

Bloomfield Public Schools
District Parent Handbook

2016-2017
School Year

Salvatore Goncalves

Superintendent of the Bloomfield School District

Emily Smith

President of the Bloomfield Board of Education



*Bloomfield School District
155 Broad Street
Bloomfield, NJ 07003
(973) 680-8500
www.bloomfield.k12.nj.us*

Bloomfield Public Schools District Parent Handbook

Welcome to the 2016-2017 School Year

Dear Parents/Guardians-

On behalf of the administration, it is my pleasure to be the first to welcome you to the Bloomfield Public Schools. You are joining a community of educators whose first priority is emphasis on high quality teaching and learning in the classroom. Your child will enjoy and benefit from all that Bloomfield has to offer.

The Bloomfield Township Public School District has adopted a philosophy for the education of your child, based on an individual child's growth and development. Bloomfield's pupil centered learning environment ensures that all students are given the resources to fully meet their potential.

The Administration and the Board of Education focus on continually providing the very best educational opportunity for your child. I assure you, your child's educational journey through one of New Jersey's best school districts will be a rewarding one.

Continued best wishes; I remain;

Sincerely,

Salvatore Goncalves

Superintendent of Schools

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District Mission Statement

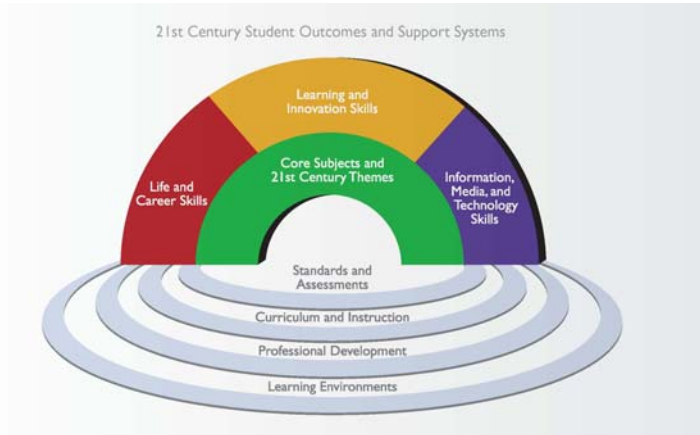
To provide our students opportunities for success in learning; we are dedicated to the individual and communal development of attitudes, skills, knowledge and responsibility essential to achievement in school and society. We actively involve parents and the community in empowering students' own learning and development. We foster a positive environment wherein students are challenged to work to their highest ability so they can contribute to our technological society and global economy. In this shared approach, we model lifelong learning and critical inquiry.

GO BENGALS!



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21st CENTURY STUDENT OUTCOMES



The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that will strengthen American education. The Partnership created the Framework for 21st Century Learning, which describes the skills, knowledge and expertise students must master to succeed in work and life.

The Bloomfield School District shares the sentiments of the former Secretary of Education for the United States, Arne Duncan, who called education “the most pressing issue facing America,” adding that “preparing young people for success in life is not just a moral obligation of society” but is necessary “to strengthen our economy by producing a workforce that can make us as competitive as possible.” *January 2009 Confirmation Hearing*

HELPFUL WEBSITES

www.bloomfield.k12.nj.us

www.education.state.nj.us

www.bloomfieldtwpnj.com

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BOARD OF EDUCATION

Bloomfield Board of Education

Ms. Emily Smith, President
Ms. Ellen Rogers, Vice President
Mr. Daniel Anderson
Ms. Jill Fischman
Mr. Michael Heller
Ms. Ruth Hidalgo
Ms. Linda Lo
Ms. Lillian Mancheno
Ms. Gladys Rivera

School Board meetings are open to the public. Most meetings of the board are held on the 2nd and 4th Tuesdays of the month unless otherwise advertised. Check the website and calendar for specific dates and any changes to the schedule.



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ADMINISTRATIVE STAFF

District Administrative Offices – 973-680-8500

Superintendent

Salvatore Goncalves, Superintendent of Schools

Business Office

Mr. Mark Resnick, Interim School Business Administrator
Diana Essbach, Manager of Transportation and Nutrition
Linda Kelly, Manager of Payroll, Benefits and Personnel
Joseph Carretta, Supervisor of Facilities

Human Resources and Labor Relations

Mr. Nicholas J. Dotoli, Ed.M., Esq., Director of Administration/General Counsel

Curriculum and Instruction

Sandra M. Searing, Assistant Superintendent of Curriculum and Instruction
Margaret Contaldi, Director of Professional Development
Joanne Decker, Director of Student Achievement and 21st Century Life and Careers (K-12)

Supervisors of Curriculum and Instruction (offices at BHS)

Louis Cappello, Supervisor of Science (K-12)
Steven Jenkins, Supervisor of Health & Physical Education (K-12), Athletic Director
Suzanne Johnson, Supervisor of Language Arts (K-12)
Jennifer Khoury, Supervisor of Fine Arts (K-12)
Roger Marchegiano, Supervisor of Mathematics (K-12)
Scott Orlovsky, Supervisor of Foreign Languages and Social Science (K-12)

