



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION POLICY COMMITTEE MEETING

Board of Education Policy Committee Meeting AT Tuesday, April 22, 2025

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

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F. Bogle-Assegai
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F. Bogle-Assegai



Board of Education – Policy Committee Meeting

Tuesday, March 25, 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 Absent (*left early*)
H. Frydman Present

ALSO PRESENT: L. Easmon K. Dunbar L. Simone
T. Youngberg D. Greco L. Lamenzo
G. Martinez J. Titelbaum N. Jones

1. Establishment of a Quorum and Call to Order

F. Bogle-Assegai called the meeting to order at 7:22 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Policy Committee Meeting – January 28, 2025

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Policy Committee to approve the minutes from the January 28, 2025 meeting, as presented.

F. Bogle-Assegai Aye
H. Frydman Aye

The motion passed unanimously 2-0-0.

3. Old Business

A. Discussion of Superintendent Evaluation Process

Dr. Tracy Youngberg, Superintendent noted they are moving forward with the Connecticut Association of Boards of Education (CABE) evaluation tool. This includes the Superintendent evaluation tool and the Board of Education self-evaluation. In addition, Dr. Youngberg will be using her goal tracker for the 2024-2025 evaluation, since she entered the mid-way through the school year.

The end result will be a written reflection for the public and setting goals for the next year.

B. Policies for a Second Reading

1. Policy 3542.41 – Food Service Personnel Professional Standards

Dr. Tracy Youngberg presented a second 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 policy was reviewed by



Nicholas Carambelas, Director of Food Services and is aligned to National Standards as well as proper qualifications for professional standards.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Policy Committee to recommend to the Board for adoption Policy 3542.41 - Food Service Personnel Professional Standards.

F. Bogle-Assegai	Aye
H. Frydman	Aye

The motion passed unanimously 2-0-0.

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

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

The Policy Committee made several revision suggests prior to being brought to the full Board for adoption.

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Policy Committee to recommend to the Board for adoption Policy 6141.323 – Internet Safety/Filtering – Children’s Internet Protection Act.

F. Bogle-Assegai	Aye
H. Frydman	Aye

The motion passed unanimously 2-0-0.

4. New Business

A. Policies for an Initial Reading

1. Policy 9325 – Meeting Conduct

Dr. Tracy Youngberg presented an initial reading of Policy 9325. The allotted speaking time has changed from 2 minutes to 3 minutes with this policy revision. In addition, vaping has been added along side “smoking”.

2. Policy 5111.3 – Protection of Undocumented Students

Dr. Youngberg also presented Policy 5111.3 for an initial reading. This is a required policy and the language was recommended by the Connecticut Association of Boards of Education (CABE).

The committee reviewed the policy and requested another example of this policy for the committee to review.



3. Policy 5141.4 – Reporting by Mandated Reporters of Suspected Child Abuse, Neglect & Sexual Assault

This policy is a complete rewrite of the existing policy. The language is recommended by CABE to meet the requirements of state statutes.

4. Policy 5144.12 – Restorative Justice Practices

This policy addresses correcting student challenging behavior through school-based resources to minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement.

This is a required policy for implementation effective July 1, 2025. It provides general principals and policy guidelines

A motion was made by H. Frydman and seconded by F. Bogle-Assegai 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 9325 – Meeting Conduct
- Policy 5111.3 – Protection of Undocumented Students
- Policy 5141.4 – Reporting by Mandated Reporters of Suspected Child Abuse, Neglect & Sexual Assault
- Policy 5144.12 – Restorative Justice Practices

F. Bogle-Assegai Aye

H. Frydman Aye

The motion passed unanimously 2-0-0.

5. Adjournment

At 7:46 p.m., a motion was made by F. Bogle-Assegai and seconded by H. Frydman to adjourn.

The motion passed unanimously 2-0-0.

F. Bogle-Assegai, Chair

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.

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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. 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

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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.

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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.

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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;

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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.

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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)

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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

BLOOMFIELD PUBLIC SCHOOLS
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BOARD POLICY

No. 5141.4(a)

**RE: Reporting of Child Abuse and Neglect
Students**

Approved: 11/12/2002
Revised: 12/08/2015
Revised: 11/13/2018
Revised: DATE

The Board of Education (Board) recognizes its legal and ethical obligations in the reporting of suspected child abuse, neglect and sexual assault. Any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the Board or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse, neglect or risk and/or sexual assault.

