



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION POLICY COMMITTEE MEETING

Board of Education Policy Committee Meeting AT Tuesday, September 30, 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
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F. Bogle-Assegai
3. New Business
  - A. Policies for Initial Reading  
T. Youngberg
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4. Adjournment  
F. Bogle-Assegai



Board of Education – Policy Committee Meeting  
Tuesday, April 22, 2025 at 6:30 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 Absent  
L. Easmon, *ex-officio* Present

**ALSO PRESENT:** K. Dunbar L. Simone T. Mack-Mohammed  
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 6:21 p.m. The roll was called and a quorum was present.

**2. Consent Agenda**

**A. Approval of Minutes – Policy Committee Meeting – March 25, 2025**

A motion was made by T. Moore and seconded by L. Easmon for the Policy Committee to approve the minutes from the March 25, 2025 meeting, as presented.

F. Bogle-Assegai Aye  
T. Moore Aye  
L. Easmon Aye

The motion passed unanimously 3-0-0.

**3. Old Business**

**A. Policies for a Second Reading**

**1. Policy 9325 – Meeting Conduct**

Dr. Tracy Youngberg presented a second 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 a second reading. This is a required policy and the language was recommended by the Connecticut Association of Boards of Education (CABE).

**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 CAFE to meet the requirements of state statutes.

**4. Policy 5144.12 – Restorative Justice Practices**

Dr. Youngberg presented the policy for a second reading. 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 T. Moore and seconded by L. Easmon for the Policy Committee to recommend to the Board for adoption the following policies as listed under item 3A. 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

T. Moore                Aye

L. Easmon              Aye

The motion passed unanimously 3-0-0.

**4. New Business**

**1. Policies for an Initial Reading**

**1. Policy 5141.231/4118.234 – Psychotropic Drug Medications**

Dr. Tracy Youngberg presented an initial reading of Policy 5141.231/4118.234. This is a required policy and the language received was from a model policy from the Connecticut Association of Boards of Education (CABE). Dr. Youngberg noted the policy essentially states employees cannot recommend medications to families.

A motion was made by T. Moore and seconded by L. Easmon for the Policy Committee to recommend to the Board for an initial reading Policy 5141.231/4118.234 Psychotropic Drug Medicaitons.

F. Bogle-Assegai      Aye

T. Moore                Aye

L. Easmon              Aye

The motion passed unanimously 3-0-0.



**5. Adjournment**

At 6:29 p.m., a motion was made by L. Easmon and seconded by T. Moore to adjourn.

The motion passed unanimously 3-0-0.

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F. Bogle-Assegai, Chair

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 1312.3/6161.12(a)**

**RE: Library Material Review & Reconsideration**

**Approved: Date**

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The Bloomfield Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint against instructional material used in the classroom or available in the school library/media center. Consideration of requests to reconsider and remove material, displays, or student programs, is limited to individuals with a vested interest. An individual with vested interest may challenge any library and other educational materials, display or student program by initiating a review of such material via the submission of a request for reconsideration form.

It shall be the policy of the Bloomfield Board of Education that the removal, exclusion or censoring of any book shall not occur on the sole basis that a person with a vested interest finds such book offensive. No library and other educational material, display or program shall be removed from library media centers, or programs be canceled, because of the origin, background or viewpoints expressed in such material, display or program or because of the origin, background or viewpoints of the creator of such material, display or program. Library and other educational materials, displays and student programs shall only be excluded for legitimate pedagogical purposes or for professionally accepted standards of collection maintenance practices as adopted in the collection development and maintenance policy or the display and program policy.

Until a final decision is made by the review committee any library and other educational material being challenged shall remain available in the school library media center according to such material's catalog record and be available for a student to reserve, check out or access.

A school district may consolidate any requests for review and reconsideration of the same challenged library and other educational material. Once a decision has been made by the review committee on any library and other educational material, such material cannot be subject to a new request for review and reconsideration for a period of three years.

The Bloomfield Board of Education will review and update this policy as necessary every five years.

**Definitions**

***"Library and other educational material"*** means any material belonging to, on loan to or otherwise in the custody of a school library media center, including, but not limited to, nonfiction and fiction books, magazines, reference books, supplementary titles, multimedia and digital material, software and other material not required as part of classroom instruction.

***"School library staff member"*** means a school library media specialist, school librarian, any certified or non-certificated staff member whose assignment is in the school library or any individual carrying out or assisting with the functions of a school library media specialist or school librarian.