Special Education

Linda Colucci, Director of Special Services

Supervisors of Special Education

Lauren Marek, Supervisor Special Services (7-12)
Karen Thomany, Supervisor of Special Services
(PreK-6: Early Childhood Center at Forest Glen, Berkeley and Fairview)
Michael Cole, Supervisor Special Services
(Brookdale, Carteret, Demarest, Franklin, Oak View & Watsessing)

Principal Alternative High School Programs

Christopher Jennings - 9-12 including Pride and Liberty Academy

Technology and Central Registration

Thomas Atkinson, Director of IT and Systems
Jerry Pullins, Manager of Technology Services and Support
Cecilia Veintimilla, Registrar and Manager of Student Data

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BUILDINGS AND FACILITIES

Administration Building

155 Broad Street
973-680-8500 or 8501
Salvatore Goncalves, Superintendent

Berkeley School

351 Bloomfield Avenue
973-680-8540
Natashia Baxter, Principal

Brookdale School

1230 Broad Street
973-680-8520
Joseph Fleres, Principal

Carteret School

158 Grove Street
973-680-8580
John Baltz, Principal

Demarest

465 Broughton Avenue
973-680-8510
Mary Todaro, Principal

Fairview School

376 Berkeley Avenue
973-680-8550
Salvatore J. DeSimone, Principal

Franklin School

85 Curtis Street
973-680-8560
Marianne Abbasso, Principal

Oak View School

150 Garrabrant Avenue
973-680-8590
Mary DiTrani, Principal

Watsessing School

71 Prospect Street
973-680-8570
Dr. Gina Rosamilia, Principal

Bloomfield Middle School

60 Huck Road
973-680-8620a
Alla Vayda-Manzo, Principal

Bloomfield High School

160 Broad Street
973-680-8600
Christopher Jennings, Principal

Alternative Education Programs

PRIDE at BHS

160 Broad Street
973-680-8600 x4116

Liberty Academy at Bloomfield College

973-748-9000 x7130
Christopher Jennings, Principal

Early Childhood Center @ Forest Glen

280 Davey Street
973-680-8686
Karen Thomany, Supervisor

School Abbreviations on Calendar

BE- Berkeley; FR- Franklin; BR- Brookdale;
FA- Fairview; CA- Carteret; DE- Demarest
OV- Oak View; WA- Watsessing;
MS- Middle School; HS- High School
FG- Early Childhood Center at Forest Glen

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A-Z INFORMATION FOR PARENTS

Attendance

Students are required to be in school every day as listed in the school calendar unless excused for legitimate reasons. Excused absences are listed below:

1. Personal illness- Students who exhibit symptoms which may indicate the beginning of a serious and/or contagious disease should not be sent to school in order to protect the individual student's health and that of other students and staff members.
2. Death in the family
3. Religious holidays listed annually by the Commissioner of Education
4. School sponsored activities such as trips, athletic contests, and counseling conferences
5. Reasons deemed reasonable and legitimate

The parent/guardian must notify the appropriate school office on the day of the absence. Upon returning to school, students must present a written excuse. The excuse must consist of a note signed by the parent/guardian indicating the date of absence and the reason. Parents/guardians are requested to schedule family vacations in accordance with the school calendar.

Emergency Card Forms

Emergency card forms must be signed by parents/guardians and returned to the school office. The return of the card is the responsibility of the parents/guardians. The form is included in the original student registration packets and is sent home annually for updating. If there are any changes in the information during the year, parents/guardians must advise the school office immediately.

Emergency School Closing

In the event of a severe storm or other emergency, the Bloomfield Emergency Notification System will place Code Red calls to the emergency number provided to the district. In addition, up-to-the-minute school closing information can be found at the following sources:

TELEVISION: Channel 5 "Good Day New York"
WNBC-TV 4 Morning News
BETV: Comcast Cable Channel 34
BETV: Fios Cable Channel 32
Cable News 12

INTERNET: Visit our website at www.bloomfield.k12.nj.us

TWITTER: @07003schools

TEXT MESSAGING: REMIND.com To register text @bloomf to (973) 321-3694

FOR EMERGENCY ANNOUNCEMENTS AND/OR SCHOOL CLOSINGS
Call (973) 680-8500 (select menu #) or
Call individual school (select menu #)

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Emergency Notifications

As with the Emergency Notification System for inclement weather, we must now consider notification for terrorist threats. Emergency phone messaging will be implemented only when a threat to the school has been reported and students have been dismissed. The reason for the implementation of our Code Red calling under these circumstances will be to provide clear, concise information to parents/guardians and to immediately squelch rumors. The process will be as follows:

- Principal notifies Superintendent of threat.
- Superintendent decides whether or not it warrants activation of the Emergency Notification System.
- If activated, Superintendent will notify Principal and communicate message. (i.e. A terrorist threat has been called in to School X.)
- Message is then communicated to parents via Emergency Notification System. If the Code Red gets an answering machine or there is no answer, it continues to try the number until it can leave a message.
- In addition, Principals will notify parents of the emergency situation by letter.
- The District Emergency Management Plan has been implemented to insure the safety of all students and teachers. Students should report to school normal time unless otherwise notified. For additional information, please contact your child's Principal or the Superintendent's Office.

