



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION SPECIAL MEETING

Board of Education Special Meeting AT Thursday, October 9, 2025

Hybrid Meeting - Board of Education and Virtual

1. Establishment of a Quorum and Call to Order  
L. Easmon
2. Pledge of Allegiance  
L. Easmon and JROTC
3. Opening Statement  
F. Bogle-Assegai
4. Consent Agenda  
L. Easmon
  - A. Approval of Minutes - Regular Meeting - September 9, 2025 3
  - B. Approval of Minutes - Special Meeting - July 23, 2025 8
  - C. Approval of the Alliance District Grant Application
5. Presentations
  - A. Student Representative Report - Bloomfield High School 10  
L. Easmon
6. Superintendent's Report
  - A. District Enrollment  
T. Youngberg
  - B. Educator Roundtable  
T. Youngberg
  - C. Next Generation Accountability (District & Schools)  
T. Youngberg
  - D. Human Resources - Staffing Report  
G. Martinez
  - E. Financial Report - September 2025 22  
D. Greco
7. Public/PTO Comment  
L. Easmon
8. New Business
  - A. The Office of Teaching, Learning and Leadership Goals for 2025-2026 29  
L. Lamenzo, N. Jones and M. Coates
  - B. Policies for an Initial Reading  
T. Youngberg
    1. Library Material Review & Reconsideration - 1312.3/6161.12 56



2.	Library Collection Development and Maintenance - 1312.4/6161.13	59
3.	Library Display and Program - 1312.5/6161.14	60
4.	Educational Opportunities for Military Children - 5118.2	61
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	Educational Opportunities for Military Children - 5118.2	
6.	Special Education - 6171	71
7.	Evaluation of the Special Education Program - 6181	78
9.	Board Comments	
	L. Easmon	
10.	Adjournment	
	L. Easmon	



**BLOOMFIELD BOARD OF EDUCATION – REGULAR MEETING**

Tuesday, September 9, 2025 at 7:00 P.M.

**Hybrid Meeting**

In-Person Location: Bloomfield Board of Education, Board Room

1133 Blue Hills Avenue

Bloomfield, CT 06002

Virtual Option: Zoom

<https://us02web.zoom.us/j/87605176202?pwd=00AoDSqgosYO23otv1R69xHR2AdeIJ.1>

Meeting ID: 876 0517 6202

Passcode: 271280

<b>Attendance:</b>	L. Easmon, Chair	Present
	H. Frydman, Vice Chair	Present
	F. Bogle-Assegai, Secretary	Present
	T. Moore	Present
	K. Dunbar	Present
	T. Mack-Mohammed	Present
	L. Simone	Present

**Also Present:** T. Youngberg, Superintendent of Schools  
 D. Greco, Executive Director of Finance and Operations  
 L. Lamenzo, Executive Director of Teaching, Learning, and Leadership  
 Silvestre Pereira, Director of Facilities  
 M. Sutton, Director of Student Support Services  
 M. Coates, District Teaching and Learning Coach

**1. Establishment of a Quorum and Call to Order**

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

**2. Pledge of Allegiance**

All rose to recite the Pledge of Allegiance.

**3. Opening Statement**

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

**4. Consent Agenda**

**A. Approval of Minutes – Regular Meeting – June 3, 2025**

**B. Approval of Minutes – Special Meeting – June 12, 2025**

**C. Approval of Minutes – Special Meeting – June 28, 2025**

A motion was made by H. Frydman and seconded by K. Dunbar for the Bloomfield Board of Education to approve the consent agenda, as presented.

L. Easmon                      Aye

H. Frydman                    Aye



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

The motion passed unanimously 7-0-0.

## 5. Superintendent's Report

### A. Opening Schools Report

Dr. Tracy Youngberg, Superintendent of Schools shared a PowerPoint presentation with the Board of Education. She shared information from Convocation, held on August 25, 2025. Enrollment information as of September 5, 2025 was shared with the Board of Education.

H. Frydman inquired about how many students are homeschooling and if there is a change in that number.

K. Dunbar inquired why families are leaving after grade 5 and as they enter the high school.

L. Easmon would like to see comparative data as of October 1, 2025.

T. Youngberg shared updates on the opening day of school, transportation, principal meetings, and the plan for to develop a 10-year facilities master plan. In addition, the Bloomfield Education Association (BEA) will be hosting the "BEA Blitz" to gather anonymous data from certified staff. The IT department, in collaboration with the Town, will be working on Google migration.

Dr. Youngberg welcomed Silvestre (Sly) Pereira, the new Director of Facilities.

She provided some updates from Bloomfield High School including a no cell phone policy pilot, resolution of water issues at the high school and the results of the Civil Rights Compliance Audit report. The board inquired about the inventory of Chromebooks and our plan to phase in new replacement technology. It was further noted there is no annual budget currently for IT equipment, so that will be built into future budgets.

Dr. Youngberg gave an update on the Teaching, Learning and Leadership (TLL) department. This department is led by Lisa Lamenzo. They are currently working on developing the Multi-Tiered Systems of Supports (MTSS), Curriculum Development and the Leadership Retreat. She further noted the professional development and curriculum development will be what transforms the district. The TLL has launched a System of Supports for the Coaches, Deans, Interventionists and Tutors. An in-depth presentation will be provided to the Board of Education in October.



The Nest at Laurel Literacy Academy has been received Accreditation+ from NAEYC.

**B. Human Resources- Vacancy Report**

Talent Management and Community Partnerships is working on a moving to digital platforms, and they also recently hosted a New Hire Orientation and summer student interns from the high school.

Dr. Youngberg shared a staff vacancy report with the Board, as of September 4, 2025. Many of the open positions are non-certified. H. Frydman inquired how the positions are being advertised, additional information will be provided to the Board. L. Easmon inquired about the vacancies at Global Experience Magnet School (GEMS) and if those need to be filled. In addition, the Board inquired about the future of current staff at GEMS.

**C. Financial Report – Munis Conversion Update**

Dr. Youngberg reported on behalf of the Finance Department. The Board of Education has officiated transitioned to Munis Financials. This will be significant benefit as the transition eliminates a separate reconciliation process between the Town and Board.

**6. Public/PTO Comment**

Gail Jorden, the BEA President addressed the Board of Education. Gail is now serving in a Literacy Coach at Metacomet Elementary School. She wished everyone a happy new year and things are going smoothly overall, with a lot of changes in the district. Ms. Jorden also announced that Metacomet School Principal Mr. Paul Guzzo is the recipient of the 2025 CEA Excellence in Education and Advocacy Award. He will be recognized at the CEA Celebrates Education and Advocacy Gala on October 24, 2025, in New Haven.

**7. Old Business**

**A. Policy for a Second Reading and Possible Adoption**

**1. Policy 5141.231/4118.231 – Psychotropic Drug Medications**

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Board of Education to adopt Policy 5141.231/4118.231 - Psychotropic Drug Medications.

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

The motion passed unanimously 7-0-0.



## 8. Board Comments

L. Simone shared her excitement for the redevelopment of the curriculum and gave accolades to Lisa Lamenzo for her consistency in providing meaningful professional development and for leading the district's curriculum work.

T. Moore stated the district has come a long way. He thanked Dr. Youngberg and the Board for being a part of making the difference. Mr. Moore is not rerunning for his Board of Education position, but he is very proud of the work that has been accomplished.

T. Mack-Mohammed is excited for the new school year and see her Board colleagues. Tonight, underscores the direction we are going. She further iterated that the district needs to share our good news with the community. She is thrilled Mr. Guzzo is being celebrated.

K. Dunbar welcomed the guests in the audience and at home. She is excited for the new school year. She looks forward to an excellent school year. She congratulated Ms. Jorden in her new role and Mr. Guzzo for his recognition.

F. Bogle-Assegai echoed her Board colleagues' sentiments and acknowledged Ms. Lamenzo. She appreciates that the new Superintendent has an open door and is very transparent. She is excited the district is getting their administration sorted out, such as fully staff HR department, and looks forward to the good things ahead. Ms. Bogle-Assegai is excited to hear that the administrators are meeting on a regular basis and Dr. Youngberg will be meeting with families. She noted it will help us get on the same page with a common goal.

H. Frydman welcomed all back to a new school year. The first week of school attendance was good and noted the importance of staff attendance as well. He acknowledged all the new staff in Bloomfield and gave a shout-out to some staff who recently departed the district. He recognized Mr. Guzzo for his recent award and anticipating the release of state scores. He noted the district cannot change without the input of parents and encouraged them to attend Board meetings. He wished all a happy Rosh Hashanah and Yom Kippur.

L. Easmon welcomed everyone back to a new school year. She is looking forward to a productive school. She welcomed Mr. Pieria and congratulated Mr. Guzzo, who is a wonderful educator and principal. Ms. Easmon is excited for the Munis conversion and thanked Mr. Greco, Ms. Lamenzo and Mrs. Cherry for their reliability. She asked Ms. Jorden if she could provide some information to the Board on getting tickets to the CEA Gala. She looking forward to an excellent school year.

## 12. Adjournment

At 7:58 p.m. a motion to adjourn was made by H. Frydman and seconded by F. Bogle-Assegai.

The motion passed unanimously 7-0-0.