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**BOARD POLICY**

**No. 1312.3/6161.12(b)**

**RE: Library Material Review & Reconsideration**

**Approved: Date**

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**Definitions (continued)**

**"Individual with a vested interest"** means any school staff member employed by a local or regional board of education, parent or guardian of a student currently enrolled in a school at the time a reconsideration form is filed and any student currently enrolled in a school at the time a reconsideration form is filed.

**"Remove"** means deliberately taking library material out of a library's collection. **"Remove"** does not include the process of clearing such collection of any materials that are no longer useful.

**Material Review and Reconsideration Procedure**

The Board of Education has established the following procedure for addressing complaints regarding the utilization of library and other educational materials:

1. Individuals with a vested interest may initiate the review or reconsideration of any library and other educational materials, display or student program by submitting a request for recommendation form to the principal of the school in which the library and other education material is being challenged.
2. The Principal, or the Principal's designee, shall promptly forward the request for reconsideration to the Superintendent of Schools for the school district.
3. The Superintendent, or the Superintendent's designee, shall appoint a review committee consisting of:
  - a. The Superintendent, or the Superintendent's designee
  - b. the Principal of the school in which the library and other educational material is being challenged, or the Principal's designee
  - c. the Director of curriculum, or a person in an equivalent
  - d. a representative from the local or regional board of education
  - e. at least one grade-level-appropriate teacher familiar with the library material, provided the teacher selected is not the individual who submitted the form
  - f. a parent or guardian of a student age thirteen years or younger enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form
  - g. a parent or guardian of a student age fourteen years or older enrolled in the school district, provided the parent or guardian selected is not the individual who submitted the form

**BLOOMFIELD PUBLIC SCHOOLS**  
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**BOARD POLICY**

**No. 1312.3/6161.12(c)**

**RE: Library Material Review & Reconsideration**

**Approved: Date**

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- h. a certified school librarian employed by such board or employed by another board of education in the state.

In cases where such form is submitted by a student enrolled in grades nine to twelve, inclusive, and when appropriate and at the discretion of the superintendent, a student enrolled in grades nine to twelve, inclusive, may serve on the review committee if such student did not submit the reconsideration form, provided the superintendent consults with the principal of the school involved in such reconsideration request prior to making this determination whether to include such student on the review committee.

4. The review committee shall evaluate the request for reconsideration form by reading the challenged material in its entirety and evaluating the challenged material against the school district's Collection Development and Maintenance Policy.
5. The review committee shall make a written decision on whether or not to remove the challenged material within sixty school days from the date of receiving such request and provide a copy of the committee's decision and report to the individual with a vested interest who submitted the form and to the principal of the school.
6. The individual with a vested interest who submitted the request for reconsideration form may appeal to the review committee's decision to the local or regional board of education for the school district. The Board shall determine whether the reconsideration process was followed and publish the decision on the Internet website of the school district.

**General Provisions**

Any school library media specialist or school library staff member who, in good faith, implements the policies described in this section shall be immune from any liability, civil or criminal, that might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding that results from such implementation.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 1312.4/6161.13(a)**

**RE: Library Collection Development and Maintenance**

**Approved: Date**

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The Bloomfield Board of Education recognizes that library and other education materials should be provided for the interest, information and enlightenment of all students, and represent a wide range of varied and diverging viewpoints in the collection as a whole.

Students shall have access to the library and other educational material that is relevant to the research, independent reading interests and educational needs of students based on a student's age, development or grade level.

The library media center is an important place for voluntary inquiry, the dissemination of information and ideas, and the promotion of free expression and free access to ideas by students.

A school library media specialist is professionally trained to curate and develop a collection that shall provide students with access to the widest array of age-appropriate and grade level-appropriate library and other educational material.

The Bloomfield Board of Education directs the Superintendent to create an administrative regulation that establishes a procedure for a certified school library media specialist to continually review library and other educational material within a school library media center using professionally accepted standards which shall include, but need not be limited to: the material's relevance, physical condition of the material, availability of duplicates or copies of the material, availability of more recent age-appropriate or grade-level appropriate material and continued demand for the material.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

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**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 1312.5/6161.14(a)**

**RE: Library Display and Program**

**Approved: Date**

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Library displays and student programs are critical in serving as resources for voluntary inquiry and the dissemination of information and ideas, as well as promoting free expression and free access to ideas by students.

The Bloomfield Board of Education recognizes that library displays are provided for the interest, information and enlightenment of all students, represent a wide range of varied and diverging viewpoints, and provide access to content that is relevant to the research, independent interests and educational needs of students.