Equal Education & Employment Opportunities

Nicholas J. Dotoli, Ed. M. Esq., Affirmative Action/Sexual Harassment Officer

Mark Resnick, Contract Labor Agreement and Contract Purchasing

Nicholas Dotoli, Employment Practices and Procedures

Nicholas Dotoli, School and Classroom Practices

Note: Affirmative Action policy plans and grievance procedures are available from Central Office.

Fire Exit Drills/Emergency Drills

The School Laws of New Jersey require that each school hold a fire exit drill twice every month. These drills are held at various times and under varying conditions. At times exits are purposely blocked to test student and teacher reactions. The students are taught to leave the building quickly, quietly and safely. In addition, there are required school safety drills. An explanation of these drills can be found on the district website on the School Safety and Security Information Webpage.

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Homework

Homework in the Bloomfield Schools is a necessary extension of the classroom experience. It is assigned with regularity and has a clear relationship to curriculum. The nature of the assignments varies with the needs of the student and the type and level of the lesson. In some programs it may be reinforcing of skills; in others, it involves exploring new or related subject matter. Homework assists the students in learning how to organize time, to work independently or in groups, to use good study skills, and to develop self-esteem.

NCLB Title 1a Programs

The Bloomfield School District received NCLB Title 1a funding for six elementary schools, Bloomfield Middle School and Bloomfield High School. These programs often take the form of after school or Saturday activities for students. Parent involvement is crucial in the planning and evaluating of our Title 1a funding programs. Parents play an integral role in their child's education. Principals will seek input from stakeholder for the purpose of the identification of programming needs and integrate them into the decision-making process.

No Smoking Zone

In order to be in compliance with State mandates, smoking is not allowed anywhere on school property. This policy is also adopted by the Board of Education. Thank you for not smoking.

Photo ID

All Bloomfield employees and students are issued an ID. All students in grades 7 to 12 are required to wear a photo ID when school is in session. The use of ID's is part of the districts on-going efforts to maintain a safe environment for students and staff. In addition, the student ID card with unique bar code for each student is an integral part of our media center circulation system, our cafeteria point-of-sale system and our transportation system.

Public Notices

The district curriculum guides, school goals and child services are annually adopted by the Board of Education. Interested parties may review adopted programs by contacting the Office of the Superintendent or the building Principals or by visiting our website.

As required by federal and state health and environment regulations, any member of the community may review the Asbestos Management Plan. This document is on file in the Board of Education Office at 155 Broad Street, Bloomfield, NJ.

Student Accident Insurance

The Board of Education has authorized an insurance company to offer student accident insurance to cover accidental injury during school time or "round the clock". Information relative to this voluntary coverage is available from the school office. The Board maintains a general liability policy covering the acts of all employees but does not provide accident insurance covering all students. The Board of Education does provide sports insurance for all students in the high school who participate in interscholastic sports, marching band and cheerleading.

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Technology

All students in grades k-12 are assigned an email address and are given access to the Bloomfield School District network for use. An Acceptable Use Policy must be signed by all students and parents/guardians and is kept on file. A copy of the AUP is available on the district website. The Bloomfield School District is in compliance with CIPA.

Use of School Facilities

Organized community groups who wish to use school facilities may apply at the office of the Board Secretary. Approval of such requests is determined by Board of Education policy.

Visiting the Schools

Parents are invited to visit the schools and observe their children at work. You are requested to contact the school beforehand to determine whether or not it will be convenient to visit on any particular day. According to school policy, all visitors must report to the principal's office upon entering the building. During the school day all school buildings are locked down to ensure the safety of our students.

Voting Information

The annual school election will be held on the November general election day. Voters will be given the opportunity to vote for members of the Board of Education.

To be eligible to vote, residents must be at least 18 years old on the date of the election and citizens of the United States. Residents must have been living in the state and county for 30 days, and must have registered at least 30 days before the elections. Anyone registered to vote in the general elections may also vote in the school elections.

Absentee ballots may be obtained from the Office of the County Clerk, Essex County, Hall of Records, 465 Dr. Martin Luther King Jr. Blvd., Newark, NJ

Working Papers

Any child between the ages of 14 and 18 may be legally employed in New Jersey providing he/she has working papers. These working papers are issued in the high school central office between the hours of 2:30 and 3:30 pm. By law, the papers must be secured before the student starts working.