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F. Bogle-Assegai, Secretary

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T. Youngberg, Superintendent



Board of Education Special Meeting  
Wednesday, July 23, 2025 at 6:00 p.m.  
**Virtual Meeting**

Virtual Meeting: Zoom

<https://us02web.zoom.us/j/84370594227?pwd=CtM03fop7dPXwQ5SRJi8V13GXAbV9l.1>

Meeting ID: 843 7059 4227

Passcode: 569968

<b>Attendance:</b>	L. Easmon, Chair	Present
	H. Frydman, Vice Chair	Present
	F. Bogle-Assegai, Secretary	Present
	K. Dunbar	Present
	T. Moore	Present <i>(joined at 6:12 p.m.)</i>
	T. Mack-Mohammed	Present
	L. Simone	Absent

**Also Present:** A. Crumbie, Attorney for the Bloomfield Board of Education,  
L. Gambardella, Attorney for the Bloomfield Board of Education  
T. Youngberg, Superintendent of Schools  
G. Martinez, Executive Director of Talent Management & Community Partnerships

**1. Establishment of a Quorum and Call to Order**

L. Easmon determined a quorum was present and the Bloomfield Board of Education special meeting was called to order at 6:03 p.m.

**2. New Business**

**A. Discussion with legal counsel regarding investigation into unprofessional relationship between an administrator and a teacher (discussion proposed for Executive Session)** A motion was made H. Frydman and seconded by K. Dunbar for the Bloomfield Board of to enter into Executive Session for the purpose of discussing with legal counsel the investigation of an unprofessional relationship between an administrator and a teacher. They further invited Attorney Andrew Crumbie, Attorney Lauren Gambardella, Superintendent Dr. Tracy Youngberg and Executive Director of Talent Management & Community Partnerships, Grace Martinez to participate.

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

The motion passed unanimously 5-0-0.



The Board members convened into Executive Session at 6:04 p.m. and returned to public session at 7:21 p.m.

Board of Education member Thomas Moore joined the meeting at 6:12 p.m. and was added to the Breakout Room 1 for Executive Session.

**3. Adjournment**

At 7:22 p.m. a motion to adjourn was made by H. Frydman and seconded by K. Dunbar to adjourn.

The motion was passed unanimously 6-0-0.

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F. Bogle-Assegai, Secretary

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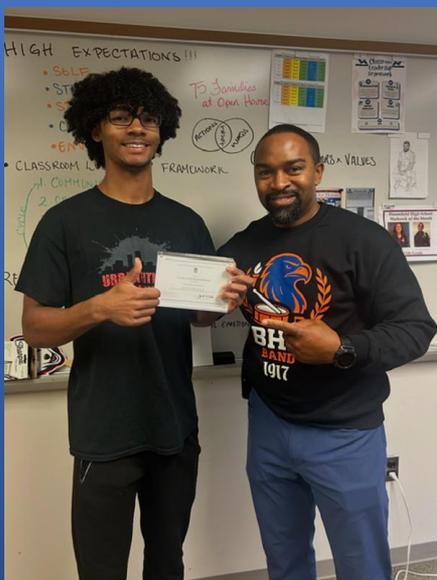
T. Youngberg, Superintendent of Schools



Bloomfield Public Schools | Raising the Bar is Taking us Far

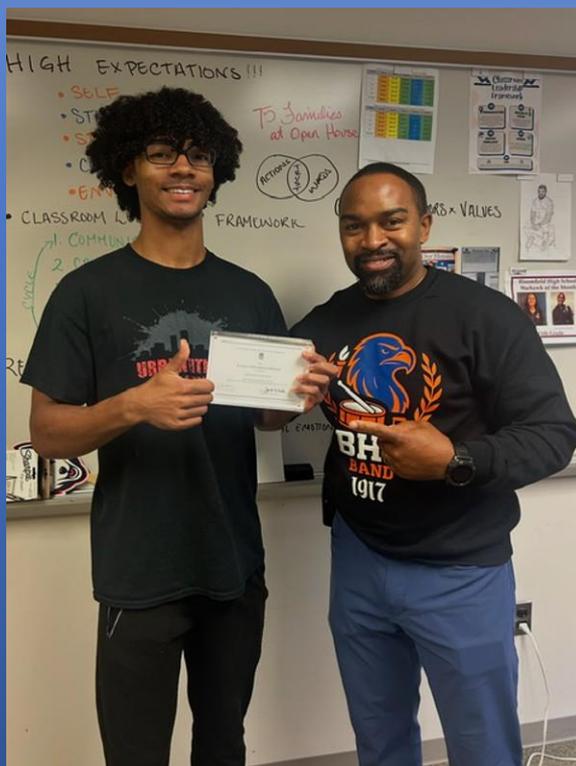


# WE ARE BLOOMFIELD HIGH SCHOOL





# BHS Senior Vaughn Glanville Named A Commended Student in the 2025 National Merit Scholarship Program



Recognized For Exceptional Academic Promise



# 2025 Boys and Girls Track State Champions Ring Ceremony



BHS Boys Track Team: Class S State Champions

BHS Girls Track Team: Class M State Champions/State Open Champions



# BHS Athletic Department Wins CIAC Michaels Achievement Cup and Fred Balsamo Award For Sportsmanship





# College Representatives Visit BHS For College Information Sessions



Students Can Sign Up For  
College Meetings Through Naviance



## BHS Students Showcase Artistic Talents in 3-D Art Class



BHS Sophomore Zyaire Chaney  
Displays His Most Recent 3-D Art Project



# BHS Financial Aid Night: A Great Resource For Senior Parents



## DID YOU COMPLETE YOUR FAFSA FOR 2026-2027?

Join us along with a CCSU representative for an informational/work session to file your student's FAFSA!  
See how easy and quick filing the FAFSA form can be!

### WHAT YOU NEED:

#### BEFORE THE EVENT:

1. Students (and parents, if applicable) should create a FAFSA Username and Password by logging into studentaid.gov.

#### DURING THE EVENT:

2. Income information from the 2024 tax year will be used for a direct data exchange. If taxes were not filed, please bring income information to be manually entered (ex: W-2).
3. Student's and Parent's Social Security numbers (if applicable).

**DATE:** October 16<sup>th</sup>

**TIME:** 5:30 PM – 7 PM

**LOCATION:** BHS Library

FINANCIAL LITERACY  
WILLARD-DILORETO HALL,  
W208 (860)832-2273  
financialliteracy@ccsu.edu  
ccsu.edu/financialaid/



Thank You To CCSU Financial Aid For Presenting!



Bloomfield Public Schools | Raising the Bar is Taking us Far

# BHS Marching Band Now Performing At All Home Football and Basketball Games



BHS Marching Band Enters First Home Game of the Season!



# BHS College Fair Offers Students A Variety of College Options



The College Fair Was Attended By  
Approximately 100 Different Colleges/Universities



# BHS Science Department Releases Monthly Newsletter



Welcome to the Science Department Newsletter! Each month, we'll give you a peek into what's been happening in our science classrooms here at Bloomfield High School. From exciting lab activities and collaborative projects to classroom updates and student highlights, this newsletter is designed to keep you connected with what your students are learning and experiencing. We're so proud of their curiosity and hard work, and we can't wait to share their progress with you!

Parents Can Learn What Is Going On In Their Child's Science Class  
By Checking Out BHS Science Department Happenings!



## BHS Student Council Holds Annual Election



Senior Class President: D'Asia Duncan  
Senior Class Vice President: Jahniya Barclay  
Senior Class Secretary: Kiersten Golding  
Student Body President: Payton Sirdine

**Congratulations To All Students Appointed To Office!**



## Coming up at BHS

- October 10, 2025: Varsity Boys Soccer Game vs Bristol Central at Home at 3:45 p.m.
- October 14, 2025: Varsity Girls and Boys XC at CCC XC Championship at Wickham Park, Manchester at 3:00 p.m.
- October 17, 2025: Varsity Girls Volleyball vs Northwest Catholic at Home at 5:00 p.m.
- October 20-25, 2025: Spirit Week (Daily Themes For Each Day)
- October 21, 2025: Varsity Girls Soccer Game vs Simsbury at Home at 3:45 p.m.
- October 24, 2025: Quarter 1 Ends at BHS
- October 24, 2025: Homecoming Game: Varsity Football vs Northwest Catholic at Home at 6:30 p.m.
- October 25, 2025: Homecoming Dance at 7:00 p.m. in BHS Gymnasium
- November 5, 2025: BHS Trades Panel in BHS Library From 9:15 – 10:30 a.m.

# Bloomfield

## BOE EXPENDITURE REPORT BY MAJOR OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01 Certified Salaries	\$ 16,688,553.00	\$ 3,187,689.15	\$ 14,740,141.35	\$ (1,239,277.50)	-7.43%
02 Non-Certified Salaries	\$ 9,234,502.00	\$ 1,557,526.17	\$ 6,607,466.78	\$ 1,069,509.05	11.58%
03 Employee Benefits	\$ 12,179,394.00	\$ 1,618,907.59	\$ 5,930,623.32	\$ 4,629,863.09	38.01%
04 Contracted Services	\$ 2,250,513.00	\$ 260,667.64	\$ 1,062,229.89	\$ 927,615.47	41.22%
05 Pupil Transportation	\$ 4,174,262.00	\$ 2,560,617.81	\$ 1,305,552.06	\$ 308,092.13	7.38%
06 Insurance	\$ 213,732.00	\$ 25,885.00	\$ 180,888.32	\$ 6,958.68	3.26%
07 Communications	\$ 125,394.00	\$ 26,017.73	\$ 78,623.12	\$ 20,753.15	16.55%
08 Tuition	\$ 7,404,486.00	\$ 238,452.79	\$ 6,012,020.69	\$ 1,154,012.52	15.59%
09 Other Purchased Service	\$ 61,424.00	\$ 6,173.22	\$ 9,255.32	\$ 45,995.46	74.88%
10 Supplies	\$ 397,256.00	\$ 60,398.79	\$ 172,480.56	\$ 164,376.65	41.38%
11 Oper/Maint of Bldg	\$ 1,302,965.00	\$ 359,324.21	\$ 1,287,644.60	\$ (344,003.81)	-26.40%
12 Text/Library Books/Supply	\$ 55,563.00	\$ 18,859.08	\$ 14,841.08	\$ 21,862.84	39.35%
13 Equipment	\$ 71,064.00	\$ -	\$ 9,783.51	\$ 61,280.49	86.23%
14 Misc	\$ 162,786.00	\$ 74,800.06	\$ 47,443.21	\$ 40,542.73	24.91%
<b>Grand Total</b>	<b>\$ 54,321,894.00</b>	<b>\$ 9,995,319.24</b>	<b>\$ 37,458,993.81</b>	<b>\$ 6,867,580.95</b>	<b>12.64%</b>