The Bloomfield Board of Education acknowledges that a school library media specialist is professionally trained to curate and develop displays and programs that shall provide students with access to the widest array of age-appropriate and grade-level-appropriate library and other educational materials.

Legal Reference: Public Act 25-168 An Act Concerning the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 5118.2(a)**

**RE: Educational Opportunities for Military Children**

**Approved: DATE**

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To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

**Definitions**

**“Children of military families”** means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

**“Deployment”** means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

**“Education(al) records”** means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.

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**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 5118.2(b)**

**RE: Educational Opportunities for Military Children**

**Approved: DATE**

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- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces.
- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

**Alternate language for above:**

- A one-day absence is provided for students when their parent/guardian is deployed into active military service.
- A one-day absence is provided for students when their parent/guardian returns from active military service or deployment.
- A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to; a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.
- Absences related to a student visiting with his/her parent, related to leave or deployment activities, may be excused by the District. The district will permit no more than three (3) excused absences per year for this purpose.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.
- The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

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**BOARD POLICY**

**No. 5118.2(c)**

**RE: Educational Opportunities for Military Children**

**Approved: DATE**

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Referenced Policies

(cf. 5113.2 – Attendance – Unexcused Absences – Truancy – Students)

(cf. 5123 – Promotion and Retention)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5141.3 - Health Assessments and Screenings)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

[10-15f](#) Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut.  
(Section 7)

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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The Board of Education (Board) acknowledges that behavior management practices for students may sometimes include the use of exclusionary time out settings. A time out setting is an area for a student to safely deescalate, self-regulate, self-calm, regain control and prepare to meet expectations to return to his/her educational program. A time out setting shall only be used in conjunction with a behavior management program which teaches and reinforces acceptable behaviors, except where it is necessary to remove a student from a potentially dangerous situation or an unanticipated situation.

**Definitions**

***“Exclusionary time out”*** means a temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

***“Seclusion”*** means the involuntary confinement of a student in a room, physically prevented from leaving. Seclusion does not include an exclusionary time out.

***“Physical restraint”*** means any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. Excluded from this definition is briefly holding a person in order to calm or comfort the person; restraint involving the minimum contact necessary to safely escort a person from one area to another; medical devices including but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; helmets or other protective gear used to protect a person from injuries due to a fall; helmets, mitts and similar devices used to prevent self-injury when the device is part of a documented treatment plan or individualized education program pursuant to Connecticut's special education laws or prescribed or recommended by a medical professional and is the least restrictive means to prevent such self-injury or an exclusionary timeout.

**Types of Time Out**

A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or classroom, either by choice or by staff direction for the purpose of calming.

There are two kinds of time-out:

- Inclusionary - when a student is removed from positive reinforcement or full participation in the class while remaining in the class. The use of inclusionary time-out functions as a behavior support strategy while allowing the student to remain fully aware of the learning activities in the classroom.
- Exclusionary - when a student is separated from the rest of the class through complete visual separation or actual physical separation.

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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Time-out is used for calming an agitated student. Time-out is not used for punishment or discipline.

**Use of Exclusionary Time Out Setting/Space**

If a time out setting/space is to be used, it must be used as a behavioral intervention strategy that is designed to teach and reinforce alternative appropriate behaviors in which a student is removed to a supervised area or room in order to facilitate self-control or when it is necessary to remove a student from a potentially dangerous situation and for unanticipated situations that pose an immediate concern for the physical safety of a student or others.

The Board has adopted and implemented the following policy and procedures governing school use of time out settings/spaces as part of its behavior management approach consistent with P.A. 18-51.

At a minimum, the use of exclusionary time out settings/spaces shall be governed by the following rules and standards:

1. The Board prohibits placing a student in a locked room or space or in a setting where the student cannot be continuously observed and supervised. The time out space shall be unlocked and the door must be able to be opened from the inside. The use of locked rooms or spaces for purposes of time out or emergency interventions is prohibited.

Staff shall continuously monitor the student in a time out setting. The staff must be able to see and hear the student at all times. At least one school employee must remain with the student or be immediately available to the student so that the student and the staff member can communicate verbally throughout the time out.

Under no circumstances shall a time out setting/space in a school program be used for seclusion of the student, where the term "seclusion" is interpreted to mean placing a student in a locked room or space or in a room where the student is not continuously

observed and supervised.

