

Bergenfield Elementary Handbook



2026-2027

**BERGENFIELD PUBLIC SCHOOLS
BERGENFIELD, NEW JERSEY**

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ELEMENTARY BELL SCHEDULE

2026-2027 BELL SCHEDULE FOR GRADES Pre-K-5

School Begins	8:30 AM
HOMEROOM	8:30 - 8:40
Period 1	8:40 -9:20
Period 2	9:23- 10:03
Period 3	10:06-10:46
Period 4	10:49 - 11:29
LUNCH	11:30 - 12:15
Period 5	12:18 - 12:58
Period 6	1:00 - 1:40
Period 7	1:43 - 2:23
Period 8	2:26 - 3:06
HOMEROOM	3:07- 3:10
Dismissal	3:10

2026-2027 Half-Day SCHEDULE FOR GRADES Pre-K-5

School Begins	8:30 AM
HOMEROOM	8:30-8:40
Period 1	8:40 – 9:08
Period 2	9:09 - 9:36
Period 3	9:37– 10:05
Period 4	10:06 -10:34
Period 5	10:35- 11:03
Period 6	11:03 - 11:31
Period 7	11:32 - 12:00
Period 8	12:01 – 12:30
DISMISSAL	12:30

2026-2027 DELAYED OPENING SCHEDULE FOR GRADES K-5

HOMEROOM	10:00-10:05
BLOCK 1	10:05-10:35
BLOCK 2	10:37-11:07
BLOCK 3	11:09-11:39
BLOCK 4	11:41-12:11
LUNCH	12:13-12:58
BLOCK 5	1:00-1:30
BLOCK 6	1:32-2:02
BLOCK 7	2:04-2:34
BLOCK 8	2:36-3:06

DIRECTORY

BOARD OF EDUCATION

Mrs. Deborah Podwin, President
Mrs. Guadalupe Ruiz-Catala, Vice President
Mrs. Fanny Cruz-Betesh Trustee
Dr. Joseph Amara Trustee
Mrs. Lisa Escott Trustee

DISTRICT ADMINISTRATION

Dr. Christopher M. Tully.....Superintendent of Schools
201-385-8202
Mrs. Darlene Markman..... . Assistant Superintendent of Curriculum
201-385-6250
Mrs. JoAnn Khoury-Frias..... Business Administrator and Board Secretary
201-385-8801
Mr. Shane Biggins Director of Personnel
201-385-8020

School Principal

Franklin.....Mr. Everett Thompson
2 N. Franklin Avenue, 201-385-8581
Hoover.....Mr. William Fleming
273 Murray Hill Terrace, 201-385-8582
Jefferson.....Mr. Craig Vogt
200 Hickory Avenue, 201-385-8804
Lincoln.....Mr. James Mitchel
115 Highview Avenue, 201-385-8759
Washington.....Mr. Thomas Lawrence
49 S. Summit Avenue, 201-385-877

A MESSAGE FROM THE SUPERINTENDENT

It is my pleasure to welcome our elementary school families to the 2026–2027 school year and to share the Bergenfield Public School District Elementary School Handbook. Within these pages, you will find important information about our schools, policies, and guiding principles which are the very foundation that supports our staff as they nurture a love of learning and set our youngest students on the path toward lifelong success.

We often hear the saying, “It takes a village to raise a child.” In our school district, we see the power of that village every day. Parents and caregivers, educators, administrators, and community members each play an important role in the growth and success of our children. By working together, we create school communities where every student feels valued and supported, develops confidence and curiosity, discovers their unique strengths, and is inspired to reach their fullest potential.

The strong connection between our schools and our community is one of Bergenfield’s greatest strengths. Your partnership, involvement, and support contribute directly to the excellence that defines our district. Bergenfield continues to earn recognition at both the state and national levels. Bergenfield High School consistently ranks among the nation’s “Best High Schools,” our district is recognized by Niche.com for excellence, and Bergenfield has been named a Best Community for Music Education by the NAMM Foundation for seventeen consecutive years. These honors reflect the collective dedication of our students, staff, and families.

As we begin a new school year, I encourage you to use this handbook as both a guide and a resource. It reflects the expectations, practices, and shared commitments that help our schools remain safe, supportive, and focused on learning. Most importantly, it represents the partnership between home and school that is essential to our students’ success.

I look forward to all that the 2026–2027 school year will bring. Thank you for your trust, your partnership, and your continued commitment to our schools. Together, we will make this a wonderful year of learning, growth, and opportunity for every child.

Sincerely,

Christopher M. Tully, Ed.D.
Superintendent of Schools

UN MENSAJE DEL SUPERINTENDENTE

Es un placer dar la bienvenida a nuestras familias de primaria al curso 2026–2027 y compartir el Manual de Escuelas Primarias del Distrito Escolar Público de Bergenfield. En estas páginas encontrarás información importante sobre nuestras escuelas, políticas y principios rectores, que son la base misma que apoya a nuestro personal mientras fomentan el amor por el aprendizaje y ponen a nuestros estudiantes más jóvenes en el camino hacia el éxito a lo largo de la vida.

A menudo oímos el dicho: "Se necesita una aldea para criar a un niño." En nuestro distrito escolar, vemos el poder de esa aldea cada día. Padres y cuidadores, educadores, administradores y miembros de la comunidad desempeñan un papel importante en el crecimiento y éxito de nuestros niños. Trabajando juntos, creamos comunidades escolares donde cada estudiante se siente valorado y apoyado, desarrolla confianza y curiosidad, descubre sus fortalezas únicas y se inspira para alcanzar su máximo potencial.