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01110 SALARIES, TEACHER	\$ 14,704,070.00	\$ 2,605,783.25	\$ 13,192,927.45	\$ (1,094,640.70)	-7.44%
01115 SALARIES, ADMIN	\$ 1,980,482.00	\$ 577,905.26	\$ 1,547,213.90	\$ (144,637.16)	-7.30%
01119 SALARIES TEACHER #2	\$ 4,001.00	\$ 4,000.64	\$ -	\$ 0.36	0.01%
01 Certified Salaries	\$ 16,688,553.00	\$ 3,187,689.15	\$ 14,740,141.35	\$ (1,239,277.50)	-7.43%
01210 SALARIES, PROFESSIONAL S	\$ 466,496.00	\$ 58,534.99	\$ 327,773.15	\$ 80,187.86	17.19%
01211 SALARIES,PROFESSIONAL ST	\$ 2,720.00	\$ 2,719.58	\$ -	\$ 0.42	0.02%
01212 PROFESSIONAL STAFF PRIOR	\$ 1,896.00	\$ 1,896.26	\$ -	\$ (0.26)	-0.01%
01215 SALARIES, JROTC	\$ 119,558.00	\$ (49,187.03)	\$ 174,026.21	\$ (5,281.18)	-4.42%
01217 SALARIES, SPEECH ASST	\$ 64,970.00	\$ 14,425.20	\$ 96,114.80	\$ (45,570.00)	-70.14%
01218 SALARIES, OT ASST	\$ 54,325.00	\$ 8,692.00	\$ 45,633.00	\$ -	0.00%
01220 SALARIES, TUTOR	\$ 366,467.00	\$ 25,633.13	\$ 227,862.13	\$ 112,971.74	30.83%
01230 SALARIES, PARA	\$ 2,248,002.00	\$ 196,721.73	\$ 1,476,450.78	\$ 574,829.49	25.57%
01231 ABAA	\$ 24,029.00	\$ 24,028.49	\$ -	\$ 0.51	0.00%
01235 SALARIES, NURSES	\$ 440,155.00	\$ 89,434.06	\$ 282,986.29	\$ 67,734.65	15.39%
01240 SALARIES, CLERICAL	\$ 1,536,644.00	\$ 317,306.15	\$ 1,288,670.89	\$ (69,333.04)	-4.51%
01250 SALARIES, BUSINESS OFFIC	\$ 815,372.00	\$ 194,868.46	\$ 692,991.80	\$ (72,488.26)	-8.89%
01255 SALARIES, TECHNICAL SUPP	\$ 217,284.00	\$ 84,842.30	\$ 145,794.69	\$ (13,352.99)	-6.15%

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
01257 SALARIES, RESIDENCY OFFI	\$ 80,649.00	\$ 21,713.19	\$ 58,935.81	\$ -	0.00%
01260 SALARIES, CUSTODIAN	\$ 1,509,919.00	\$ 316,137.53	\$ 1,112,244.04	\$ 81,537.43	5.40%
01265 SALARIES, MAINTENANCE	\$ 705,464.00	\$ 148,359.11	\$ 480,396.74	\$ 76,708.15	10.87%
01270 SALARIES, MONITOR	\$ 248,788.00	\$ 31,089.08	\$ 169,488.51	\$ 48,210.41	19.38%
01275 SALARIES, CROSSING GUARD	\$ 31,029.00	\$ 2,930.46	\$ 28,097.94	\$ 0.60	0.00%
01280 SALARIES, SUPPORT	\$ 15,600.00	\$ -	\$ -	\$ 15,600.00	100.00%
01290 OVERTIME, SUPPORT	\$ 285,135.00	\$ 67,381.48	\$ -	\$ 217,753.52	76.37%
02 Non-Certified Salaries	\$ 9,234,502.00	\$ 1,557,526.17	\$ 6,607,466.78	\$ 1,069,509.05	11.58%
02100 HEALTH INSURANCE	\$ 7,500,076.00	\$ 1,169,560.31	\$ 4,314,787.80	\$ 2,015,727.89	26.88%
02150 LIFE INSURANCE	\$ 301,799.00	\$ 30,181.02	\$ 271,617.44	\$ 0.54	0.00%
02170 INSURANCE BUY-OUT	\$ 64,300.00	\$ 16,300.00	\$ 48,000.00	\$ -	0.00%
02200 SOCIAL SECURITY	\$ 1,336,390.00	\$ 240,617.50	\$ 967,746.08	\$ 128,026.42	9.58%
02300 PENSION	\$ 1,498,014.00	\$ 14,235.11	\$ -	\$ 1,483,778.89	99.05%
02310 OPEB - MEDICAL	\$ 866,889.00	\$ -	\$ -	\$ 866,889.00	100.00%
02410 SEVERANCE	\$ 153,860.00	\$ 148,013.65	\$ -	\$ 5,846.35	3.80%
02500 COURSE REMUNERATION	\$ 50,000.00	\$ -	\$ -	\$ 50,000.00	100.00%
02600 UNEMPLOYMENT COMP	\$ 54,016.00	\$ -	\$ 50,480.00	\$ 3,536.00	6.55%

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
02700 WORKERS' COMP	\$ 353,050.00	\$ -	\$ 277,992.00	\$ 75,058.00	21.26%
02800 PERSONAL PROPERTY LOSS -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00	100.00%
03 Employee Benefits	\$ 12,179,394.00	\$ 1,618,907.59	\$ 5,930,623.32	\$ 4,629,863.09	38.01%
00141 TUITION	\$ 52,000.00	\$ -	\$ -	\$ 52,000.00	100.00%
03100 ADMIN SERVICES	\$ 43,922.00	\$ 13,330.61	\$ 16,507.02	\$ 14,084.37	32.07%
03200 PROF EDUCATIONAL SERVICE	\$ 1,010,527.00	\$ 83,654.89	\$ 414,957.57	\$ 511,914.54	50.66%
03260 TESTING	\$ 123,196.00	\$ -	\$ 1,078.00	\$ 122,118.00	99.12%
03300 PROF DEVELOPMENT	\$ 14,046.00	\$ 8,391.97	\$ -	\$ 5,654.03	40.25%
03400 OTHER PROF SERVICES	\$ 192,484.00	\$ 17,414.77	\$ 120,726.73	\$ 54,342.50	28.23%
03500 TECHNICAL SERVICES	\$ 180,407.00	\$ 56,946.69	\$ 54,614.03	\$ 68,846.28	38.16%
03520 COPIER COSTS	\$ 96,455.00	\$ 1,258.72	\$ 83,878.28	\$ 11,318.00	11.73%
04000 PURCHASED SERVICES	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00	100.00%
04009 PURCH SERV NON-PUB HEALT	\$ 59,088.00	\$ -	\$ 57,172.00	\$ 1,916.00	3.24%
04300 MAINTENANCE & REPAIR	\$ 48,456.00	\$ 6,409.47	\$ 15,395.90	\$ 26,650.63	55.00%
04310 PURCHASED SERVICES BUILD	\$ 388,432.00	\$ 73,260.52	\$ 263,820.36	\$ 51,351.12	13.22%
04320 VEHICLE MAINTENANCE & REPAIR	\$ 36,500.00	\$ -	\$ 34,080.00	\$ 2,420.00	6.63%
04 Contracted Services	\$ 2,250,513.00	\$ 260,667.64	\$ 1,062,229.89	\$ 927,615.47	41.22%

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
05100 TRANSPORTATION, PUPIL	\$ 4,096,802.00	\$ 2,560,617.81	\$ 1,301,706.05	\$ 234,478.14	5.72%
05820 FIELD TRIPS	\$ 77,460.00	\$ -	\$ 3,846.01	\$ 73,613.99	95.03%
05 Pupil Transportation	\$ 4,174,262.00	\$ 2,560,617.81	\$ 1,305,552.06	\$ 308,092.13	7.38%
05200 PROPERTY/LIABILITY INSUR	\$ 187,847.00	\$ -	\$ 180,888.32	\$ 6,958.68	3.70%
05290 OTHER INSURANCE	\$ 25,885.00	\$ 25,885.00	\$ -	\$ -	0.00%
06 Insurance	\$ 213,732.00	\$ 25,885.00	\$ 180,888.32	\$ 6,958.68	3.26%
05300 TELEPHONE	\$ 80,840.00	\$ 12,910.07	\$ 67,929.93	\$ -	0.00%
05310 POSTAGE	\$ 26,954.00	\$ 12,054.65	\$ 3,343.95	\$ 11,555.40	42.87%
05400 ADVERTISING	\$ 2,321.00	\$ -	\$ 757.00	\$ 1,564.00	67.38%
05500 PRINTING	\$ 15,279.00	\$ 1,053.01	\$ 6,592.24	\$ 7,633.75	49.96%
07 Communications	\$ 125,394.00	\$ 26,017.73	\$ 78,623.12	\$ 20,753.15	16.55%
05600 TUITION, PUBLIC	\$ 4,126,000.00	\$ 88,705.31	\$ 4,463,366.12	\$ (426,071.43)	-10.33%
05630 TUITION, PRIVATE	\$ 1,501,650.00	\$ 149,747.48	\$ 1,548,654.57	\$ (196,752.05)	-13.10%
05690 TUITION, MAGNET	\$ 1,776,836.00	\$ -	\$ -	\$ 1,776,836.00	100.00%
08 Tuition	\$ 7,404,486.00	\$ 238,452.79	\$ 6,012,020.69	\$ 1,154,012.52	15.59%
05810 STAFF TRAVEL	\$ 28,460.00	\$ 2,929.47	\$ 4,867.32	\$ 20,663.21	72.60%
05814 CONFERENCES & MEETINGS	\$ 32,964.00	\$ 3,243.75	\$ 4,388.00	\$ 25,332.25	76.85%