2. Factors which may precipitate the use of the time out setting/space:
  - a. Student fails to respond to less severe interventions (behavior that cannot be controlled through interventions short of isolation in the designated time out space or room)
  - b. Behavior that is severely disruptive

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**BOARD POLICY**

**No. 5144.2(c)**

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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- c. Dangerous behavior that presents a risk of injury or harm to that student or to others
- d. Behavior that is dangerous or presents a risk of significant property damage.

*The designated time out setting/space shall not be used for punitive purposes, for staff convenience or to control minor misbehavior.*

3. Time limitations for the use of the time out setting/space:

A student should remain in the designated time out setting/space only for the time necessary for the student to compose him/herself sufficiently to return to the classroom with minimal risk that the behavior will quickly reoccur, in the opinion of school staff monitoring the intervention. The time should normally not exceed 30 minutes. (A suggested time-legislation does not specify time limits)

School staff shall not keep a student in the designated time out setting/space for more than one hour. If the student continues to present dangerous behaviors after this period of time, the placement in that space may be continued only with written authorization of the building Principal or designee. In that event, the student's parent/guardian should also be called for the purpose of taking the student home for the remainder of that school day.

If, at any point during the student's stay in the designated time out space, the building Principal or his/her designee believes that the student cannot be maintained safely even in that setting, the building Principal/designee shall call the student's parent/guardian to come pick up the student, and may also call other emergency personnel for the purpose of taking custody of the student and ensuring the student's safety.

Further, a student's IEP shall specify when a behavioral intervention plan includes the use of a time out setting for a student with a disability, including the maximum amount of time a student will need to be in a time out setting as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.

School administration or other personnel shall be notified in the event a student is placed in a time out setting for excessive amounts of time; and such information shall be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the time out setting for the student. Whether the student requires a debriefing following the use of a time out setting shall be left to the staff knowledgeable about the individual student.

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**BOARD POLICY**

**No. 5144.2(d)**

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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When it is decided through the program planning process to use a time out setting as a behavioral intervention, it should be clearly articulated in the planning what will be done if the student refuses to comply with the request to move to a time out setting or if the use of this strategy is not successful in managing the student's behavior. Should staff be required to physically remove the student to the time out setting, it is important that non-violent crisis techniques be used. Consideration must be given to the procedures pertaining to use of physical restraint and/or seclusion as defined in policy [5144.1](#).

4. Staff training on the policies and procedures related to the use of time out setting/space shall include, but not be limited to, the following measures:

a. The Director of Student Support Services shall be responsible to the Superintendent for establishing administrative practices and procedures for training all District personnel responsible for use of time out.

b. Specific Training Activities and Programs:

Staff members working with students who have the use of the time out space will:

- Receive full training in the policy and procedures for the use of a time out setting.
- Participate in work sessions to review each student's Behavior Intervention Plan and receive specific instruction in the implementation of the plan. The work sessions will include teachers, teaching assistants, monitors, building administrators and the Director of Pupil Personnel Services.

5. Data collection to monitor the effectiveness of the use of time out settings/spaces:

The District shall establish and implement procedures to document the use of time out space, including information to monitor the effectiveness of the use of the time out space to decrease specified behaviors. Such data may be subject to review by the State Education Department (SED) upon request.

Such data collection should appropriately include, but is not limited to, the following information:

- a. A record for each student showing the date and time of each use of the time out setting;

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**BOARD POLICY**

**No. 5144.2(e)**

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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- b. A detailed account of the antecedent conditions/specific behavior that led to the use of the time out setting;
  - c. The amount of time that the student was in the time out setting; and
  - d. Information to monitor the effectiveness of the use of the time out setting to decrease specified behaviors which resulted in the student being placed in the setting.
6. Information to be provided to parents:

The School District shall inform the student's parents prior to the initiation of a behavioral intervention plan that will incorporate the use of a time out setting for a student, and shall give the parent the opportunity to see the physical space that will be used as a time out setting and provide the parent with a copy of the school's policy on the use of time out settings/spaces.

Additionally, parents should be notified if their child was placed in a time out setting. Minimally, whenever a time out setting is used as an emergency intervention the parent shall be notified of the emergency intervention. Such notification will be provided the same day whenever possible. The use of a time out setting must be included on the student's IEP.

Parent reports of alleged inappropriate interventions used in a time out setting should be directed to school administrators.

**Physical Space Used as a Time Out Setting/Space**

The physical space used as a time out setting must meet certain standards:

- a. The area shall provide a means for continuous visual and auditory monitoring of the student. (Staff assigned to monitor the time out area must be able to see and hear the student at all times and be able to communicate verbally with the student throughout the time out.)
- b. The space or setting used for an exclusionary time out must be appropriate for calming or deescalating the student's behavior.