La fuerte conexión entre nuestras escuelas y nuestra comunidad es una de las mayores fortalezas de Bergenfield. Tu colaboración, implicación y apoyo contribuyen directamente a la excelencia que define nuestro distrito. Bergenfield sigue obteniendo reconocimientos tanto a nivel estatal como nacional. Bergenfield High School se sitúa de forma constante entre los "Mejores Institutos" del país, nuestro distrito es reconocido por Niche.com por su excelencia y Bergenfield ha sido nombrado Mejor Comunidad para la Educación Musical por la Fundación NAMM durante diecisiete años consecutivos. Estos reconocimientos reflejan la dedicación colectiva de nuestros estudiantes, personal y familias.

Al comenzar un nuevo curso escolar, os animo a utilizar este manual tanto como guía como recurso. Refleja las expectativas, prácticas y compromisos compartidos que ayudan a que nuestras escuelas sigan siendo seguras, solidarias y centradas en el aprendizaje. Lo más importante es que representa la colaboración entre el hogar y la escuela que es esencial para el éxito de nuestros estudiantes.

Espero con ilusión todo lo que traerá el curso 2026–2027. Gracias por su confianza, su colaboración y su compromiso continuo con nuestras escuelas. Juntos, haremos de este un año maravilloso de aprendizaje, crecimiento y oportunidades para cada niño.

Atentamente,

Christopher M. Tully, Ed.D.
Superintendente de Escuelas

From Our Principals

Welcome to the online version of the Bergenfield Public Schools' Elementary Handbook. Five elementary schools comprise the district's pre-kindergarten through fifth-grade educational program. The elementary schools' faculty and staff foster academic, social, and emotional growth for all children by engaging them in authentic learning opportunities that follow the district's rigorous standards-aligned curriculum.

We pride ourselves on being a diverse community that provides all children with a supportive and challenging environment. We are purposeful when it comes to differentiating learning opportunities to meet the needs of each child. This is only accomplished through positive collaboration among teachers, parents/guardians, and students. Please make a point to connect with your child's teacher and develop a healthy working relationship to help guide your child toward success. Throughout this handbook, you will find information that will help you understand our Pre-K-5 educational program for our children. If you have any questions, please feel free to reach out to your neighborhood school.

Sincerely,

Everett Thompson, *Franklin School Principal*

William Fleming, *Hoover School Principal*

Craig Vogt, *Jefferson School Principal*

James Mitchel, *Lincoln School Principal*

Thomas Lawrence, *Washington School Principal*

De nuestros directores

Bienvenido a la versión en línea del Manual de primaria de las Escuelas Públicas de Bergenfield. Cinco escuelas primarias comprenden el programa educativo del distrito desde jardín de infantes hasta quinto grado. El cuerpo docente y el personal de las escuelas primarias fomentan el crecimiento académico, social y emocional de todos los niños al involucrarlos en oportunidades de aprendizaje auténticas que siguen el riguroso plan de estudios alineado con los estándares del distrito.

Nos enorgullecemos de ser una comunidad diversa que brinda a todos los niños un entorno desafiante y de apoyo. Tenemos un propósito cuando se trata de diferenciar oportunidades de aprendizaje para satisfacer las necesidades de cada niño. Esto sólo se logra mediante la colaboración positiva entre maestros, padres/tutores y estudiantes. Procure conectarse con el maestro de su hijo y desarrollar una relación de trabajo saludable para ayudar a guiar a su hijo hacia el éxito. A lo largo de este manual, encontrará información que lo ayudará a comprender nuestro programa educativo Pre-K-5 para nuestros niños. Si tiene alguna pregunta, no dude en comunicarse con la escuela de su vecindario.

Atentamente,

Everett Thompson, *Director de la escuela Franklin*

William Fleming, *Director de la escuela Hoover*

Craig Vogt, *Director de la escuela Jefferson*

James Mitchel, *Director de la escuela Lincoln*

Thomas Lawrence, *Director de la escuela Washington*



OUR MISSION

THE MISSION OF THE BERGENFIELD PUBLIC SCHOOL DISTRICT IS TO OFFER PROGRAMS AND SERVICES THAT ENABLE ALL STUDENTS TO BECOME SELF-DIRECTED, LIFELONG LEARNERS WHO ARE SUCCESSFUL IN COLLEGE AND THE WORKPLACE WHILE DISPLAYING A STRONG SENSE OF CITIZENSHIP. THE DISTRICT PROVIDES A SAFE AND NURTURING SETTING DESIGNED TO PREPARE STUDENTS WITH 21ST-CENTURY SKILLS CONSISTENT WITH NEW JERSEY STUDENT LEARNING STANDARDS. THE BERGENFIELD PUBLIC SCHOOL DISTRICT FOSTERS PARTNERSHIPS FOR THE PURPOSE OF EDUCATIONAL, OPERATIONAL, AND FISCAL RESPONSIBILITY.

DISTRICT GOALS AND OBJECTIVES

GOALS FOR CONTINUOUS DISTRICT IMPROVEMENT

Goal 1: Improve academic performance

Goal 2: Improve public relations and the perception of the school district

Goal 3: Improve financial stability and ability to maintain facilities

For information on the District's Goals and Objectives, please refer to the District's Site Shortcuts page and click on Strategic Plan.

CHARACTER EDUCATION

Citizen of the Month: Each elementary school participates in and honors students who exemplify the “Character Trait of the Month.” One student from each class (K-5) is nominated and celebrated for one month for their demonstration of GOOD CITIZENSHIP!

HOME-SCHOOL COMMUNICATION

The Bergenfield school system prides itself on positive relationships and strong communication with our students’ families. In addition to written communication, parents may leave messages for faculty members via phone or email. Parents/Guardians should call the main number at each building and follow the prompts. For email messages, type in a staff member’s first initial and last name@bergenfield.org. The Bergenfield School District encourages parents/guardians and teachers to communicate on a regular basis. We will accomplish this via telephone, email, and written correspondence. ***It is extremely important for parents to have a valid telephone number and email address listed in order to receive school communication. Our partnership only strengthens each child’s ability to be confident in his/her endeavors toward academic, social, and emotional growth.***

BUILDING SECURITY

Bergenfield Public Schools are committed to providing a safe and secure environment for our students, staff and visitors. We work collaboratively with emergency responders and safety officials (police, fire, emergency medical services, and public health) in order to be prepared, prevent, and respond to emergencies. We have developed plans and procedures for handling emergency situations should they occur in our schools. Each elementary school will have a security officer staffed at our buildings throughout the school day. They are here to assist with maintaining a safe and secure environment.