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
09 Other Purchased Service	\$ 61,424.00	\$ 6,173.22	\$ 9,255.32	\$ 45,995.46	74.88%
06110 INSTRUCTIONAL SUPPLIES	\$ 258,690.00	\$ 35,424.73	\$ 107,711.07	\$ 115,554.20	44.67%
06115 OFFICE SUPPLIES	\$ 35,363.00	\$ 3,923.73	\$ 9,225.87	\$ 22,213.40	62.82%
06116 LIBRARY / AV SUPPLIES	\$ 250.00	\$ -	\$ -	\$ 250.00	100.00%
06117 COMPUTER SUPPLIES	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00	100.00%
06120 SOFTWARE	\$ 76,193.00	\$ 20,277.91	\$ 43,234.54	\$ 12,680.55	16.64%
06900 OTHER SUPPLIES	\$ 19,760.00	\$ 772.42	\$ 12,309.08	\$ 6,678.50	33.80%
10 Supplies	\$ 397,256.00	\$ 60,398.79	\$ 172,480.56	\$ 164,376.65	41.38%
06125 FACILITY SUPPLIES	\$ 124,505.00	\$ 29,558.48	\$ 77,633.94	\$ 17,312.58	13.91%
06130 FACILITY MATERIALS	\$ 113,050.00	\$ 26,592.87	\$ 77,729.87	\$ 8,727.26	7.72%
06200 HEAT	\$ 378,452.00	\$ 15,203.48	\$ 362,777.62	\$ 470.90	0.12%
06220 ELECTRICITY	\$ 920,992.00	\$ 208,694.77	\$ 699,627.23	\$ 12,670.00	1.38%
06290 WATER SERVICES	\$ 82,243.00	\$ 11,034.61	\$ 69,875.94	\$ 1,332.45	1.62%
07200 BUILDING IMPROVEMENTS	\$ (316,277.00)	\$ 68,240.00	\$ -	\$ (384,517.00)	121.58%
11 Oper/Maint of Bldg	\$ 1,302,965.00	\$ 359,324.21	\$ 1,287,644.60	\$ (344,003.81)	-26.40%
06410 TEXTBOOKS	\$ 51,597.00	\$ 18,859.08	\$ 14,841.08	\$ 17,896.84	34.69%
06420 LIBRARY BOOKS, PERIODICA	\$ 1,516.00	\$ -	\$ -	\$ 1,516.00	100.00%

# Bloomfield

## BOE EXPENDITURE REPORT BY OBJECT

ACCOUNT NUMBER / DESCRIPTION	REVISED BUDGET	EXPENSES YTD	ENCUMBRANCES / REQUISITIONS	AVAILABLE BUDGET	PERCENT REMAINING
06430 PROF BOOKS	\$ 2,450.00	\$ -	\$ -	\$ 2,450.00	100.00%
12 Text/Library Books/Supply	\$ 55,563.00	\$ 18,859.08	\$ 14,841.08	\$ 21,862.84	39.35%
07300 NEW EQUIPMENT	\$ 24,624.00	\$ -	\$ 8,003.51	\$ 16,620.49	67.50%
07320 REPLACEMENT EQUIPMENT	\$ 30,076.00	\$ -	\$ 1,780.00	\$ 28,296.00	94.08%
07340 COMPUTER EQUIP	\$ 16,364.00	\$ -	\$ -	\$ 16,364.00	100.00%
13 Equipment	\$ 71,064.00	\$ -	\$ 9,783.51	\$ 61,280.49	86.23%
08100 DUES & FEES	\$ 47,215.00	\$ 10,504.00	\$ 23,678.00	\$ 13,033.00	27.60%
08800 ATHLETIC PROGRAMS	\$ 94,378.00	\$ 64,296.06	\$ 17,688.71	\$ 12,393.23	13.13%
08900 STUDENT ACTIVITIES	\$ 21,193.00	\$ -	\$ 6,076.50	\$ 15,116.50	71.33%
14 Misc	\$ 162,786.00	\$ 74,800.06	\$ 47,443.21	\$ 40,542.73	24.91%
Grand Total	\$ 54,321,894.00	\$ 9,995,319.24	\$ 37,458,993.81	\$ 6,867,580.95	12.64%

# Graduates In Bloom



Board of Education

The Office of Teaching, Learning, and Leadership 2025-26 Goals

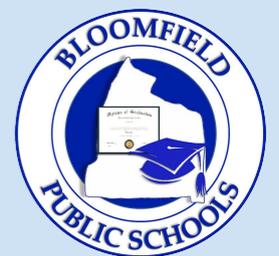
October 9, 2025

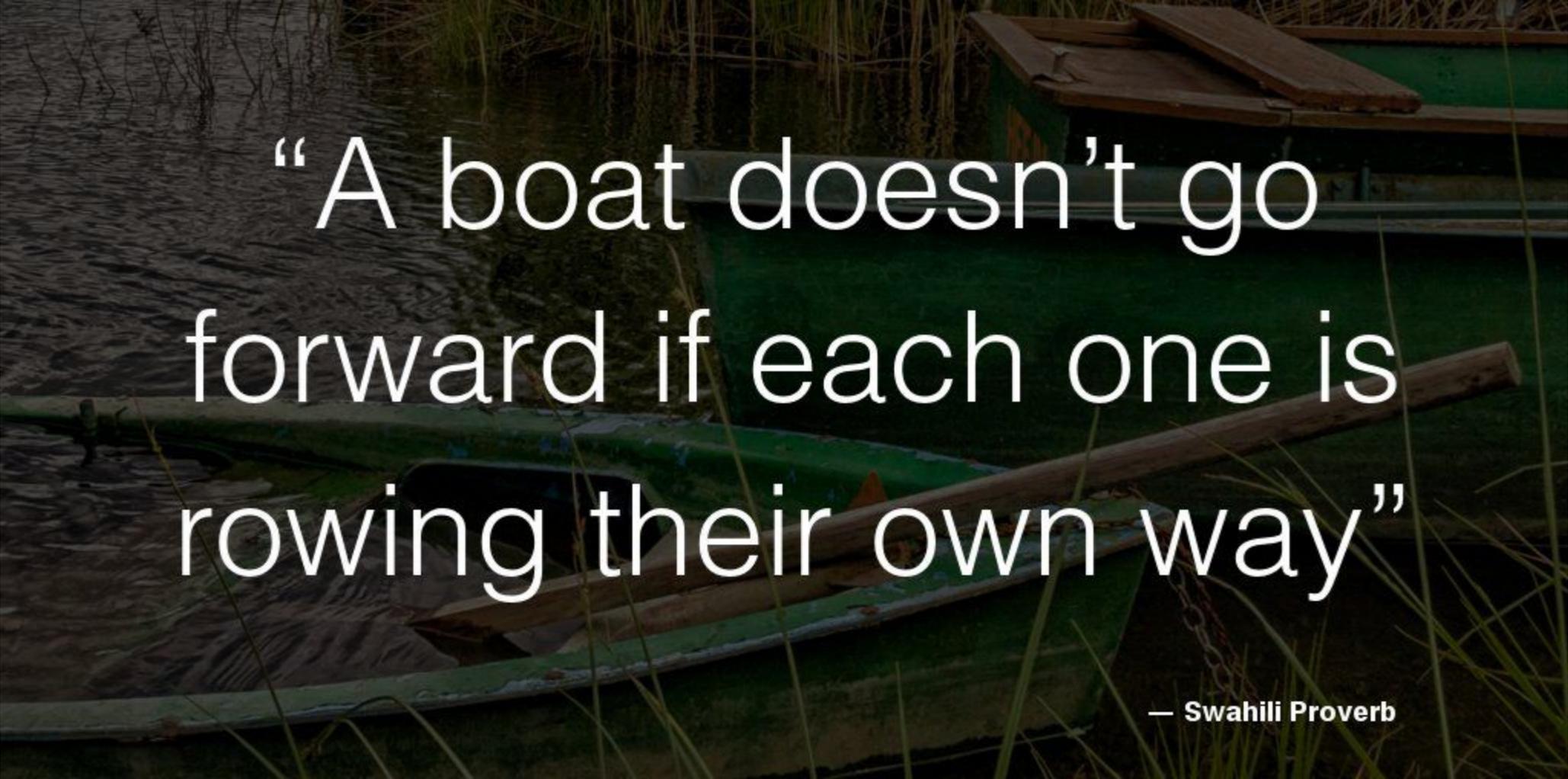


**Lisa Lamenzo**, *Executive Director Of Teaching, Learning and Leadership*

**Nicole Jones**, *District Teaching and Learning Specialist*

**Magnolia Coates**, *District Teaching and Learning Coach*





“A boat doesn’t go forward if each one is rowing their own way”

— Swahili Proverb

# Our Vision for Teaching and Learning

Bloomfield Public Schools is committed to improving educational outcomes by creating a rigorous, high-quality learning environment where motivation sparks curiosity and resilience drives perseverance for students and adults. As problem solvers and communicators, we foster adaptability and critical thinking, preparing everyone to navigate an ever-evolving world and thrive in an interconnected society.