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**BOARD POLICY**

**No. 5144.2(f)**

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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- c. The area shall be of adequate width, length and height to allow the student to move about and recline comfortably.
- d. Wall and floor coverings should be designed to prevent injury to the student, and there shall be adequate lighting and ventilation.
- e. The temperature of the area shall be within the normal comfort range and consistent with the rest of the building.
- f. The area shall be clean and free of objects and fixtures that could be potentially dangerous to a student and shall meet all local fire and safety codes.
- g. The setting must be unlocked and the door must be able to be opened from the inside at all times. The use of locked rooms or spaces for the purpose of time out is strictly prohibited.

Referenced Policies

(cf. [5144.1](#) - Physical Restraint and Seclusion)

Legal Reference: Connecticut General Statutes

[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.

[10-236b](#) Physical restraint and seclusion of students by school employees.  
(as amended by PA 17-220 and PA 18-51)

[46a-150](#) Definitions. (as amended by PA 07-147 and PA 15-141)

[46a-152](#) Physical restraint, seclusion and use of psychopharmacologic agents restricted. Monitoring and documentation required.

[46a-153](#) Recording of use of restraint and seclusion required. Review of records by state agencies. Reviewing state agency to report serious injury or death to Office of Protection and Advocacy for Persons with Disabilities and to Office of Child Advocate. (as amended by PA 12-88)

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**BOARD POLICY**

**No. 5144.2(g)**

**RE: Use of Exclusionary Time Out**

**Approved: Date**

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[53a-18](#) Use of reasonable physical force or deadly physical force generally.

[53a-19](#) Use of physical force in defense of person.

[53a-20](#) Use of physical force in defense of premises.

[53a-21](#) Use of physical force in defense of property.

PA 15-141 An Act Concerning Seclusion and Restraint in Schools.

State Board of Education Regulations Sections [10-76b-5](#) through [10-76b-11](#).

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 6171(a)**

**RE: Special Education**

**Approved: Date**

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The Bloomfield Board of Education accepts its legal duties and responsibilities for providing special education for the students of the school district.

The district shall provide a free appropriate public education and necessary related services to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Connecticut Statutes.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided a free appropriate public education and equal access to educational opportunities. Students may be disabled under Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes that govern special education. For those students who are not eligible for services under IDEA, but because of a disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need accommodations to receive equal access to educational opportunities, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), representation by counsel, and a review procedure.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes [§10-259](#), school year is defined as July 1 through June 30. A free appropriate public education (FAPE) must be provided to any child requiring special education beginning on or after the child's third birthday, whether that birthday occurs during the regular school year.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a disabled student if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the Every Student Succeeds Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy.

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**BOARD POLICY**

**No. 6171(b)**

**RE: Special Education**

**Approved: Date**

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Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening

comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning. A child may become eligible for special education services on his or her third birthday.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility. The program to which each student with a disability is assigned shall provide an appropriate education, seek to assure success in learning, and offer the least restrictive environment, in accordance with federal and state regulations. No student with a disability shall be denied, because of disability, participation in activities, programs, or services offered or recognitions rendered to District students, unless participation is not possible because of the disability.

Each student requiring special education, as defined in PA 25-67 section 1, who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student requiring special education and other students. If necessary and as determined by the PPT, students requiring special education may be placed in an approved public or private programs. Students with disabilities are required by federal law to be included in State and District-wide assessments, with appropriate accommodations where necessary.

In accordance with the regulations of the State Board of Education, each local and regional Board of Education shall:

1. Provide special education for children requiring special education, as defined in PA 25-67 section 1.
2. The obligation of the school district under this subsection shall terminate when such child graduates from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.
3. Report to the Department of Education on each placement of a student receiving special education services for which the board is paying a portion of the cost:

**BLOOMFIELD PUBLIC SCHOOLS**  
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**BOARD POLICY**

**No. 6171(c)**

**RE: Special Education**

**Approved: Date**

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- a. Whether such placement is a result of a decision of a planning and placement team meeting, a settlement agreement, or a special education hearing pursuant to section [10-76h](#) of the general statutes;
- b. Whether such placement is with an approved or nonapproved private provider of special education services, regional educational service center, operator of an interdistrict magnet school program, state charter school, a cooperative arrangement pursuant to section [10-158a](#) of the general statutes, a local or regional board of education operating an outplacement program or as part of the statewide interdistrict public school attendance program pursuant to section [10-266aa](#) of the general statutes;
- c. The amount being paid by the Board;
- d. The special education services being provided;
- e. The location of the facility at which such special education services are being provided;
- f. The total number of any agreements such Board enters into with a student, parent, or guardian during the preceding school year that includes provisions for nondisclosure of special education services or a waiver of the rights to which such student, parent, or guardian is entitled pursuant to the Individuals with Disabilities Education Act, 20 USC 1400 et seq;
- g. Any other information requested by the Department.