The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Alternate Language: In furtherance of CGS 17a-101 et. seq., and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, or imminent risk of serious harm, in accordance with the procedures set forth in this policy.

Furthermore, the Board of Education requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

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Bloomfield, Connecticut

BOARD POLICY

No. 5141.4(b)

**RE: Reporting of Child Abuse and Neglect
Students**

Approved: 11/12/2002
Revised: 12/08/2015
Revised: 11/13/2018
Revised: DATE

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but not later than twelve (12) hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm.

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. (For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or district school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class d felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a district school, other than part of an adult education program.)

If the report of abuse or neglect involves an employee of the district as the perpetrator, the district may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the department of children and families or by a law enforcement agency.

The Board recognizes that the Department of Children and Families is required to disclose records to the superintendent of schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the superintendent and the Commissioner of

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BOARD POLICY

No. 5141.4(c)

**RE: Reporting of Child Abuse and Neglect
Students**

Approved: 11/12/2002
Revised: 12/08/2015
Revised: 11/13/2018
Revised: DATE

Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's child abuse and neglect registry, the superintendent shall suspend such employee.

The Board, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the department of children and families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program, and shall thereafter retake such refresher training course at least once every three years. The principal of each school in the district shall annually certify to the superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and board policy pertaining to the reporting of suspected child abuse and neglect.

(This paragraph is optional) It is mandated that policy and procedure development include three major components: Education, Intervention and Evaluation. The Education component requires that school personnel be provided with ongoing education (staff development) related to the recognition and reporting of suspected child abuse, neglect and sexual assault. Intervention requires that "at risk" students be identified and that suspected child abuse, neglect and sexual assault be reported. Evaluation is essential in order to determine whether policy and procedures are effective and appropriately updated to incorporate changes in knowledge, personnel, student and family needs, community resources and law. Such evaluation should take place annually, or more frequently as needed.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the superintendent of schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

This policy will be distributed annually to all employees. documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5141.4(d)

**RE: Reporting of Child Abuse and Neglect
Students**

Approved: 11/12/2002
Revised: 12/08/2015
Revised: 11/13/2018
Revised: DATE

The Board of Education will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the internet web address that provides information about the Careline in each district school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Establishment of the confidential rapid response team

The Board of Education shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases. The confidential rapid response team shall consist of (1) a local teacher and the superintendent, (2) a local police officer, and (3) any other person the board of education deems appropriate. DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect, or sexual abuse in any school.

Hiring prohibitions

The Board of Education will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The Board of Education will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

Legal Reference: Connecticut General Statutes

10-220a In-service training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations (as amended by pa 11-93)

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal (as amended by pa 11-93)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5141.4(e)

**RE: Reporting of Child Abuse and Neglect
Students**

Approved: 11/12/2002

Revised: 12/08/2015

Revised: 11/13/2018

Revised: DATE

Legal Reference: Connecticut General Statutes (continued)

10-221s Investigations of child abuse and neglect. Disciplinary action. (as amended by pa 16-188)

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations (as amended by pa 11-93 and pa 14-186)

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by pa 96-246, pa 00-220, pa 02-106, pa 03-168, pa 09-242, pa 11-93, pa 15205, pa 18-15 and pa 18-17)

17a-101a Report of abuse or neglect by mandated reports. (as amended by pa 02-106, pa 11-93, and pa 15-205, pa 18-15 and pa 18-17)

17a-102 Report of danger of abuse. (as amended by pa 02-106)

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act

P.A. 11-93 An act concerning the response of school districts and the departments of education and children and families to reports of child abuse and neglect and the identification of foster children in a school district

P.A. 15-205 An Act Protecting School Children.

P.A. 14-186 An Act Concerning The Department of Children and Families and the Protection of Children

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.

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

A sample regulation to consider/modify.