**We believe strong relationships are essential for all.**  
**We believe everyone can learn and grow with the right support.**  
**We believe our actions and expectations impact students.**  
**We believe our students deserve the best.**



# A Look Back

- Continue to expand Accelerated Pathways and Rigorous Curriculum
- Implemented Early Literacy Plan and Science of Reading
- Incorporated Play Based Learning
- Added WINS professional learning for staff (Makerspace, BTC, Assessments, Play Based etc.)
- Implemented focus walks
- Conducted an intervention audit
- Developed district Attendance Toolkit Development



# A Look Forward

- Build a district MTSS system (Multi-Tiered System of Supports)
- Continue curriculum revival process PK-12
- Develop and implement a district coaching model
- Create a shared understanding of Tier I instruction and planning
- Launch Responsive Classroom K-8
- Expand professional learning opportunities
- Expand School to Career exploration opportunities, including credentialing



# A Look Forward

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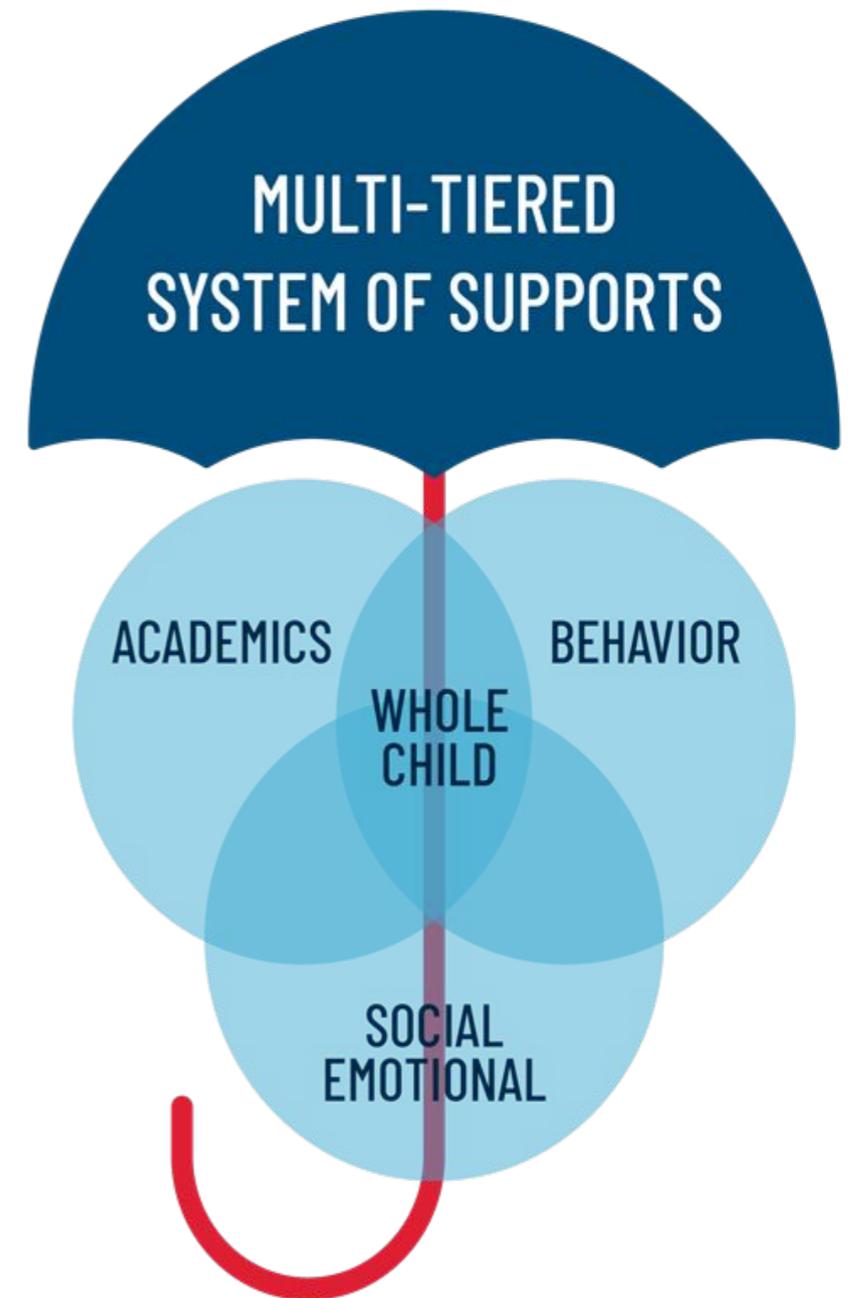


**PREVENTION**  
for all Students

**ENRICHMENT**  
for all Students

**INTERVENTION**  
for all Students

**MTSS is a proactive, data-driven framework designed to ensure the academic, behavioral, and social-emotional success of all students.**