The District shall also take steps to make the public aware that all children and youth from birth through the end of the school year during which the student turns age 22, and suspected of having a disability, have a right to a formal determination as to whether they have such a condition or disability.

The Board shall determine the facilities, programs, services, and staff that will be provided by the District for the instruction of students requiring special education. To maintain an effective special education plan, the Board may participate in special education programs of other school districts or those offered by a RESC.

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**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 6171(d)**

**RE: Special Education**

**Approved: Date**

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**Evaluation of Special Education Program**

On or after June first, but prior to September thirtieth annually, the superintendent shall provide, at a regularly scheduled meeting of the Board of Education, an annual report concerning the special education programs of the school district with the following information:

1. The number and names of all community-based organizations with whom the board of education has executed a formal memorandum of understanding, memorandum of agreement, or contract to provide support services to students in the school district, disaggregated by school and type of support service provided;
2. The workforce development programs offered by the board of education to students in which the board has partnered with an outside entity, including, but not limited to, cooperatives, internships, in-school job training programs provided by businesses, and in-school workforce board presentations, and
3. Attrition data for certified and noncertified staff, disaggregated by school and subject, not including in-district transfers.

The report shall also include recommendations of the Superintendent and staff, and by any advisory groups, for improvement in the program.

In addition to the annual report, the Superintendent shall make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district. The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed, and the availability of trained and certified personnel.

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**Bloomfield, Connecticut**

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**BOARD POLICY**

**No. 6171(e)**

**RE: Special Education**

**Approved: Date**

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Legal Reference: Connecticut General Statutes

[10-76a](#) Definitions. (as amended by PA 00-48 and PA 06-18)

[10-76b](#) State supervision of special education programs and services. (as amended by PA 12-173)

[10-76c](#) Receipt and use of money and personal property.

[10-76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114, PA 00-48, PA 06-18 and June Special Session PA 15-5, Section 277)

[10-76e](#) School construction grant for cooperative regional special education facilities.

[10-76f](#) Definition of terms used in formula for state aid for special education.

[10-76ff](#) Procedures for determining if a child requires special education (as amended by PA 06-18)

[10-76g](#) State aid for special education.

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

[10-76i](#) Advisory council for special education.

[10-76j](#) Five-year plan for special education.

[10-76k](#) Development of experimental educational programs.  
PA 06-18 An Act Concerning Special Education  
State Board of Education Regulations.

[10-76m](#) Auditing claims for special education assistance.

[10-76a-1 et seq.](#) Definitions. (as amended by PA 00-48)

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**BOARD POLICY**

**No. 6171(f)**

**RE: Special Education**

**Approved: Date**

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[10-76b-1](#) through [10-76b-4](#) Supervision and administration.

[10-76d-1](#) through [10-76d-19](#) Conditions of instruction.

[10-76h-1](#) through [10-76h-2](#) Due process.

[10-76l-1](#) Program Evaluation.

[10-145a-24](#) through [10-145a-31](#) Special Education (re teacher certification).

[10-264l](#) Grants for the operation of interdistrict magnet school programs.

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

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.

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

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**BOARD POLICY**

**No. 6171(g)**

**RE: Special Education**

**Approved: Date**

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Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

**BLOOMFIELD PUBLIC SCHOOLS**  
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**BOARD POLICY**

**No. 6181(a)**

**RE: Evaluation of the Special Education Program**

**Approved: Date**

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The Superintendent shall make an annual report to the Board of Education on district special education programs, with particular attention to individual programs, by program and school.

The report shall include recommendations of the Superintendent and staff, and by any advisory groups, for program improvement.

The Superintendent shall make interim reports if any programs are significantly less satisfactory than expected and the necessary adjustments made to improve them.

The Superintendent shall ensure that each student's individualized education plan is reviewed periodically and at least annually

Legal Reference: State Board of Education Regulations  
[10-76d-1](#) - [10-76d-19](#) Duties and powers of boards of education to provide special education programs and services.