In the event of a school emergency parents will be alerted and updated on the situation utilizing the school district’s rapid notification system. In addition to emergency notification by phone, options are available to receive information by email or text messaging. Information will also be provided on the district website: www.bergenfield.org and social media feeds on Facebook and Twitter accounts. It is important for parents/guardians to follow directions communicated by these systems.

In the event of a school evacuation to an alternative off-site location, procedures are in place to safeguard your children until they can be released to you. Parents/guardians will be informed to respond to a specific location and required to show appropriate identification. Students can only be released to a person(s) listed as the emergency contact on the school information system. School safety is a shared responsibility – staff, students, parents, and the entire community. Please report any safety issues or concerns to the school principal.

Policy 7444 Use of Metal Detectors

All school district parent, student, and faculty handbooks will indicate: **“The Bergenfield Board of Education may use metal detecting devices in all school buildings, on school grounds, and at all school activities.”**

SAFETY PROCEDURES

School visitation

1. All visitors (for non-emergencies) must call and make an appointment at least 24 hours in advance in order to enter the building and present a valid form of identification.
2. Our schools have regular safety instruction as part of the curriculum. Specifically, each school is aware of environmental dangers in its vicinity and alerts the student to these dangers. Parents can help considerably by doing the following:
 - Examine your child’s routes to the school and insist that he/she use the safest one. It is critical that you discuss safety practices, including stranger danger, with your child.
 - Insist that your child cross streets at corners and **ALWAYS LOOK BOTH WAYS BEFORE CROSSING AT CROSSWALKS.**
 - Instruct your child to cross intersections protected by policemen, traffic lights and crossing guards.
 - **Students should not arrive at school before 8:20 A.M. unless they are participating in special programs, rehearsals, or scheduled extra help.** Children who walk to and from school should be encouraged to travel with schoolmates whenever possible.

SCHOOL SECURITY DRILLS

In accordance with N.J.S. 18A:41-1 the Bergenfield Public School District Emergency Procedure Plan requires that all staff and students be trained in specific drills. As part of our ongoing effort to keep our children and staff safe, we are going to be conducting a minimum of two of each of the following security drills during the academic year: active shooter, evacuation (non-fire), bomb threat, and lockdown. Additional drills may involve the following: shelter-in-place, reverse evacuation, evacuation to the relocation site, testing of the school’s communication systems/procedures and tabletop exercises. After drills are completed an email will be sent to parents by the end of the day notifying them that a safety drill was practiced for that day.

THE POLICE DEPARTMENT WILL BE NOTIFIED OF ALL DRILLS AND INVITED TO PARTICIPATE AND OBSERVE.

In case of a school emergency situation at your child’s school, it is important for parents to be familiar with these emergency response terms.

LOCKDOWN: For a crisis event within or outside the school when the movement will put students and/or staff in jeopardy. Building doors are locked, students are confined to their classrooms and entrance to the school is prohibited.

EVACUATION/REVERSE EVACUATION: For a potentially dangerous situation or threat that could exist inside or outside the building (e.g. Police searching for someone in the area of the school.). All students and staff are either moved outdoors or brought indoors quickly. Building exterior doors are locked and visitors will not be permitted to enter.

SHELTER-IN-PLACE: For an environment or weather-related event. Protection is provided from an external situation (e.g. chemical release, airborne hazard, and/or extreme weather). Students and staff are kept in a designated safe location within the school. This procedure is implemented if it is determined that dismissal could possibly place students and staff at risk.

SAFETY PATROLS

In 1953, Safety Patrols were organized in each elementary school to help provide additional safety for your child. All students on the safety patrol are assigned to a post on school grounds only. There are 2 safety patrol students on each post. Crossing Guards will monitor students crossing at intersections. Each patrol serves under the guidance of a Faculty Advisor from the school and is additionally supervised by the Bergenfield Police Department.

Please speak with your child about the importance of following the directions given by members of the patrol. If your child understands that safety patrol serves to protect students, then our schools will certainly have an excellent safety record each year.

STUDENT RESTROOM PROCEDURES

The safety of our students is of upmost importance. Adults are not allowed to enter the student restrooms while students are currently using them. While adults are not permitted to enter bathrooms when students are present there are a few exceptions.

- 1. Teachers and paraprofessionals will assist Pre-school and Multiple Disable students in the restrooms as needed, but they will not enter the actual stalls, unless there is a need or requirement for assistance with parents/guardians' permission beforehand.**
- 2. Staff will ensure that no other students are in the restrooms before entering them with the students mentioned above.*
- 3. There will be signs on the restroom doors that can be changed from “PLEASE DO NOT ENTER” STOP- TO “YOU MAY ENTER -GO”** These signs will be changed as needed by the adults who may have to enter the restroom as noted above.
- 4. All students will be instructed upon the proper signage and usage of the restroom facilities.**

Pets on school grounds during arrival and dismissal times

The Board of Education will make every reasonable effort to maintain school grounds in a condition appropriate for the activities of school pupils.