Website

The Bloomfield School District Website serves as an interactive portal for parents/guardians to access general district information and individual student information such as schedules, grades and attendance. For further information on activating parent/guardian accounts on the portal and for information on individual schools, visit our web site at: www.bloomfield.k12.nj.us

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CURRICULUM INFORMATION

Comprehensive Health and PE Standards: Human Relationships and Sexuality

The State of New Jersey has mandated instruction in family life education (Grades 7-12) as well as general health instruction including substance awareness and AIDS education. This notice is published to comply with the state mandate, and is intended to satisfy other state requirements concerning parental notification. *Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.* Letters directed to the principal's office at your child's school should specify areas of the curriculum in which philosophical or religious differences are held. Include your full name (print), signature and your child's full name and grade. A copy of the complete curriculum can be reviewed at your child's school.

Kindergarten Program

In Bloomfield, emphasis is put on the needs of the individual. Bloomfield Kindergarten is a full day program. The child is encouraged to ask questions, seek answers, observe, discover, explore and manipulate objects. The child is challenged but not pressured. Kindergarten is a place where a child is valued, encouraged, and cared for and where a positive self-image is gained. Kindergarten is also a place where a child is encouraged to develop self-dependence, self-confidence, and self-control. Group and individual play is a basic ingredient of the kindergarten curriculum.

Promotion and Retention

The Board of Education supports an educational program of high academic standards. The program shall provide maximum opportunities and challenges for each student to progress according to his/her own needs and abilities. Students are placed at the grade level most appropriate to their academic, social, and emotional development.

The educational program provides for the continuous progress of students from grade to grade. Most students spend one year in each grade. A small number of students, however, may benefit from staying another year in the same grade. The following are criteria for retention:

The student is not achieving minimum proficiency levels in basic skills.

1. The student is achieving significantly below grade level.
2. Retention would not cause an undue social and emotional adjustment.
3. Retention would have a reasonable chance of benefiting the child totally.

The recommendation for the promotion or retention of pupils is the responsibility of the teacher or teachers involved in the retention process.

Report Cards/Parent Conferences

1. Report cards are issued three times a year for elementary school and four times a year for middle and high school.
2. For grades K-6 and middle school, parent/teacher conferences are held in November.
3. Other conferences may be initiated at any time by a parent/guardian, teacher, counselor or Principal, and will be arranged at a mutually agreeable time.

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Alternative Education Programs

PURPOSE OF THE "LIBERTY ACADEMY" ALTERNATIVE EDUCATION PROGRAM

The Liberty Academy at Bloomfield College alternative education program offers a viable and suitable education option for students who have not experienced success in their present settings and who require a personalized learning environment and academic program. Since these students may exhibit patterns of behavior that interfere with the educational process which often occur in conjunction with poor academic performance, Bloomfield High School finds it necessary to establish a program to achieve both school-related objectives and to facilitate student success.

The alternative education program takes students who are not engaged in school, who have lost their commitment to school, or who have not succeeded in school, and creates an environment to empower students to change their attitudes, behavior and accomplish personal and academic goals. Thus, this alternative education program offers a credible option to address the needs of students with a history of negative school experience and patterns of chronic behavior

The alternative education program will focus on engaging students in real world learning through service learning, community service, internships, and externships. This alternative education program will focus on helping students connect their learning experience with the greater community. This alternative school program will not only educate students, but also nurture students and respect the intellectual and social development that students are experiencing as young adolescents.

PURPOSE OF THE "PRIDE" ALTERNATIVE EDUCATION PROGRAM

The "PRIDE" alternative education program offers an effective and supportive educational option for students who have not experienced success in their present settings and who require a small group environment and increased attention from school staff. Since these students may exhibit patterns of behavior that interfere with the educational process which often occur in conjunction with poor academic performance, Bloomfield High School finds it necessary to establish a program to achieve both school-related objectives and to facilitate student success.

The "PRIDE" alternative education program takes students who are not engaged in school, who have lost their commitment to school, or who have not succeeded in school, and creates an environment to empower students to change their attitudes, behavior and accomplish personal and academic goals. Thus, the Bloomfield "PRIDE" alternative education program offers a credible option to address the needs of students with a history of negative school experience and patterns of chronic behavior that have been disruptive to their own education, as well as to that of their classmates.

The "PRIDE" alternative education program will focus on reintegrating students back into a traditional academic environment. The "PRIDE" alternative education program will focus on helping students reconnect with the learning experience and with their learning environments. The "PRIDE" alternative school program will not only educate students, but also nurture students and respect the intellectual and social development that students are experiencing as young adolescents.

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SCHOOL HOURS

Early Childhood Center at Forest Glen

PSD AM 9:00 am to 11:30 am
PSD PM 12:30 pm to 3:00 pm
PSD ABA, Transitional K: 9:00 am – 3:00 PM (1/2 hour lunch)
K ABA 9:00 am to 3:20 pm (1/2 hour lunch)

Elementary Schools

ABA 8:30 am to 3:20 pm
Grades K-6 8:30 am to 3:20 pm
8:00-8:30 am- Breakfast served at Berkeley, Carteret, Fairview, Franklin and Watsessing.