# PREVENTION

*for all students*

# ENRICHMENT

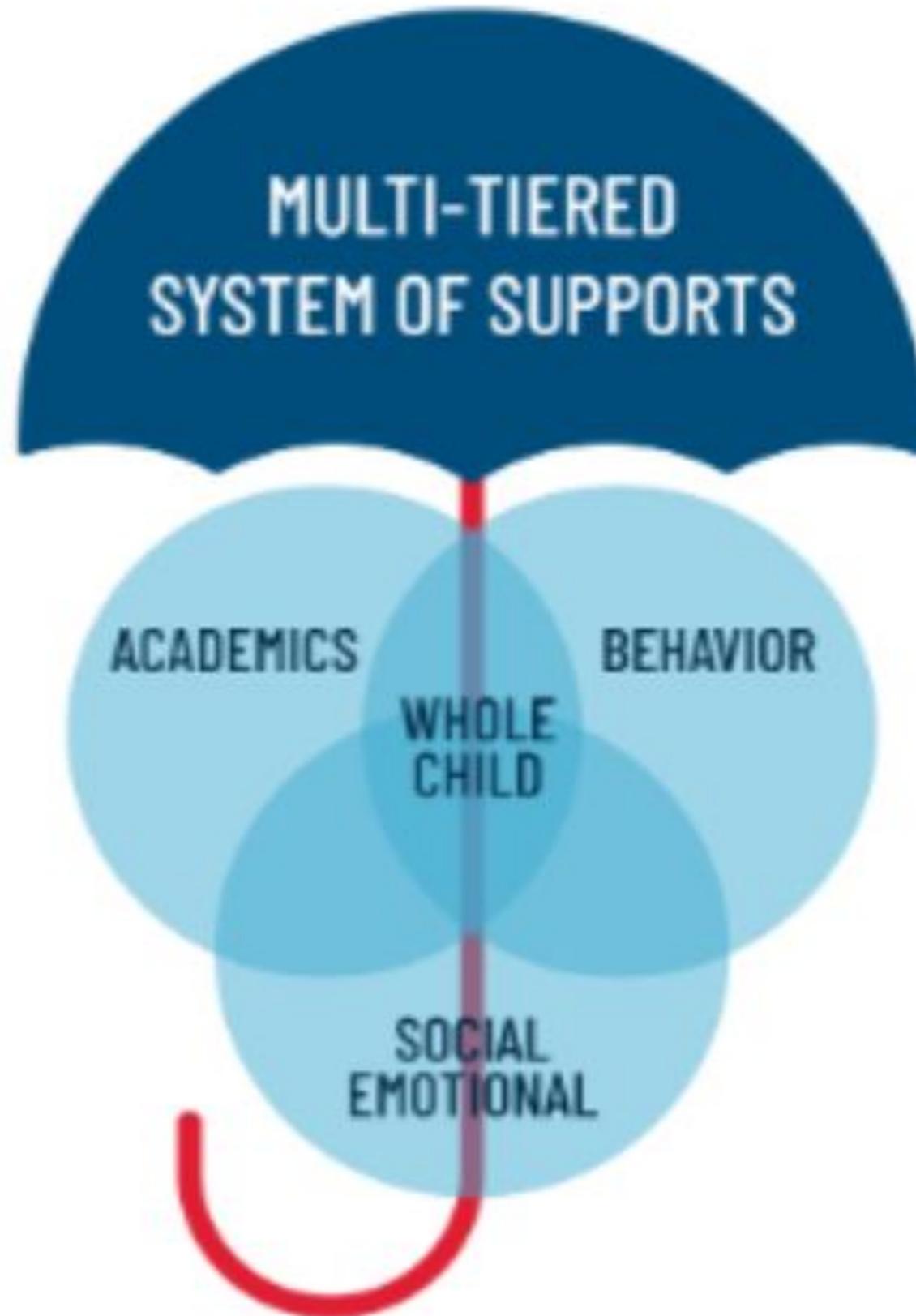
*for all students*

# INTERVENTION

*for all students*

Multiple Tiers of Support

Evidence -Based Interventions



Universal Screening

Progress Monitoring

High Quality Instruction and Curriculum

Data Based Decision Making

# PREVENTION

for all students

# ENRICHMENT

for all students

# INTERVENTION

for all students

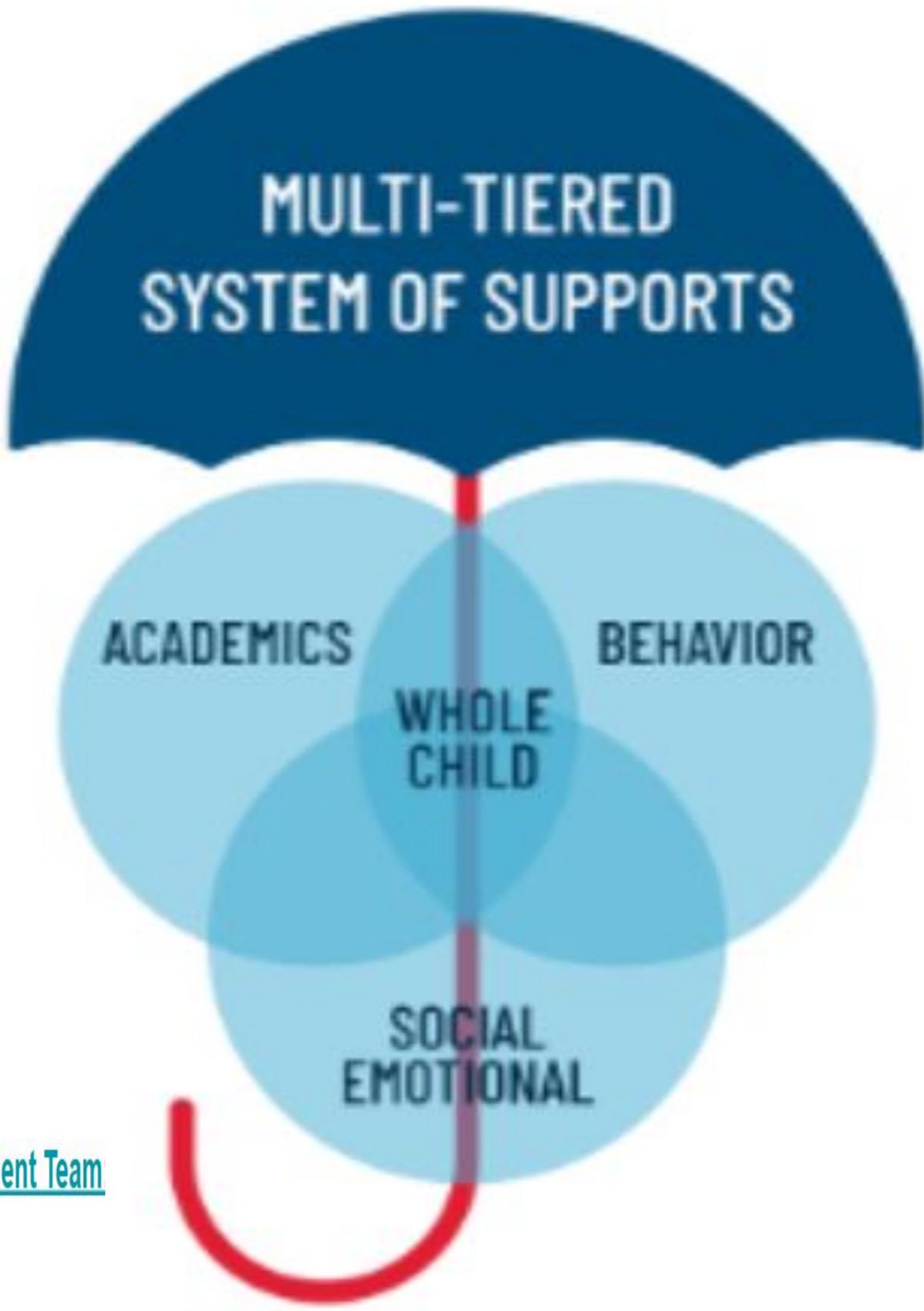
## Multiple Tiers of Support



## Universal Screening



## High Quality Instruction and Curriculum



## Evidence -Based Interventions



## Progress Monitoring



## Data Based Decision Making



# A Look Forward

- Build a district MTSS system (Multi-Tiered System of Supports)
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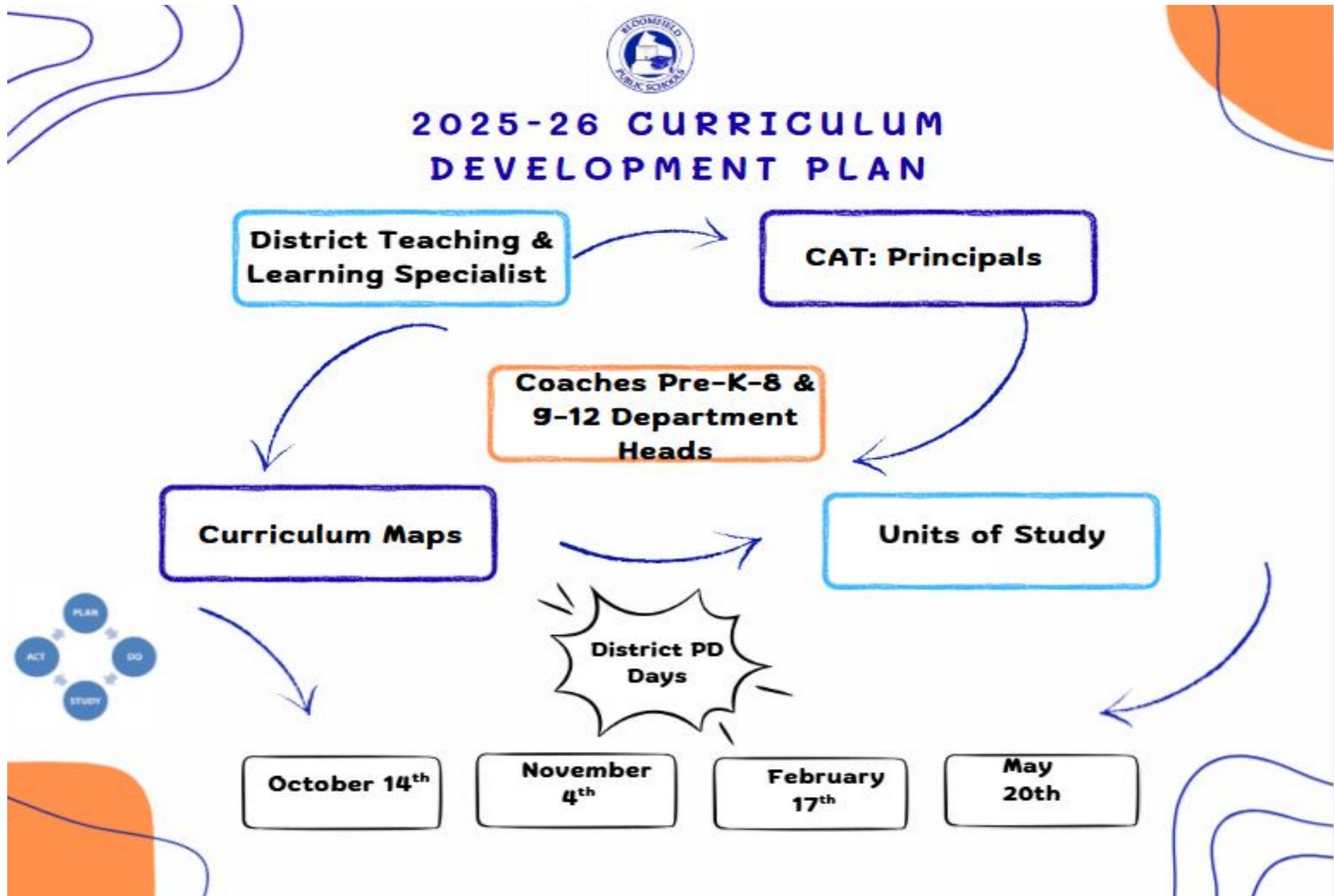
# Continue Curriculum Revival Process PK-12

## Curriculum in Action

- 35 CDT members
- 9 CAT members
- 8 Convenings
- 34 Curriculum Maps
- 1 Curriculum Development Institute
- 21 Units of Study created to date