Pet animals are not permitted on school district grounds, except by the express permission of the Building Principal. Without such permission, a pet owner who brings or permits his/her animal on school grounds has committed an act of trespass. If an animal is found running at large on school grounds, its owner will be deemed to have permitted the animal to enter school property. The Board directs the Building Principal to give notice regarding the prohibition of pets by posting appropriate signs on school property. The Principal shall report to the appropriate municipal authorities any pet that runs at large on school property and any pet owner whose animal is present on school property is in violation of this policy. Adopted: 15 October 2007

MOTOR VEHICLES

1. *Never drive onto school grounds at any time. Children have a habit of appearing out of nowhere.*
2. *Obey the Police Department signs in Drop-off and Pick-up areas/zones when driving to the school. Instruct your child to cross at corners when proceeding from or to your car.*
3. *It is ILLEGAL to leave your automobile unattended while the motor is running. (New Jersey Statutes - Title 39 Motor Vehicles and Traffic Regulations - 39:4-137)*

BERGENFIELD SCHOOLS EMERGENCY RESPONSE TEAM

The Bergenfield Schools Emergency Response Team is led by the Superintendent of Schools Dr. Christopher Tully and is comprised of a Board of Education Trustee, the Business Administrator, administrators, and teachers. The main purpose of the committee is to provide safety precaution measures for the well-being of all students. Please be advised, as mentioned before, that during the year the schools will conduct safety drills each month (**they can include fire drills, lock down and evacuation drills**) so the students and staff will be prepared for emergency situations.

Safety continues to be of the utmost concern throughout the district. Therefore, these procedures will be strictly enforced. It is also extremely important that all parents/guardians continue to discuss safety issues with their child(ren) at home.

REGISTRATION OF CHILDREN

To register your child contact:

Ms. Alice Nieves, District Registrar, 80S. Prospect Avenue, Bergenfield Public Schools, Bergenfield NJ 07621, Tel. 201-385-8600 x.1609 anieves@bergenfield.org

Requirements for registration are as follows:

1. The parent/guardian and entrant's presence is required at the time of registration.
2. Kindergarten registrants must be five years of age on or before October 1st.

3. First-grade registrants must be six years of age on or before October 1st.
4. All newly registered 4th, 7th, and 10th grade students are required to have a physical exam.
5. Medical Record Form with required immunization records, dated, stamped, and signed by the child's physician.
6. All newly enrolled elementary students are required to have a physical exam.
7. Transfer card and immunization record from the previous school.
8. Student Registration Requirements and Agreement Form.
9. Transcript(s) from previous school(s).
10. Release of Records Request Form.
11. Child's original birth certificate with an official seal or certified copy.
12. Registration Form completed and signed by the parent or legal guardian.
13. Official custody documents will be required if the child does not reside with both parents/guardians.
14. Proofs of residency:
 - a) Original deed or original closing statement (or legal contract showing purchase of the home), AND Any two current monthly utility bills with both name and address included (i.e., PSEG, cable, water, the tax bill from the Bergenfield tax office),
OR
 - b) Legal lease/rental agreement with names of all residents (parents, guardians, and any minor children) (Notarized Landlord Statement Form), AND any two current monthly utility bills with both names and address included (i.e., PSEG, cable, water)
15. Parent/Guardian affidavit of legal residence and pupil domicile completed and notarized (Affidavit Form).
16. Photo ID of parent/guardian of student being registered (current passport or current New Jersey driver's license).

Immunizations:

1. DTaP - Diphtheria, Tetanus and Acellular Pertussis: - Ages 1-6 years: 4 doses with one dose given on or after the 4th birthday OR any 5 doses. Ages 7-9 years: 3 doses of Td or any previously administered combination of DTP, DTaP, and DT to equal 3 doses. Tdap - Grade 6 (or comparable age level for special education programs): For pupils entering Grade 6 on or after 9-1-08 and born on or after 1-1-09. A child does not need a Tdap dose until FIVE years after the last DTP/DTaP or Td dose.
2. Polio Vaccine: For ages 1-6 years - 3 doses with one dose given on or after the 4th birthday OR any four doses. For ages 7 or older - any 3 doses.
3. Measles Vaccine: Two doses of measles-containing vaccine given after the first birthday, preferably MMR, are required of children born on or after 1/1/96. These two doses must be separated by an interval of at least one month. Documented laboratory evidence of measles immunity is acceptable.
4. Rubella Vaccine: One dose administered on or after the first birthday. Documented laboratory evidence Of rubella immunity is acceptable.
5. Mumps Vaccine: One dose administered on or after the first birthday. Documented laboratory evidence Of mumps immunity is acceptable.
6. Three dosages of the Hepatitis B vaccine are required for children born on or after 1/1/96 AND IS REQUIRED FOR CHILDREN TO ENTER SCHOOL.

7. Varicella Vaccine: One dose administered on or after the first birthday is required for children born on or after January 1, 1998. Documented laboratory evidence of immunity and a physician's or parent's statement of previous varicella disease are acceptable.
8. Meningococcal Vaccine: Students entering Grade 6 born after 1/1/97 need one dose of the meningococcal vaccine. This vaccine is given on or after the 11th birthday.
9. The current recommendation for Mantoux testing is that a Mantoux is to be administered to those students from a country with a high incidence of tuberculosis, as identified in the state guidelines, which are entering the school system.

At that time of enrollment, proof shall be presented of immunization against communicable diseases, or proof that such immunizations are in process and that the student has an appointment to receive the remaining antigens. If the school is unable to translate a foreign immunization record it will be the responsibility of the parent or guardian to secure an English translation of the medical records so that the compliance with the NJ immunization regulations can be determined by school officials.

TRANSFERRING INTO THE DISTRICT - GRADES 1-12

Pupils transferring into the district are expected to present copies of records from the previously attended school (or district) to aid in placement. Required items include proof of immunization, proof of residency, and proof of identity such as birth certificate, social security card, etc. Within the time prescribed by law, the school administrator shall request in writing from the school or district of previous attendance, the pupil's records. Initial placement shall be made based on the records but adjustments may be made at the discretion of the administration when the state-mandated assessment indicates that such adjustments would be beneficial to the child. Parents/guardians shall be informed of this policy on registration.