Middle School

8:30 am to 3:20 pm

High School

7:45 am to 2:35 pm (Mon. Tues. Thurs. Fri.)
1:40 pm Dismissal Wednesday Schedule (unless delayed opening)
1:40 – 2:35 pm Activity Period - Wednesday
7:15-7:45 am- Breakfast is served.

Early Dismissal

In the event of an early dismissal, the sessions will be held as follows:

PSD AM 9:00 am to 10:30 am
PSD PM 10:30 am to 12:00 pm
Full day PSD 9:00am - 12:30pm
Elementary 8:30 am to 12:30 pm
Middle School 8:30 am to 1:05 pm
High School 7:45 am to 12:15 pm

Delayed School Opening Procedure

School opening may be delayed because of inclement weather or other reasons to allow the Superintendent to:

1. Decide whether school should be closed;
2. Permit roads and sidewalks to be cleared;
3. Enable parents to transport their children to school;
4. Allow staff members to arrive at school.

Time Changes for Delayed School Opening

PSD AM 10:00 am to 12:00 pm; PSD PM 1:00 pm to 3:00 pm
Elementary Schools & ABA will begin at 10:00 am
Lunch Period: Unchanged
Dismissal: Regular time (except for Pre-K and Pre-K Handicapped)
Middle School will begin by 10:00 am
High School will begin by 9:10 am
A decision to change to a "Close School Announcement" will be made by 5:30 am

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STUDENT DATA SERVICES

Registration of Students from Other Districts

Students who transfer from other districts must register as soon as possible at the Administrative Services/Registration Office in the Administration Building located on the ground floor at 155 Broad Street. For information, please call 973-680-8501, extension 2000.

Transfer of Students to Other Districts

Students leaving the school district must give the building Principal information concerning their new home and school address to complete the Transfer Card. Students must return all books and school materials to their teachers and pay any fines for lost or damaged materials.

Pupil Records

Parents have the right of access and the right to challenge information contained in students records. Inquires may be directed to the Principal or Director of Special Education.

Kindergarten Registration

Preliminary registration of kindergarten children is made during March of the school year preceding their entrance to school. The child's birth certificate and evidence of complying with the district's residency requirements and health requirements must be presented at the time of registration. Further information and registration packets are available on the Student Registration Webpage on the Bloomfield School District Website.

To be eligible for entrance to kindergarten, a child must be five years old on or before October 1 of that school year.

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STUDENT SUPPORT SERVICES

Gifted and Talented Enrichment

The needs of the academically talented students, grades K-12, are met through a variety of programs and services. These programs stress the development of self. They provide advanced learning experiences related to mathematics, science, English/literature and social sciences and provide advanced skill development and learning experiences related to critical thinking, problem solving, communication, logic, decision making and leadership training.

Guidance Services

The Board provides comprehensive guidance services for each pupil (K-12). The components of a comprehensive guidance program are those which: (1) provide service directly to each pupil for use in coping with developmental demands; (2) help each pupil acquire skills needed for effective independent functioning and; (3) help to maintain a supportive and productive learning environment for each pupil.

Health Services

A comprehensive health service is provided in accordance with the state law and Board of Education policy. The school health staff consists of the school physicians and school nurses.

Physical examinations are **required** for kindergarten and new entrants. Physical exams are **recommended** for 4th, 7th, and 11th grades. Although Bloomfield does not require a yearly physical or dental examination, both are strongly encouraged. Students wishing to participate in the interscholastic sports program must undergo a special physical examination by the school doctor or private physician. Physical examinations must be dated after July 1.

Annual screening programs are conducted at specific grade levels to check vision, hearing, and growth. Visual screening is done in pre-kindergarten, kindergarten through 4th, 6th, 8th and 10th grades. Scoliosis screening is done biannually starting at age 10. A student who is unable to pass the screening(s) is rechecked and parents/guardians notified with the recommendation that a physician be consulted for a more detailed examination. The certified school nurse and the student's parents/guardians are the only ones permitted to administer medication in New Jersey schools. Medication will be administered to a Bloomfield student during the school day only when the student's health would be otherwise compromised. The parent/guardian must complete the district's medication consent form and provide written orders from the private physician. No over-the-counter medications will be administered without a physician's written order. Self-administration of medication for certain chronic conditions (i.e., asthma), will be permitted only after district medication guidelines are completed. The Bloomfield Public School Emergency Card is the legal consent and information form for an emergency situation. Please return the emergency card promptly, and inform the school of any pertinent changes.

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Home Instruction

The Bloomfield Board of Education provides individual instruction to students confined to home or to a hospital due to temporary illness or injury or when it is determined as necessary within a student's Individualized Education Plan. For confinement due to temporary illness or injury, the parent/guardian shall submit a written determination from a physician documenting the need for the confinement for at least a two-week period of time and the anticipated date of the student's return to school. Parental consent is required before home instruction services may be implemented. Requests for home instruction are subject to a review by the district's Director of Special Education and/or medical inspector. A signed doctor's note is required for readmission into school.