# Curriculum Revival Process



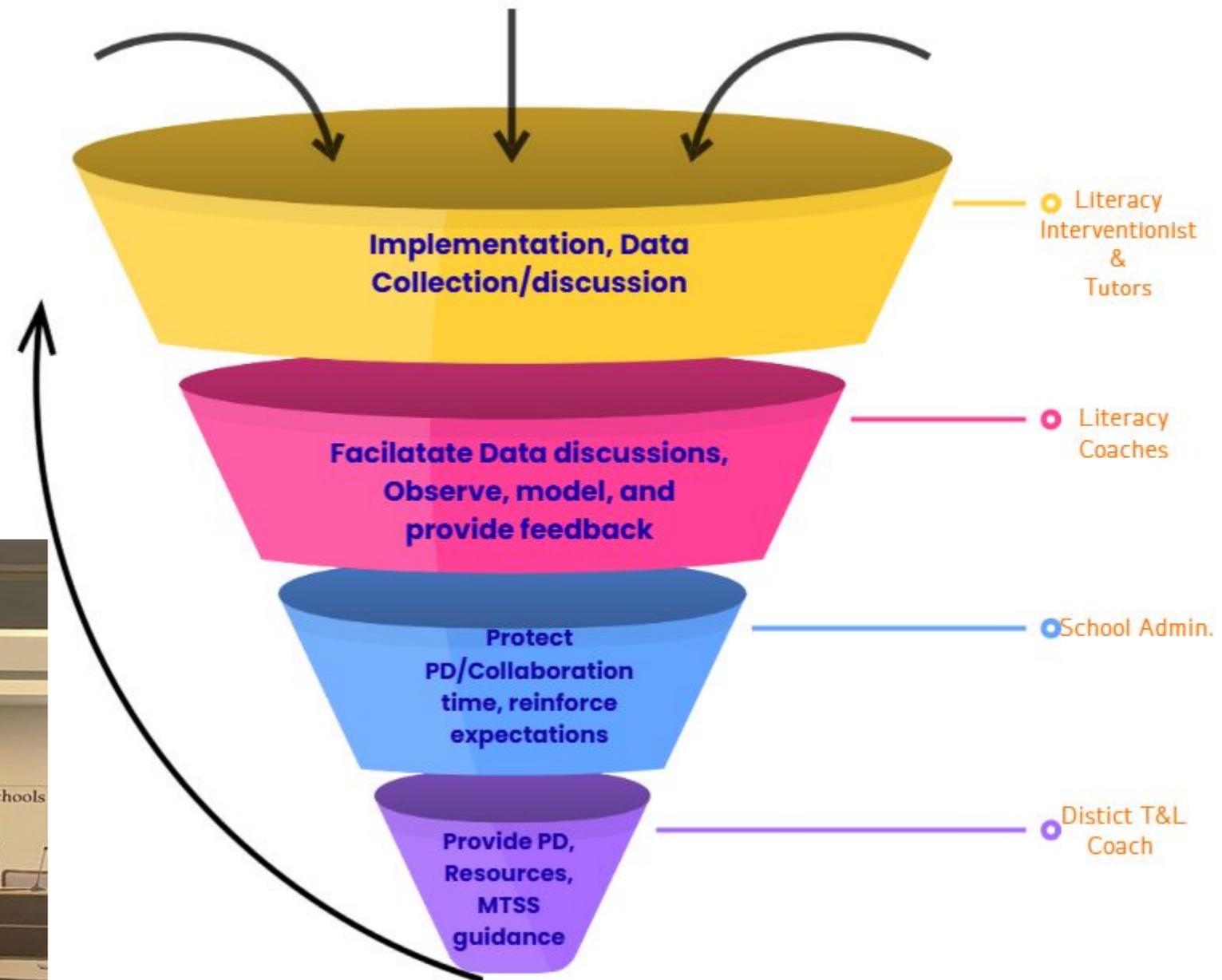
# A Look Forward

- Build a district MTSS system (Multi-Tiered System of Supports)
- Continue curriculum revival process PK-12
- **Develop and implement a district coaching model**
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# Build and Implement a Coaching Model

- Repurposed staff to now have:
  - K-8 Literacy and Math Coaches
  - K-12 Deans
- Supporting Adults and Students



# Build and Implement a Coaching Model

Bloomfield Public Schools is committed to elevating teacher practices and delivering exceptional learning experiences to students through dedicated instructional coaching.

## Theory of Action:

**If** instructional coaching is implemented as a collaborative, job-embedded professional development strategy, grounded in *Jim Knight's Partnership Principles* and *Impact Cycle...*

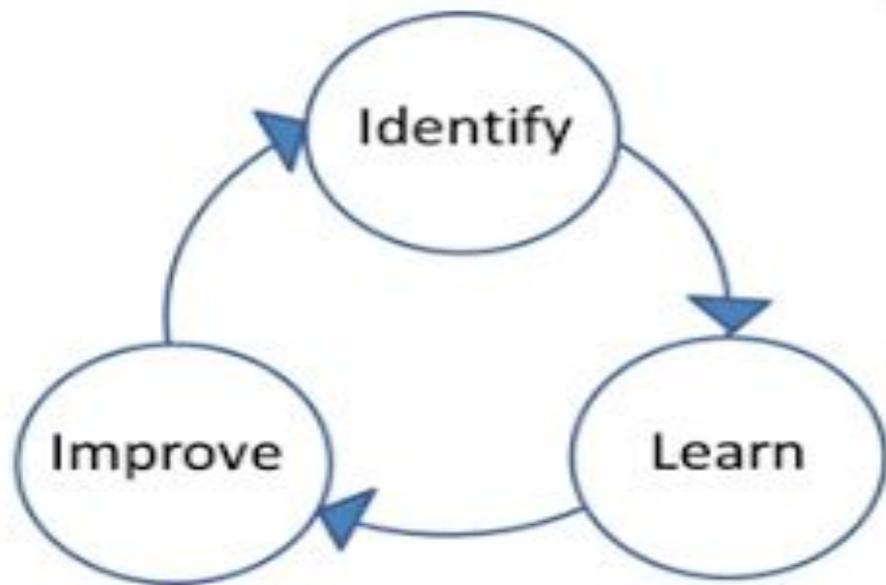
**Then** teacher practices will be enhanced, leading to improved student learning outcomes.

**So that...**

**The district will effectively enhance instructional practices among teachers, increase teacher confidence and efficacy, and improve student engagement and learning outcomes.**



# Impact Cycle



Jim Knight's Impact Cycle has three distinct phases:

1. **Identify:** Set goals based on current reality
2. **Learn:** Explore teaching strategies and practices
3. **Improve:** Implement and refine strategies through coaching



# A Look Forward

- Build a district MTSS system (Multi-Tiered System of Supports)
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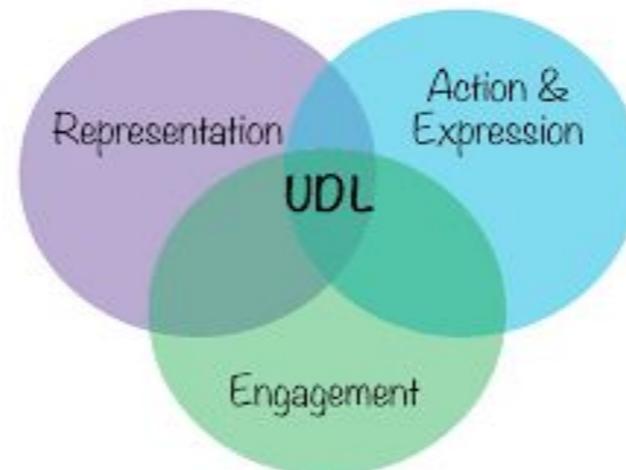
# Create a Shared Understanding of Tier I Instruction and Planning

We believe that all students should have:

- ❑ access to grade-level standards and assignments
- ❑ deeply engaging learning experiences
- ❑ strong instruction
- ❑ teachers with high expectations

All through Universal Design for Learning

“The intellectual prep process is where you move from a physical lesson plan, to the strategies and teacher moves you are going to use in the moment to make that lesson accessible, engaging, and effective for every individual student in your classroom.”