ATTENDANCE AND PUNCTUALITY

Bell Schedule:

	First Bell	Late Bell	Dismissal
Grades Pre-K - Five	8:30 AM	8:35 AM	3:10 PM
Lunch Grades Pre-K - Five	11:30 AM		12:15 PM

ATTENDANCE:

1. “Attendance is a pupil’s presence in the school and in the classroom to which he/she is assigned at the times scheduled for instruction or other school activities.
 - a. A pupil will be considered to have attended school if he/she has been present at least 4.5 hours during the school day.
 - b. ***Students are expected to attend school and be on time every scheduled day.***
2. “Excused absence” is a pupil’s absence from school for a full day or a portion of a day for one or more of the following reasons:
 - a. The pupil’s illness,
 - b. Family illness or death,
 - c. Educational opportunities,
 - d. Excused religious observances, pursuant to N.J.S.A. 18A:36-14 through 16,
 - e. Where appropriate, when consistent with the Individual Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans pursuant to N.J.A.C. 6A: 16-23,
 - f. The pupil’s suspension from school,
 - g. The pupil’s required attendance in court,
 - h. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day,
 - i. An absence for a reason not listed above, but deemed excused by the parents/guardians, upon written request by the pupil’s parent or legal guardian to the building principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence,
3. “Truancy” is a pupil’s absence from all or part of the school day without the knowledge of the pupil’s parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:
 - a. Leaves school at lunchtime without written consent and being signed out of school by a parent or legal guardian,
 - b. Leaves school without permission when school is still in session,
 - c. Leaves class because of illness and does not report to the school nurse as directed, or
 - d. Is present in school but is absent from class without approval. Such truancy from class is a “class cut.”
4. “Unexcused absence” is a pupil’s absence for all or part of a school day for any reason other than those listed in item number 2 above.

5. **Late Arrival and Early Dismissal**

Students arriving at school after the 8:35 bell will be considered *Tardy to School*. If a student is late to school, he or she must be accompanied to the main office by a guardian who will sign the child into school

The Board of Education requires that pupils be in attendance for the full school day in order to benefit from the instructional program. That requirement will be waived only when compelling circumstances require that a pupil be late to school or dismissed from school before the end of the school day. The Principal may excuse for cause the late arrival and early dismissal of a pupil on the prior written request of the pupil’s parent(s) or legal guardian(s). Good cause may include, but need not be limited to, medical and dental appointments that cannot be scheduled outside the school day, medical disability, a motor vehicle driver’s test, interviews for college entrance or employment, and court appearances. In establishing a policy to govern it is recognized that the training is a

progressive learning and that punishment of offenders must always take into consideration age and the number of previous incidents. Tardiness will therefore be handled as follows:

Kindergarten :1st thru 3rd No punishment or notice except in register
4th and 5th No punishment; Parent - Teacher conference
6th Parent-Principal-Teacher conference

Grades One and Two :1st No punishment - parent notified
2nd and 3rd Fifteen minutes after school for each occurrence – parent notified
4th and 5th -Thirty minutes before school for each occurrence – parent notified
6th Pupil will report to school one-half hour for one week for each occurrence.

Grades Three - Five 1st No punishment - parent notified
2nd Thirty minutes after school - parent notified
3rd and 4th One-half hour before school - parent notified
5th One-half hour before school for one week – parent notified
6th Pupil will report to school one-half hour early and will remain one-half after school each day for one week for each occurrence.

General Rules Continued: willful tardiness in any grade may be cause for suspension. Any pupil who is tardy will be required to present a note or tardiness form as required by the school, signed by the parent(s) or legal guardian(s) and stating the date and reason for the tardiness. ***Any child who is not present in the classroom at the late bell shall be considered tardy. This tardiness is to be noted in the school register and on his/her record card except in cases of approved tardiness for religious obligations, in which cases the school must be notified in writing the day before the tardiness occurs.*** Pupils who are tardy during extremely bad weather or failure of their normal means of transportation shall be recorded tardy, but not punished.

Chronic Absenteeism

The State of New Jersey defines Chronic Absenteeism as any student that misses 10 percent or more of the school year for any reason— **this includes locally excused and unexcused absences.** This equates to 18 or more days absent throughout the school year. Chronic Absenteeism is reported to the New Jersey Department of Education and is included in the Annual School Report Card.

Notice to School of a Pupil's Absence:

1. The parent(s) or legal guardian(s) is requested to call the school office to report their child(ren) absence before 9:00 A.M. However, if a child is absent and no call or absent note is received from the home, the school will call each parent or legal guardian to verify the child's absence. Parents/guardians are asked to call their child's school if they have any other questions.

School Telephone Monitoring Numbers:
Franklin – (201) 385 – 8581
Hoover – (201) 385 – 8582
Jefferson – (201) 385 – 8804
Lincoln – (201) 385 – 8759
Washington – (201) 385 - 8771

FOLLOW VOICE PROMPTS TO LEAVE A MESSAGE REGARDING YOUR CHILD'S ABSENCE.

****It is expected that parent(s)/guardian(s) will not plan vacation during scheduled school days. Consistent attendance is critical to developing positive college and career readiness skills. *******

Readmission to School after an Absence

A pupil returning from an absence of any length must present to their teacher a written statement, dated and signed by the parent(s) or legal guardian(s) or adult pupil, of the reasons for the absence.

1. A note explaining a pupil's absence for non-communicable illness for a period of more than 3 days of school days must be accompanied by a physician's statement of the pupil's illness.
2. A pupil who has been absent by reason of having or being suspected of having a communicable disease must present to the principal written evidence of being free of communicable disease, in accordance with policy no. 8451.

