and proper qualifications for professional standards. He further noted that job descriptions are being updated.

2. Policy 6141.323 – Internet Safety/Filtering – Children’s Internet Protection Act

Dr. Youngberg also presented Policy 6141.323 for an initial reading. This is a required policy and the language was also recommended by CABE. Allan Miller, Director of Information Technology has reviewed the policy and made edits so it aligns with district policies and procedures.

3. Policy 5114 – Conduct and Discipline (formerly Policy 5131)

Dr. Youngberg would like to revisit Policy 5114 with the committee. The recommended policy language from CABE is quite extensive and will take some time to review and align with district practices.

A motion was made by T. Moore and seconded by H. Frydman for the Policy Committee to recommend to the Board for an initial reading the following policies as listed under item 4A. of the agenda:

- Policy 3542.41 – Food Service Personnel Professional Standards
- Policy 6141.323 – Internet Safety/Filtering – Children’s Internet Protection Act

F. Bogle-Assegai	Aye
T. Moore	Aye
H. Frydman	Aye



The motion passed unanimously 3-0-0.

5. Adjournment

At 7:59 p.m., a motion was made by H. Frydman and seconded by T. Moore to adjourn.

The motion passed unanimously 3-0-0.

F. Bogle-Assegai, Chair

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 3542.41(a)

RE: Professional Standards for Food Service Personnel

Approved: DATE, 2025

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. It is the intent of the Board that District schools take a proactive effort to encourage students to make nutritious food choices. The Board directs that students shall be provided with adequate space and time to eat meals during the school day.

The District shall offer meals to all students without regard to race, color, age, creed, religion, gender, sexual orientation, gender identity or expression ancestry, national origin, marital status, pregnancy or disability.

The Board shall provide food service for school breakfasts; for school lunches that meets the nutritional standards required by state and federal school breakfast and lunch programs. The District shall participate in the School Breakfast Program (SBP), National School Lunch Program (NSLP), and Afterschool Snack Program (ASP). The District's NSLP, SBP and ASP will operate to meet dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010 and applicable state laws and regulations.

This service shall be under the supervision of the Food Service Director who shall be responsible to the Director of Finance.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and requires all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or less, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work as relevant food service experience.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 3542.41(b)

RE: Professional Standards for Food Service Personnel

Approved: DATE, 2025

The Superintendent is directed to develop administrative regulations which detail the required hiring standards and continuing education training for all District food service personnel.

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

[10-217](#) State Board of Education Regulations.

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.

Legal Reference: continued

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 3542.41(c)

RE: Professional Standards for Food Service Personnel

Approved: DATE, 2025

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).

U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 6141.323(a)

RE: Internet Safety/Filtering – Children’s Internet Protection Act

Approved: DATE, 2025

The Bloomfield Public Schools is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This wonderful resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all District staff to ensure that the Internet, as used in District Schools, is appropriately guided and monitored. Moreover, staff also has the responsibility to conduct themselves in an appropriate private manner when using the Internet.

The Board of Education provides computers, computer systems, software, electronic access privileges, and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access privileges, and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are not to be used for personal gain by any student or staff member.

In order to ensure that the District’s Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District’s “Acceptable use Policy.” In the case of minors, the “Acceptable use Policy” must also be signed by the student’s parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content/material considered inappropriate or harmful and unacceptable for student viewing. Such content includes that which is considered obscene, child pornography or harmful to minors. A committee of teachers, parents, and administrators shall be used to receive appeals from users who indicate that they have a specific need for using a filtered site.
4. All Internet access must be filtered, whether minors (under 18) or adults are using the computer system and regardless of the number of computers with Internet access provided by the school.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 6141.323(b)

RE: Internet Safety/Filtering – Children’s Internet Protection Act

Approved: DATE, 2025

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering should only be viewed as one of a number of techniques used to manage student’s access to the Internet and encourage Responsible usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Filtering should be used in conjunction with:

- Educating students to be “Net-smart;”
- Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
- Using “Acceptable use Agreements;”
- Using behavior management practices for which Internet access privileges can be earned or lost; and
- Appropriate supervision, either in person and/or electronically.

The placement of filters on District computers/computer systems is viewed as an exercise of the Board’s ability to determine educational suitability of all material used in the schools.

Filters will be utilized with District schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

The Superintendent of Schools is directed to establish guidelines and procedures for responsible use of computers, computer systems, software, electronic access privileges, and networks provided by the Board of Education.