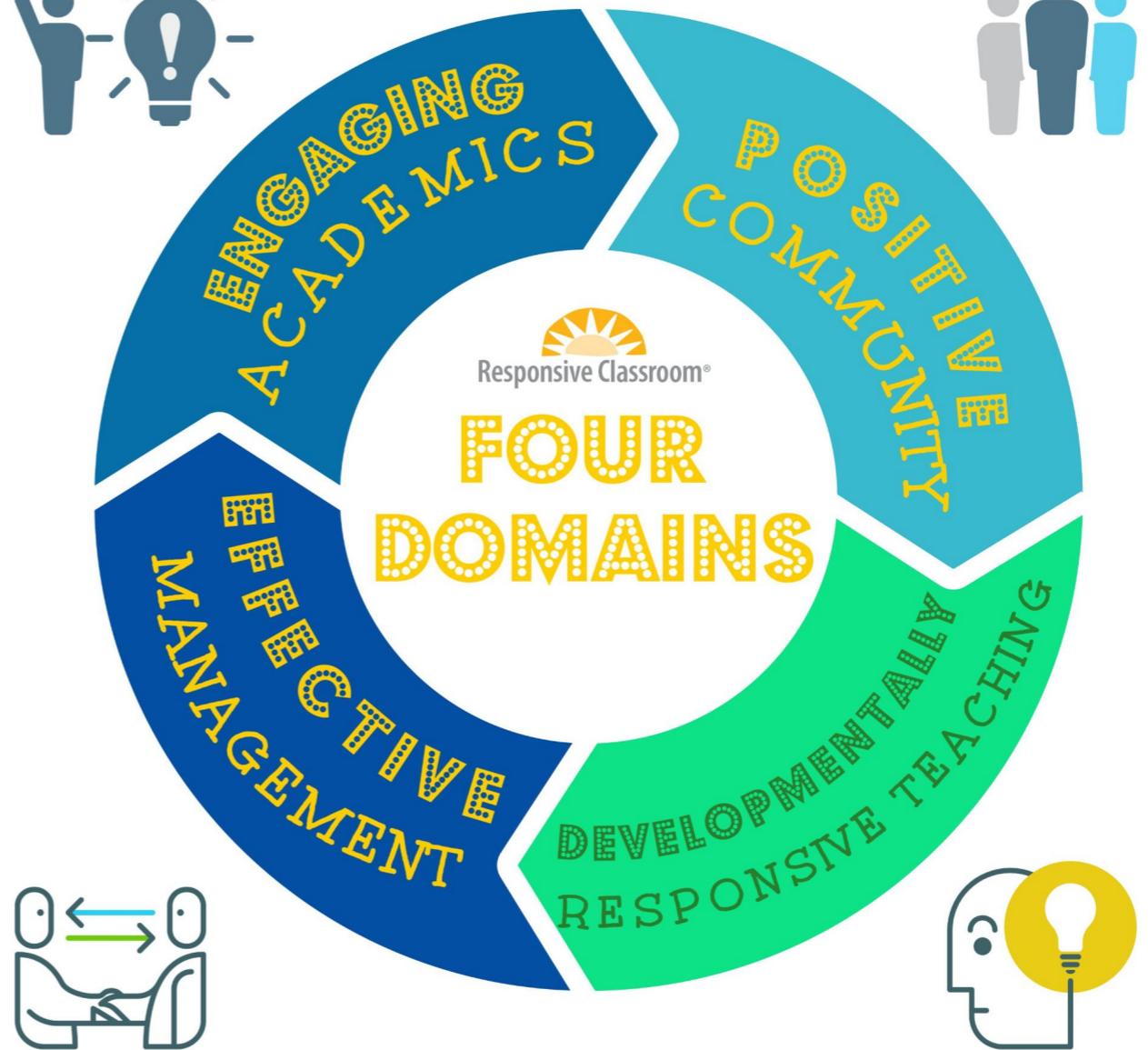
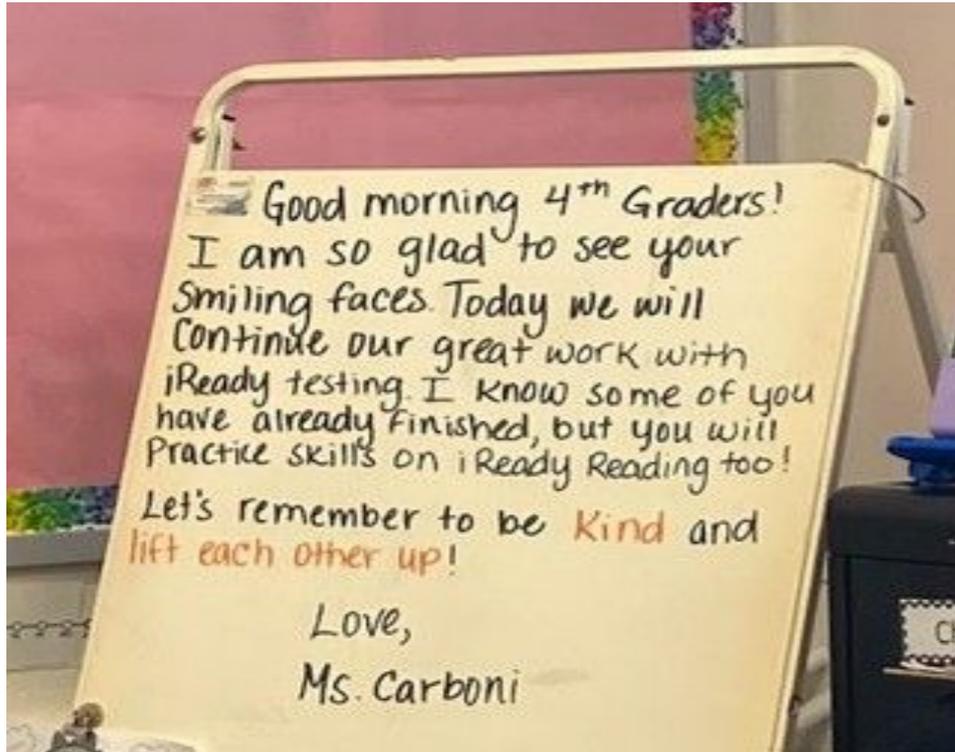


# A Look Forward

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# Launch Responsive Classroom



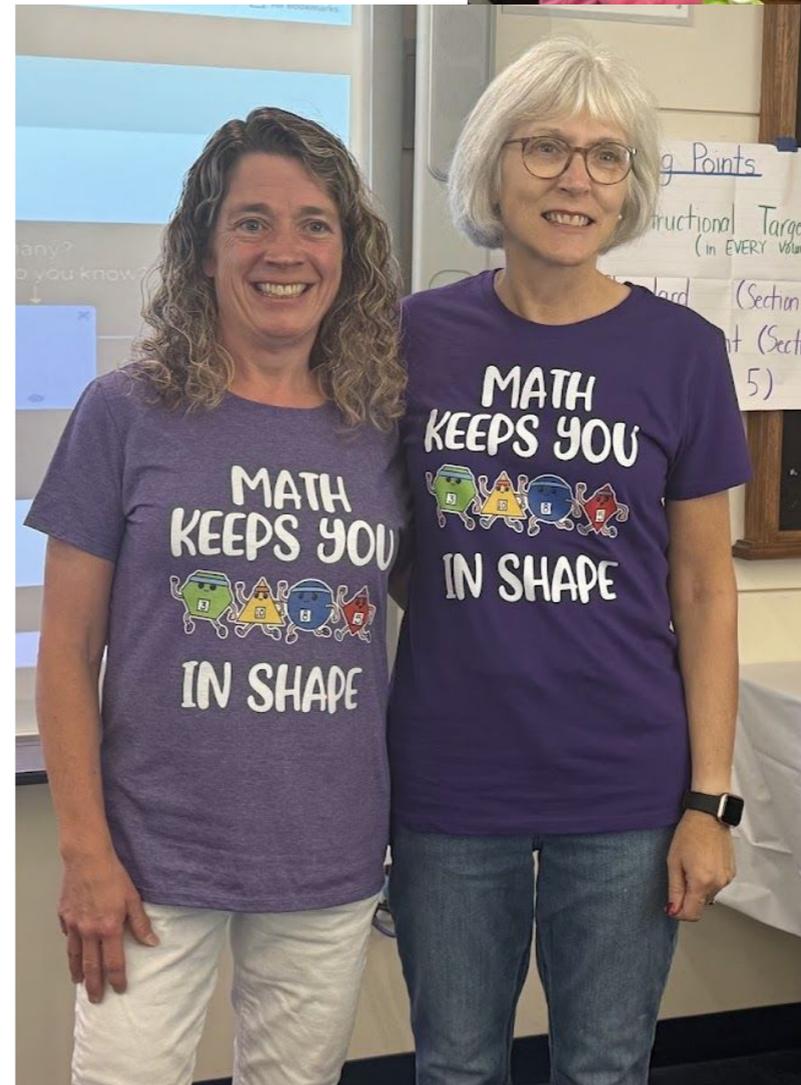
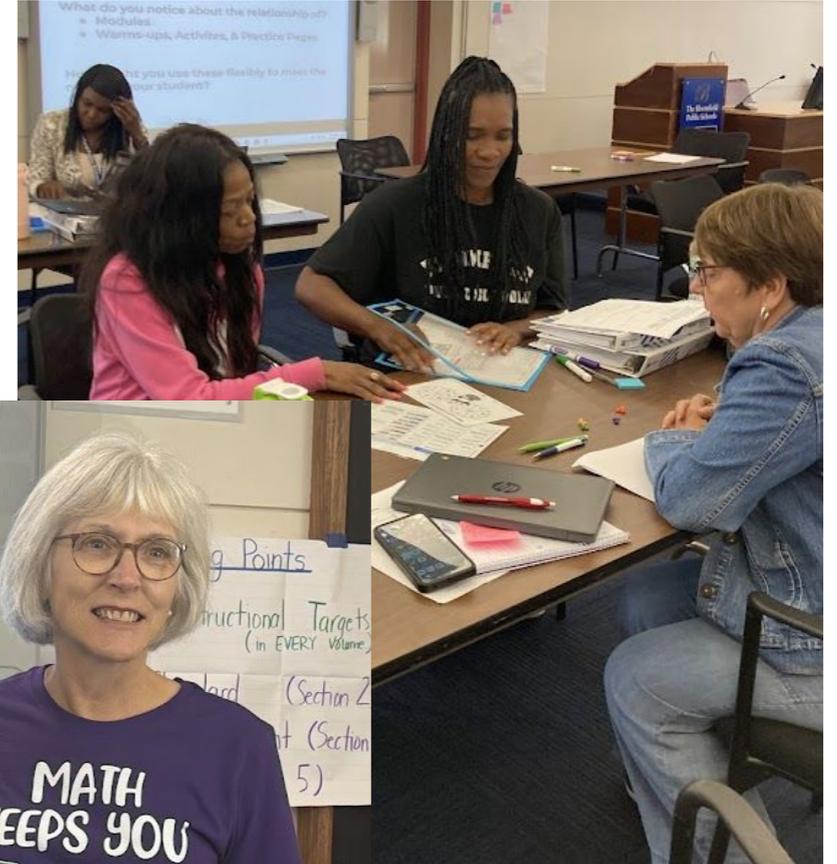
# A Look Forward

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# Professional Learning and Leadership

We believe professional learning is essential to the growth for everyone- adults and students! Professional learning is not something we do; it is how we think and grow. It extends beyond dedicated professional development days; it lives in our focus walks, coaching, data teams, book studies, planning sessions, and more. By deepening knowledge, our educators not only enhance their practice but also elevate student success.



# Expand Professional Learning Opportunities

- Vision and Voyage and Leadership Retreat
- Job-embedded coaching
- Role-alike coaching
- The Jackson Laboratory
- National and state conferences
- Communities of Practices
- Site Visits



# A Look Forward

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# Expand School to Career Exploration Opportunities



# Questions



**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.

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

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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**  
**Bloomfield, Connecticut**

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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.

**BLOOMFIELD PUBLIC SCHOOLS**  
**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.

**BLOOMFIELD PUBLIC SCHOOLS**  
**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**

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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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**No. 5144.2(c)**

**RE: Use of Exclusionary Time Out**

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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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**No. 5144.2(d)**

**RE: Use of Exclusionary Time Out**

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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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**RE: Use of Exclusionary Time Out**

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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**

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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](#).

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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:

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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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**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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**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)

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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.