Denial of Promotion of Grade Level

An elementary pupil will be retained at grade level, in accordance with policy numbers 5200 and 5410, when he/she has been absent 20 or more school days, whatever the reason for the absence, except that absences for the observance of religious holidays and during a pupil's suspension will not count toward the total. Exceptions to this rule may be made for pupils whose absences are excused and who have demonstrated through the completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

School District Response to Unexcused Absences during the School Year

1. For up to four cumulative unexcused absences, the building principal or designee shall:
 - a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;
 - b. Conduct an investigation of the cause of each unexcused absence, including contact with the pupil's parent or legal guardian;

- c. Develop an action plan in consultation with the pupil's parent or legal guardian designed to address patterns of unexcused, if any, and to have the child return to school and maintain regular attendance;
 - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child abuse situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
2. For between five and nine cumulative unexcused absences, the building principal or designee shall:
- a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;
 - b. Conduct a follow-up investigation, including contact with the pupil's parent or legal guardian, to determine the cause of each unexcused absence;
 - c. Evaluate the appropriateness of the action plan developed pursuant to 1. c. above;
 - d. Revise the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the pupil's needs and specify the interventions for achieving the outcomes, supporting the pupil's return to school and regular attendance that may include any or all of the following:
 - i. Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A: 16-8;
 - ii. Conduct testing, assessments, or evaluations of the pupil's academic, behavioral, and health needs;
 - iii. Consider an alternate educational placement;
 - iv. Make a referral to a community-based social and health provider agency or other community resources;
 - v. Refer to the court program designated by the New Jersey Administrative Office of the Courts; and
 - vi. Proceed in accordance with the provisions of N.J.S.A. 9:6 et seq. and N.J.A.C. 6A: 16-11, if a potentially missing or child abuse situation is detected.
 - vii. Cooperate with law enforcement and other authorities and agencies, as appropriate.
3. For cumulative unexcused absences of ten or more, the pupil between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A: 38-27, and the building principal or designee shall:
- a. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
 - b. Make a reasonable attempt to notify the pupil's parent or legal guardian of the mandatory referral;
 - c. Continue to consult with the parent or legal guardian and the involved agencies to support the pupil's return to school and regular attendance;
 - d. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - e. Proceed in accordance with N.J.S.A. 18A: 38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
4. For pupils with disabilities, the attendance plan and punitive and remedial procedures of N.J.A.C. 6A: 16-7.8 and Policy and Regulations 5200 shall be applied, where applicable, in accordance with the pupil's Individualized Education Programs, pursuant to 20 U.S.C. § 1400 et seq.; the Individuals with Disabilities Education Improvement Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. §§ 794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A: 16-2.3.

Emergency Contacts

It is essential that emergency contact information, address, and all phone numbers be updated so that communication can be swift when a student needs immediate assistance. Students will only be released to adults named on the Census Verification Form.

School Health Procedures

SCREENINGS

The following screenings are routinely done by the school nurse in grades K-5. Referrals are made when indicated.

1. EVALUATION OF GROWTH PATTERN by height, weight, and blood pressure annually.
2. VISION acuity biennially- grades 1, 3, and 5.
3. AUDITORY acuity annually- grades K, 1, 2, and 3.
4. PEDICULOSIS (HEAD LICE) SCREENING

All elementary students are routinely screened within the first two weeks in September. However, it may become necessary to screen specific classes at any time during the school year if a child becomes infested. The affected child is excluded from school and may return after recommended treatment has been given. The child is rechecked by the school nurse prior to admission into class. Parents may be notified when two or more children in one class are involved.

5. SCOLIOSIS SCREENING

As mandated by the state, biennial screening for possible spinal curvature is provided for students ages 10-18. This exam may be done by the school nurse or by your private physician. Questionable results by the school nurse are referred to further evaluation by their private physician.

PHYSICAL EXAMINATION REQUIREMENTS:

1. For entrance to kindergarten.
2. Each student must be examined upon entry into the school district. This exam must be done no more than 365 days prior to entry and must state what if any, modifications are required for full participation in the school program.
3. During the fourth-grade year, physical exams are to be done by the student's health care provider. If the student does not have a health care provider, the district may provide the exam by the school physician. Results of private physicals should be submitted to the school nurse within 60 days of the entrance to the school.

INJURIES AND ILLNESSES

INJURIES: The school nurse administers first aid for injuries occurring during school time, according to the medical protocol as approved by the school physician. If the injury is severe, every effort will be made to contact the parent/guardian immediately.

ILLNESSES: In case of student illness such as fever, rash, or vomiting, the parent/guardian will be notified promptly to arrange to pick up their child at school. In the event the parent/guardian cannot be reached, the contact person

delegated by the parent to assume the responsibility will be notified. A Student Directory Information Card is on file for each child in the school. It is the parent's responsibility to notify the school promptly of any changes in telephone numbers or contact, in order to keep this information up to date. The parent should inform persons on the card that they are on call for their child. **SICK CHILDREN SHOULD NOT BE SENT TO SCHOOL FOR DIAGNOSIS.**

PLEASE NOTE: All communicable diseases/conditions such as chicken pox, strep throat, pink eye, impetigo, and head lice are to be reported to the school nurse as soon as diagnosed. To maintain an accurate and correct health record for each student other medical conditions such as asthma, pneumonia, accidents, or surgical procedures should also be reported to the nurse. A note explaining the cause of absence should be given to the nurse when a child returns to school.

A written excuse signed by your physician is necessary if your child is not to participate in the physical education program. Children who are recovering from illness should not return to school until they have the stamina to participate in all of their daily activities and are fever-free for 24 hours without the assistance of Tylenol or other fever-reducing medicines.

In the case of Chicken Pox or other similar diseases, the students must remain at home until the lesions are healed and dry.

Students presented to the school nurse with any symptoms of other potential communicable or contagious conditions may be excluded from school until the potentially contagious condition resolves, or they present a note from their physician stating the diagnosis, and that this condition is not communicable.

Students who will be returning to school with sutures (stitches), crutches, or a cast must report to the school nurse upon their return so that arrangements can be made for their safe participation in all activities. They must also present a note from their physician stating any limitations/restrictions regarding physical activities (physical education classes, recess). This note should contain the diagnosis, limitations/restrictions (if any) ,and the length of time the limitations/ restrictions are to remain in effect.