Students

Protection of Undocumented Students

In order to provide a free public education for all children and to provide a welcoming, safe, and supportive school environment, the following guidelines are to be followed when handling requests and visits from the U.S. Immigration and Customs Enforcement (ICE):

1. If an ICE agent approaches a school asking for student information or for access to a student, that agent is to be referred to the Superintendent's Office or to the office of an appropriate administrator designated by the Superintendent.
2. Generally, the Superintendent or his/her designee should immediately contact the district's attorney before taking any action or providing any information in response to a request or visit from an ICE agent. The Superintendent or his/her designee is to ask the ICE agent to state the reasons and authority for the visit, whether the "sensitive locations" policy is being followed, and, if so, why such "sensitive locations" policy permits the visit.
3. The Superintendent or his/her designee is to ask the ICE agent to confirm that the agent has a warrant and to show the warrant. If the agent does not have a warrant, the District shall prohibit entry to school facilities to the ICE agent.
4. If the ICE agent does have a warrant, the school official **and/or legal counsel** shall review it carefully to determine what it authorizes the ICE agent to do, and who issued it.
 - a. Note, that depending on the situation, ICE agents may have an "administrative warrant" which is not a court order signed by a judge.
 - b. School officials should not assume that an ICE agent has the authority to enter school facilities or obtain information or records based on an administrative warrant.
5. Situations could arise in the school setting, including when ICE agents demand records or information concerning a student, where a warrant signed by a judge or other appropriate court order likely would be required by law. In such situations, school officials are to consult with the District's attorney.
6. Resources to assist families informing them of their rights regarding immigration and connecting them with legal and social services that are available within the community should be made available and translated in multiple languages.
- ~~7. Schools participating in the Student Exchange Visitor Program (SEVP) must continue to comply with the specific requirements of that program.~~

Counselors and mental health support services are to be made available to students who are experiencing stress or anxiety as a result of the repercussions of the **2025** Presidential executive order regarding immigration and the news of immigration enforcement actions across the country.

Regulation approved:

cps 3/17

reviewed 1/25

RESOURCES (Recommended To Be Added to the District Website)

For families:

ACLU - Know Your Rights: What to Do If Immigration Agents are at Your Door
Connecticut Students for a Dream

For districts and schools:

ICE Sensitive Locations Policy
U.S. Department of Education guidance for supporting undocumented youth
United We Dream – Deferred Action for Childhood Arrivals guide
School Counselors Working with Undocumented Students
U.S. Department of Health and Human Services information on the rights of unaccompanied children to enroll in school and participate meaningfully and equally in educational programs
CSDE Guidance to K-12 Public Schools Pertaining to Immigration Activities

The following organizations provide direct legal services:

International Institute of Connecticut
Integrated Refugee & Immigrant Services
Catholic Charities Migration, Refugee, and Immigration Services
Center for Children's Advocacy
Connecticut Legal Services
New Haven Legal Assistance
UConn School of Law Asylum and Human Rights Clinic
Yale Law School Worker and Immigrant Rights Advocacy Clinic

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5141.234(a)
4118.234

RE: Psychotropic Drug Medications
Students/Personnel - Certified

Approved: DATE, 2025

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. For purposes of this policy, the term "recommend" shall mean to directly or indirectly suggest that a child use psychotropic drugs.

Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders and includes, but is not limited to stimulant medications and anti-depressants.

However, school health or mental health personnel, including school nurses or nurse practitioners, the District's Medical Advisor, school psychologists, school social workers, and school counselors (*note: The Board may also include other school personnel it has identified as the person responsible for communication with a parent or guardian about a child's need for medical evaluation, such as the district's director of special services/special education.*) may recommend that a student be evaluated by an appropriate medical practitioner.

The District shall follow procedures for identification, evaluation, placement and delivery of services to children with disabilities or suspected disabilities provided in state and federal statutes that govern special education.

The Superintendent of Schools or his/her designee shall promulgate this policy to district staff and parents/guardians of students annually and upon the registration of new students.

(cf. [5141.4](#) - Reporting of Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes

[10-212b](#) Policies prohibiting the recommendation of psychotropic drugs by school personnel. (as amended by PA 03-211)

[46b-120](#). Definitions

[10-76a](#) Definitions. (as amended by PA 00-48)

[10-76b](#) State supervision of special education programs and services.

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114 and PA 00-48)

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, Connecticut

BOARD POLICY

No. 5141.234(b)
4118.234

RE: Psychotropic Drug Medications
Students/Personnel - Certified

Approved: DATE, 2025

Legal Reference: Continued

[10-76h](#) Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)

State Board of Education Regulations.

[34 C.F.R. 3000](#) Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.