Home Instruction is viewed as a temporary educational service which requires written determination from a physician for each sixty calendar day period. The Bloomfield Board of Education reserves the right to withhold home instruction services when the instructor's presence in the place of the student's confinement presents a hazard to the safety of the teacher, or if the parent or other adult in authority is not at home with the student during the hours of instruction.

Home Instruction will be provided in all of the major subject areas by teacher(s) certified in the required subject area(s) and the student's grade and special needs, whenever possible

Response to Intervention (RtI)

Response to Intervention (RtI) is a school-wide model of student support. While all students can benefit from the RtI model, a primary focus is students in general-education classrooms who are struggling with academic and/or behavior problems. The foundation of RtI in any school is strong core instruction happening in all classrooms. The school also uses screening data, disciplinary office referrals, attendance, and grade to identify students who need additional intervention assistance. The school then designs individualized intervention plans for those at-risk students to meet their learning needs.

Bloomfield Public School's Response to Intervention (RtI) was put in place to provide for the individual needs of our diverse learners. At the K-6 level additional support is provided during a Flex period built into the school's schedule. At the middle school level, additional support is provided through the 10th period program. The three tiers of intervention are:

- Tier1 – Universal Interventions in the classroom
- Tier 2- Targeted intervention in small groups
- Tier 3- Intensive Intervention in smaller groups and with additional time than that provided for Tier 2 students.

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Special Education

The Bloomfield Public School District provides comprehensive special education services for children ages 3 to 21.

A student can be referred to an initial assessment by a parent, a teacher, an administrator, and/or an outside agency. A planning meeting is conducted within 20 days to determine if an evaluation is warranted. The Child Study Team (CST) will seek parental consent to evaluate a student during a planning meeting only when the team can demonstrate that the student might be in need of special education services and related services.

The Child Study Team consists of Learning Consultants, Psychologists, Social Workers and Speech/Language Specialists (when required), as mandated by the New Jersey Administrative Code. Parents, teachers and students (where appropriate) are also members of the decision-making team. All team members are expected to participate in the development and implementation of an I.E.P. (Individual Education Plan) that is guided to service Bloomfield students by allowing them to be educated in general education classrooms, resource programs or when needed self-contained classrooms. Students may also receive related services such as speech/language, occupational therapy, physical therapy and/or counseling. Our goal is to educate all students in the least restrictive environment (LRE).

The Department of Special Services is required to identify, locate, and evaluate all children with disabilities, aged 3 to 21, who are in need of special education services. If you think that your child or you know of any child in our community, between the ages of 3-21 years old, who may have a disability or development delay that requires special education services, please contact the Department of special Services.

ESL/Bilingual Information

ESL stands for English as a Second Language. The ESL program offered in our Bloomfield Schools is designed to support the students whose native language is not English, to become proficient in speaking, reading, listening and writing. ESL is a second language program that uses only English as the instructional language for eligible students. In *addition*, we offer Bilingual Spanish which is an educational program that provides instructional support in Spanish and English for clarification in order to develop academic skills while acquiring English language skills. All Students entering our schools complete a home language survey to identify those who will be tested for placement into the program. Parents are notified each year of the students' eligibility into the program and their right to decline services. Parents are encouraged to reach out to the ESL/bilingual teacher in their school for additional information about our programs.

Student Assistance Program

The Board of Education recognizes that in order to assure optimum conditions for learning, the school and students must be drug and alcohol free. The Bloomfield Public Schools will make every effort to prevent student involvement with drugs, alcohol, and other harmful substances by providing age appropriate education, prevention programs, and supportive counseling. The Bloomfield High School Crisis Counselor offers direct assistance, support, or confidential referral services to those students whose lives are negatively affected by their own substance abuse, or the abuse of a family member.

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HOME AND SCHOOL

Home and School Council

The Home & School Council, a district-wide organization consisting of representatives from all schools, serves as a clearing house for information on school matters. The Council works toward the improvement of communications at the “grass roots” level between individual school associations, the administrative staff, the Board of Education, and the citizenry as a whole.

Home and School Council Officers (2016-2017 School Year)

President	Mayra Pastore
Vice-President	TBA
Secretary/Treasurer	Carolyn Petti

Home and School Association

Close cooperation and understanding between home and school are most important. To help achieve this goal, there is an organization in each of the schools. Parents/guardians are urged to join and become active members of this group whose interest is children and their education.