For Districts participating in the federal E-Rate program:

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

(cf. 6141.321 - Acceptable Use of the Internet)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 6141.323(c)

RE: Internet Safety/Filtering – Children’s Internet Protection Act

Approved: DATE, 2025

Legal Reference: Connecticut General Statutes

[1-213](#) Access to public records. Exempt records.

[10-15b](#) Access of parent or guardians to student's records.

[10-209](#) Records not to be public.

[11-8a](#) Retention, destruction and transfer of documents

[11-8b](#) Transfer or disposal of public records. State Library Board to adopt regulations.

[46b-56 \(e\)](#) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

HR 4577, Fiscal 2001 Appropriations Law (contains Children’s Internet Protection Act)

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9325(a)

**RE: Meeting Conduct
Bylaws**

Adopted: 3/23/2010

Approved: 10/6/2015

Revised:

1. Meeting Conduct

- A. Meetings of the Board of Education shall be conducted by the Chairperson in a manner consistent with the provisions of the Freedom of Information Act and the adopted bylaws of the Board.
- B. All Board meetings shall commence at or as close as practicable to the stated time, provided there is a quorum.
- C. All regular and special Board meetings shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other designated persons.
- D. Robert's Rules of Order shall govern the proceedings of the Board except as otherwise provided by these bylaws.

2. Smoking

- A. Smoking and vaping will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.
- B. A sign notifying the public that no smoking or vaping is allowed in the place designated for the meeting will be prominently posted.

3. Public Address

- A. The Board may permit any individual or group to address the Board concerning any subject that lies within its jurisdiction during a portion of the Board's regular meetings so designated for such purpose.
 - (1) The time allotted to each speaker is threeminutes. The Board may reduce the time allotted at the beginning of a meeting if the number of persons wishing to speak makes it advisable to do so.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 9325(b)

- (2) A Board of Education member shall be appointed by the Chairperson prior to the meeting to act as timekeeper for the meeting, if deemed necessary by the Chairperson.
- (3) No boisterous conduct shall be permitted at any Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the Chairperson, of that person's privilege of address.
- (4) All speakers must identify themselves by name and address on the sign-in sheet provided and prior to their comments.

Legal References:

Connecticut General Statutes

- 1-225 Meetings of government agencies to be public.
- 1-226 Recording, broadcasting or photographing meetings.
- 19a-342 Smoking prohibited in certain places. Signs required. Penalties.
- 1-231 Executive Sessions.
- 1-232 Conduct of meetings. (re: disturbances)
- 1-206 Denial of access of public records or meeting.
Notice. Appeal.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5111.3(a)

RE: Protection of Undocumented Students

Approved: DATE, 2025

All students have the right to attend public school and enjoy access to equitable educational and programmatic services regardless of the immigration status of the student or of the student's family members.

For the purposes of this policy, "District personnel" includes all District employees, counsel for the District, and any agencies contracting with the District.

District personnel shall not take any steps that would deny students access to education based on their immigration status or any steps that would impede the rights of any students to public education under the U.S. Supreme Court's 1982 ruling in *Plyler v. Doe*, the Family Educational Rights and Privacy Act (FERPA), the Connecticut General Statutes, and any other applicable state and federal law.

Absent any applicable federal, state, local law or regulation or local ordinance or court decision, District personnel shall abide by the following conduct:

- District personnel shall not treat students disparately for District residency determination purposes on the basis of their immigration status.
- All District students who meet the relevant programmatic criteria are entitled to receive all school services, including free lunch, free breakfast, transportation, and educational services, regardless of the immigration status of the student or of the student's family members. This entitlement exists whether or not the student or the student's family members have social security numbers.
- District personnel shall not inquire about, or record in any way, a student's immigration status, nor shall District personnel require documentation of any student's legal status, such as asking for a "green card" or citizenship papers, at initial registration or at any other time, for any purpose.
- District personnel shall not require students to apply for Social Security numbers nor shall the District require students to supply a Social Security number for any purpose.

If any member of the District community (including students, families, or staff) has questions about their immigration status, District personnel shall not refer them to the Immigration and Customs Enforcement Office ("ICE") or any other government agency. Instead, District personnel shall refer them to state and/or local non-profit immigration law organizations. A list of such organizations shall be compiled by the Superintendent or designee and disseminated at school sites and on the District's website. The Superintendent is also encouraged to increase and enhance partnerships with community-based organizations, legal services organizations, and other educational institutions (such as community colleges and universities) to provide resources

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5111.3(b)

RE: Protection of Undocumented Students

Approved: DATE, 2025

Protection of Undocumented Students (continued)

for families of students or District employees who are facing deportation or other adverse immigration consequences.