Parents are urged to communicate with the school nurse regarding any changes in their child's health status, including food allergies, daily medications taken at home, illnesses, or other special health needs.

MEDICATIONS

The nurse is the only school employee permitted by state law to administer medications to your child during school time. Please contact the school nurse to complete the Board of Education regulations for medication administration in school. Essentially, a doctor's note stating the name, dosage, time, and route of medication to be given with a written parental request is required. No OTC (Over-the-Counter) medications such as cough syrup or drops, Tylenol, etc. will be given without a doctor's order and parental request. No "OTC" medication is to be brought to school for self-medication by students. The medication must be properly labeled in the original pharmacy container and brought to school by the parent/guardian or designated adult. Appropriate medication forms can be found on the website: www.bergenfield.org. An exception to the above guidelines is the administration of an EpiPen in the event that a student has a severe allergic reaction and has a physician's order for an EpiPen. In this instance, a trained delegate may administer the EpiPen if the nurse is not present.

MEDICAL STAFF DIRECTORY

Dr. Howard Friedman, Dr. Christopher Weiss.....Washington Pediatrics

SCHOOL NURSES

Erica Schlemmer & Tehmina Islam	High School	Daily
Ana Burke & Alyssa Parrish	Roy W. Brown Middle School	Daily
Maidelys Dominguez	Franklin	Daily
Mary Murphy	Hoover	Daily
Sharon Saglimbene	Jefferson	Daily
Michelle Johnson	Lincoln	Daily
Paulette Murphy	Washington	Daily

INSURANCE

The Board of Education provides an insurance plan that covers student injuries during school hours at no cost to parents. This coverage is full-excess coverage. Parents must first submit claims to their own health insurance carrier. Any expenses not covered by other insurance are then submitted to Bollinger, Inc. for reimbursement. However, additional coverage is available on a voluntary basis, with premiums paid by parents. Further information on this coverage will be distributed to all students at the opening of the school year.

THE ELEMENTARY CURRICULUM: ALIGNED TO THE NEW JERSEY STUDENT LEARNING STANDARDS

Special Education Services

The Department of Special Education Services offers supportive assistance to teachers, parents, and students in the areas of educational growth and development. Among the specialists in this office are psychologists, speech therapists, learning disability specialists, and social workers. Under federal and New Jersey laws, the Special Education Services Child Study Team (CST) is required to evaluate potentially handicapped students to determine if they are eligible for special education and/or related services.

Resource Room and/or In-Class support instruction offers individual or small group instruction that replaces or supplements instruction in the regular class. Most students receive their special education programs through resource room or in-class support intervention. However, other placement options, including self-contained classes, are available when determined appropriate. Currently, at the elementary school level, we offer self-contained Language Learning Disabilities (LLD) classes, Multiple Disability classes and Autism classes using the principles of Applied Behavior Analysis (ABA).

Speech and language services are available and are provided to eligible students who demonstrate a mild to moderate disorder in language, articulation, voice, or fluency, and are provided by a speech-language specialist.

Special education services are available to serve children in need of special education and related services. If you feel your child needs the resources of this office, please contact your child's school or the Office of Special Education Services directly at (201) 385-6956

You can also refer to the *Special Education Handbook for Parents 101*, on our district website under Programs and Services –District Special Education

WHAT IS INTERVENTION AND REFERRAL SERVICES?

Intervention and Referral Services, also known to many as I&RS, is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program. The goal of the committee is to see student improvement in targeted areas.

The I&RS Committee is comprised of staff members: an administrator, guidance counselor(s), teacher(s), and member(s) of the Child Study Team and meets regularly to discuss cases relating to students who demonstrate educational, health-related, social, or behavioral difficulty. It is the goal of the team to intervene early so these students may receive the proper counseling, treatment, and/or accommodations necessary for them to succeed in the school environment. Parents/Guardians are invited to committee meetings in order to ensure a coordinated school/home approach for working with the child involved. Comprehensive and well-coordinated prevention and early intervention approaches have proved to be effective in enabling school communities to decrease the frequency and intensity of youth behavior problems. Intervention is a proactive process that interrupts, alters or prevents the progression of a learning, behavior, social or health problem that hinders a student's ability to improve in a targeted area. The intervention process is comprised of all of the actions and steps a team takes to intercede with a problem. An intervention event is only one step in the process of intervening with and ameliorating an identified concern. One of the keys to success for both I&RS team interventions and operations is the maintenance of an emphasis on the dynamics of the intervention process. The I&RS model is specifically referred to as a process because it is a continuous operation

For schools that have Pre-Kindergarten classrooms, we also have the Preschool Intervention and Referral Team (PIRT) that functions similarly to the I&RS team. PIRT is composed of Early Childhood General and Special Educators, Social Workers, School Psychologists, and Speech Therapist. This team provides support for the classroom teacher with the goal of creating a successful classroom environment for *all* students to ensure success when they enter Kindergarten.

PRE-KINDERGARTEN INCLUSION PROGRAM

In Pre-Kindergarten, we use the curricular program The Creative Curriculum for Preschool. With the teacher's knowledge of child development, we recognize that students learn at their own pace, so we offer hands-on experiences where children can explore traditional emergent academics through inquiry and play. This program also focuses on promoting the social-emotional development of children ages 3-5 to prepare them for success in Kindergarten by focusing on their approaches to learning and becoming self-aware and aware of the people around them. The PK program is inclusive of students that are learning English, as well as students with disabilities.

ENGLISH LANGUAGE ARTS

The English Language Arts curriculum for grades K-5 teaches the reading, writing, speaking & listening, and language skills students need to master at the end of each grade level as per the New Jersey Student Learning Standards. When students are taught the appropriate reading and writing skills they are encouraged to read authentic literature while practicing the reading strategies they learned.

skills through the Reading/Writing Workshop model, they are encouraged to read authentic literature while practicing the reading strategies they learned.