Home and School Presidents (2016-2017 School Year)

High School	Joanne Christiansen
Middle School	Tina Cochran
ECC @ Forest Glen	Maria Palmieri
Berkeley School	Jutta Schmiers Heller
Brookdale School	Jennifer Guidea
Carteret School	Sarah Cruz
Demarest School	Aislinn Cholet and Raqia Bouchard
Fairview School	Julie Hamberlin, Marie Mento and Danielle Sentivan
Franklin School	Christina Nasce and Heather Soriano
Oak View School	Jennifer Salgado
Watsessing School	R. Marie Brown-Moore

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STUDENT CODE OF CONDUCT

The Bloomfield School District believes that in order for students to realize their full potential, pupils should know that their attitudes and acts affect both their own and their classmate's learning. Toward this end, each student should accept the responsibility of helping to foster a positive school environment.

Student Rights

- Students have the right to a free public education.
- Students have the right to be treated equally under school policies and regulations.
- Students have the right to a safe environment in which to learn.

Student Responsibilities

- Students have the responsibility to obey school policies and regulations and the school personnel who enforce them.
- Students have the responsibility to respectfully interact with all members of the school community.
- Students have the responsibility to respect school property as well as the property of others.
- Students have the responsibility to conduct themselves in a way that respects the health, safety and rights of others.

Consequences

Each student is expected to accept the responsibility and consequences of his/her inappropriate actions.

Discipline should be developmentally appropriate. It should be fair and respect the self-esteem of the students.

Behavior that is disruptive and/or inappropriate to the well-being of an individual or a group in a school requires disciplinary measures to help foster the development of self-discipline on the part of the student.

As previously addressed, inappropriate and/or disruptive behavior will result in one or more of the following consequences:

Verbal warning, parent/teacher conference and/or detention, conference with the building administrator, exclusion from extracurricular activities, in-school suspension, out of school suspension, referral to outside agencies, expulsion.

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Appropriate Behavior

Students will:

Enter and exit the building at designated times unless attending an authorized activity or with written teacher permission.

Be prepared for the day's work with completed assignments as required.

Exhibit self-discipline and show respect for teachers, staff members, parents, school volunteers, and fellow students.

Use school property and equipment with care and safety.

Demonstrate considerate and safe behavior in classrooms, hallways, lavatories, lunchrooms, the playground, and other school facilities.

Use respectful language at an appropriate volume level at all times.

Wear clothing that is presentable and does not interfere with the educational process.

Seek teacher, counselor or medical assistance when necessary.

Demonstrate responsible and appropriate conduct while participating in or attending school sponsored events, regardless of location.

Inappropriate Behaviors

According to NJSA 18A:37-2, students will not:

- **Use profanity or obscenity.**
- **Cause damage to school property.**
- **Be willfully and continuously disobedient.**
- **Be openly defiant and disrespectful.**
- **Place the physical well-being of others in danger.**

Furthermore, students will not:

Fail to follow school and classroom rules (i.e. running in the halls, throwing objects, fighting, bringing items of distraction to school, gum chewing, wearing hats, coats, etc. in school).

Bring pagers, cell phones, CD/tape players, radios, laser pointers, and any other electronic devices to school.

Harass any student verbally, physically, or emotionally; or extort, or cause willful destruction of another's property.

Commit any criminal act.

Possess matches, lighters, alcohol, tobacco, drugs, or any related paraphernalia.

Use gang related gestures, signs, or clothing.

Wear clothing that promotes alcohol, tobacco, drugs, violence, sexist or racial pseudo-humor, or obscene messages.

Cut scheduled classes or leave the school grounds during the school day without appropriate permission.

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STUDENT DRESS CODE

A. General Rules

1. Pupils are to be well groomed in their appearance
2. Pupils are expected to avoid extremes in appearance that are so disruptive or distracting that the reaction of other pupils is beyond normal control
3. Dress or grooming that jeopardizes the health or safety of the pupil or of other pupils or is injurious to school property will not be tolerated.
4. Pupil's clothing that has been torn, cut, or ripped in a way that exposes skin or displays the anatomy is not allowed.
5. Safe footwear is required. Sneakers and shoes must be laced and fastened securely at all times.
6. Hair can be worn as desired providing it does not create any problems to the health, safety of the individual or others or cause classroom disturbances.
7. Pupils who publicly represent the school or a school organization at an activity away from this district are required to dress in full accordance with the reasonable expectations of the staff member in charge of the activity. Pupils unwilling to comply with this requirement will be disqualified from participation.
8. Issued district ID's are to be worn and visible at all time during the school day.

B. Attire Acceptable for Students

1. Shirts
 - a. Casual shirts, turtleneck and dress shirts (long or short sleeved).
 - b. Shirts must be loosely fitted and midriffs must be covered.
 - c. Dress shirts must be buttoned above chest line, unless worn over another shirt.
2. Sweaters and Sweatshirts
 - a. Crew-necked, v-necked or cardigans
 - b. All shirts, sweaters and sweatshirts must be no longer than fingertip length.
3. Pants and Skirts
 - a. Casual style pants, dress pants, or jeans which conform to guidelines listed in these regulations.
 - b. Shorts must be no shorter than mid-thigh.
 - c. Skirts must be no shorter than mid-thigh (no slits).
 - d. Capri pants
 - e. Width of pant cuffs must be within the heel to toe of student's footwear.
 - f. Pants must be worn at the waist.
4. Footwear
 - a. Shoes with rubber or hard soles and sneakers
 - b. Sandals
5. All Board of Education approved athletic uniforms-only on days designated by the Building Principal.