It is the general policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit. The Board of Education believes that ICE activities in and around schools, preschool education centers, and adult school facilities would constitute a severe disruption to the learning environment and educational setting for students. Therefore, any request by ICE to any District personnel to visit a school site shall be immediately forwarded to the Superintendent for review and consultation with legal counsel, to ensure the safety of all students, as well as compliance with *Plyler v. Doe* and other applicable state and federal laws.

All requests for documents by ICE to the District or any District personnel shall be immediately forwarded to the Superintendent for review and consultation with legal counsel and the Board to ensure the safety of all students, as well as compliance with *Plyler v. Doe* and other applicable state and federal laws.

The Superintendent or designee shall ensure that copies of this Policy are distributed to all District and school sites.

The Superintendent or designee shall ensure all teachers, school administrators, and other staff are trained on how to implement this policy and shall ensure that notification with required translation be distributed to families to fully inform them of their rights in the District.

(cf. 0521 - Nondiscrimination)
(cf. 5112 - Ages of Attendance)
(cf. 5118.1 – Students Who Are Homeless)

Legal Reference: Connecticut General Statutes

- 10-15 Towns to maintain schools
- 10-15c Discrimination in public schools prohibited
- 10-76a - 10-76g re special education
- 10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5111.3(c)

RE: Protection of Undocumented Students

Approved: DATE, 2025

Legal Reference: Connecticut General Statutes (continued)

10-186 Duties of local and regional boards of education re school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission, as amended.

10-220h Transfer of student records, as amended.

10-261 Definitions

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

10-204a Required immunizations

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g) - parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011)

McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

Phyller v. Doe, 457 U.S.202, 102S. Ct. 2382 (1982)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(a)

RE: Restorative Justice Practices

Approved: DATE, 2025

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Bloomfield Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Bloomfield Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children, at times, find it difficult to manage their emotions and focus on their studies effectively. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, meaning children must be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build a positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision-making. Students should receive effective and engaging

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(b)

RE: Restorative Justice Practices

Approved: DATE, 2025

Challenging Behavior Prevention: Restorative Practices Response (continued)

teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Restorative approaches recognize students' unique strengths, needs, and interests and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows schools to embody more equitable approaches and meet students' short and long-term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. Appropriate student behavior, reinforced by an effective system of discipline, is essential to creating and maintaining a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social-emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in the form of challenging behavior, and build on strengths.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(c)

RE: Restorative Justice Practices

Approved: DATE, 2025

Challenging Behavior Prevention: Restorative Practices Response (continued)

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a “Restorative Practices Response” approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean 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.

“**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.

“**Evidenced-Based Practices**” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“**School Climate**” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community. It is based on patterns of people’s experiences of school life and reflects the norms, goals, and organizational structures within the school community.

“**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.

“**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.

“**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.

“**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.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(d)

RE: Restorative Justice Practices

Approved: DATE, 2025

Challenging Behavior Prevention: Restorative Practices Response (continued)

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;
3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups and all other protected classes, including, but not limited to, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging behaviors before they occur and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student’s challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community;

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(e)

RE: Restorative Justice Practices

Approved: DATE, 2025

Challenging Behavior Prevention: Restorative Practices Response

General Principles (continued)

5. Effective school climate improvement is a restorative process that engages all school community members in promoting a positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;
6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behaviors.
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 reengaging any disengaged students, educators, and families of students in the school community.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(f)

RE: Restorative Justice Practices

Approved: DATE, 2025

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines (continued)

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 environment 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.
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem-solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research-based interventions.

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian and, upon request, promptly translated into a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent -Teacher Communication)
- (cf. 4131 – Staff Development)
- (cf. 5131 – Conduct and Discipline)
- (cf. 5131.6 – Drug and Alcohol Use by Students)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.44 – Sexual Harassment)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5144.12(g)

RE: Restorative Justice Practices

Approved: DATE, 2025

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students,
as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun
Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of
2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)
Public Act 23-167, Section 74, An Act Concerning Transparency in
Education