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C. Attire Not Acceptable for Students

1. Shirts
 - a. Tank tops, thin strapped tops, tube tops, mesh, fish-net styles, spandex-type materials or clothing which exposes the back, chest, shoulders or midriff, low cut shirts.
 - b. Material cannot be sheer or see-through.
2. Outerwear
 - a. Jackets, coats, windbreakers, warm-up jackets, hats, bandanas, gloves, headbands, sweatbands, head coverings which are not worn for bonafide religious, hygienic or medical reasons and any type of outer garment may not be worn in the classrooms, hallways, or the cafeteria during the school day.
 - b. Material cannot be sheer or see-through.
3. Pants and Skirts
 - a. Material cannot be sheer, see-through, tight fitting, or spandex type material.
 - b. Chain link or metal belts.
 - c. Pajama pants
4. Footwear
 - a. Flip-flops
 - b. Shower shoes
 - c. Bedroom slippers
 - d. Cleated shoes

D. The following garments and articles are also prohibited in school and at school sponsored events:

1. Wearing of sunglasses in the building; (unless prescribed by doctor with documentation on file with school nurse);
2. Wearing of tight clothing which restricts movement;
3. Garments with obscene, profane, offensive, or otherwise inappropriate comments; patches or pictures;
4. Clothing, accessories, or jewelry or wearing such apparel, accessory, or jewelry in a manner which indicates that the pupil has membership in or affiliation with any gang associated with criminal activities;
5. No article of clothing, item affixed to an article of clothing, jewelry, or accessory of any kind may be worn that references, expressly or by implication, alcohol, drugs or sex; or
6. Chains, pins, razor blades, chokers or spike jewelry, chain belts, sharp jewelry, metal studs, spikes, dog chains, multi-fingered and oversized rings pose a danger to self and others, cause excessive wear and tear on school property, disrupt the educational process and are not allowed.

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E. Enforcement

1. Teaching staff members will report violations of the dress code to the Building principal, who will interpret and apply the consequence as indicated in the district Code of Conduct. Each student is expected to accept the responsibilities and consequences of his/her inappropriate actions. Discipline should be developmentally appropriate. It should be fair and respect the self-esteem of the student. Behavior that is disruptive and/or inappropriate for the well-being of an individual or a group in a school requires disciplinary measures to help foster the development of self-discipline on the part of the student.
2. The Principal may waive application of the dress code on a day especially scheduled for pupils' free expression in dress and grooming.
3. A pupil whose dress or grooming has been found by the Principal to violate this regulation may appeal the Principal's determination to the Superintendent, whose decision will be final.

4. Consequences

As previously addressed, inappropriate and/or disruptive behavior will result in one or more of the following consequences: verbal warning, parent/teacher conference and/or detention, conference with the building administrator or designee, exclusion from extracurricular activities, in school suspension; out of school suspension, referral to outside agencies or expulsion.

The Board of Education recognizes that the disciplinary progression at the elementary level will be adjusted in accordance with the age appropriate procedures. The building administration reserves the right to make determinations within the approved code. Students who transfer to public schools will be informed of the standard of dress and will receive up to five days to comply.

Finally, it is not the intention of the Bloomfield Board of Education to infringe upon the rights of any individual, but rather to provide a safe environment for all students to receive the education they so rightfully deserve.

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BLOOMFIELD SCHOOL DISTRICT HIB INFORMATION POLICY GUIDE FROM STRAUSS ESMAY ASSOCIATES 5512. HARASSMENT, INTIMIDATION, AND BULLYING (M)

5512 HARASSMENT, INTIMIDATION, AND BULLYING (M)

M

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying

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and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students’ abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to

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N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions – Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

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Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are graded according to the severity of the offenses, consider the developmental age of the student offenders and the students' histories of inappropriate behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

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Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

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Personal – Target/Victim

1. Meet with a trusted staff member to explore the student’s feelings about the incident;
2. Develop a plan to ensure the student’s emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in “hot spots” (e.g. locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;

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20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;

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5. Assignment of an adult “shadow” to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal’s designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Students, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Student Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

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- F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety Team(s)
1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:
 - a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
 2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:
 - a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
 3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety Team shall meet, at a

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minimum, two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one

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school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the information about the investigation. The hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject,

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or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

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4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and

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described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

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The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

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The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

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R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

Adopted: April 8, 2014

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Berkeley School



Brookdale School



Carteret School

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Demarest School



Fairview School



Franklin School

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Oak View School



Watsessing School



Early Childhood Center at Forest Glen

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NOTES:

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