ASSESSMENTS

Students in grades K-12 are assessed using the iREADY for both English Language Arts and Mathematics. They will also complete a writing benchmark at least twice a year. Assessments are repeated two to four times per school year to monitor student growth in the area of reading and mathematics.

In accordance with New Jersey state law, students in Kindergarten through third grade will partake in an early literacy universal screening process. This universal screening process involves assessing students' reading skills at least twice a year - in the Fall and the Spring. For the 2025-2026 school year, the Bergenfield School District will be utilizing the *i-Ready Early Literacy and Dyslexia Risk Screener*, which is a companion to our *i-Ready Diagnostic Assessment* that we administer every trimester. This screening tool will help provide the school with valuable information about your child's reading development, which, in turn, will help us to provide more targeted instruction and support to best meet your child's individual learning needs.

WRITING

There is an emphasis on writing across all grade levels and in all subjects. Teachers help students attend closely to language by analyzing the function of transitional words. Teachers integrate language arts, helping students learn to read like writers and apply the same complex structures of argument in class discussions they are expected to use in their essays. Student writing is aligned to New Jersey Student Learning Standards so students will write argumentative, so they can state and support their opinion, informative/explanatory text, and narratives that are graded based on rubrics designed specifically for each writing assignment.

SOCIAL STUDIES

The K-5 Social Studies curriculum was aligned to topics and skills in the New Jersey Student Learning Standards. The primary purpose of social studies instruction is to prepare students to become more active, informed, competent, and responsible citizens. In order to reach this goal, the social studies program in elementary schools focuses on developing student knowledge in geography, history, sociology, economics, and government. Students will acquire proficiency in all the social studies areas for making sound and informed decisions as they grow and become responsible citizens living in a democratic society.

MATHEMATICS

The Mathematics program in elementary school stresses understanding and applications of mathematical concepts as well as the development of computational skills. New Jersey Student Learning Standards are embedded in the curriculum and learning activities to assure the development of skills. Ongoing assessments allow teachers to identify areas of strength and weakness and direct instruction to meet student needs. Children will be involved in a number of active learning experiences that will enable them to develop the ability to solve mathematical problems as applied to real-life situations. Students will utilize 21st century learning practices to further their learning. Children will be expected to solve routine and non-routine problems, including solving open-ended problems that have multiple correct solutions. Children will need to be risk-takers, decision-makers and cooperative workers.

The content of the curriculum will include the development of many concepts. Students will work to develop Number Sense, the ability to use and represent numbers. Students will work to develop skills with the Numerical Operations

of traditional arithmetic. Students will work to develop Spatial Sense, the ability to use geometric properties and relationships. Measurement, including nonstandard and standard measurements in English and metric units to describe the world around them, will be an essential part of the math program. Students will work to develop Estimation Strategies, including a sense of when to use or not use estimation. Students will work to develop Patterns, Relationships, and Functions to predict and explain the world around them. They will work with Graphs and Data from real-world situations. Students will work to develop Algebraic Thinking as a means of solving problems. Students will work to develop skills in the area of probability, including an understanding of prediction based on probability.

SCIENCE PROGRAM

Each year students will be actively engaged in an inquiry-based science program that encouraged the application of critical thinking and problem-solving skills. Students will explore concepts related to earth science, physical science, and life science, including the human body. Our kindergarten through fifth-grade program is aligned with the New Jersey Student Learning Standards for Science and provides for the integration of multiple disciplines, including mathematics and technology.

BILINGUAL AND ESL PROGRAMS

The goal of our programs is to assist all Bilingual Limited English students and English Language Learners success in academic language acquisition, as well as, fluency in the social language of their new surroundings. The Bilingual Limited English students will develop learning habits such as using context to interpret meaning, recognizing words that describe thinking skills reading challenging but understandable material taking risks in the new language, and conversing with native English speakers about academic topics. In acquiring the second language in our program, the students will increase their language and academic skills to perform grade-level work for each curriculum area of the NJSLs and WIDA ELD Standards. The elementary program for Bilingual/ELL students consists of the following.

PART-TIME BILINGUAL – This level of limited English students of Spanish, grades K – 5, are serviced in our Bilingual Part-Time program at Lincoln Elementary School which is the magnet school for the elementary level. The elementary bilingual (Spanish) student is pulled out from the mainstream class of instruction daily for forty-five minutes to one hour for their developmental reading and mathematics with a certified bilingual teacher. The certified bilingual instructor aligns her lesson plans in literacy and math for the age-appropriate grade of the student and their individual needs.

NATIVE LANGUAGE INSTRUCTION – The material at the elementary level at **Lincoln Elementary School** is taught in Spanish until the student is able to participate in the mainstream program. Student materials are available in both Spanish and English. To facilitate instruction in the mainstream classroom, a bilingual paraprofessional assists the students in their native language, which provides a comfortable and accepting environment until the student makes the transition to the target language. They also receive resource room assistance for any difficult assignments or assessments given by the mainstream teacher, which is translated, into Spanish. The bilingual teacher, bilingual paraprofessional and mainstream teacher meet regularly to discuss student progress.

TRANSITION-The students are transitioned into all English instruction as they demonstrate their communicative and academic progress. They still can receive and have the availability of resource room assistance from the bilingual teacher and paraprofessional.

WORLD LANGUAGE PROGRAMS

The World Language Program provides students with exposure to many cultures and languages from around the world. This will assist elementary school students in preparation for joining the global society as adults. Once students enter grade 6 they receive language instruction on a daily basis following the curricula at the high school level. All students are encouraged to study at least one language for three years during their high school careers, which is a district goal. Throughout their experiences in the world language classroom, students will have the opportunity to develop their understanding of the cultural diversity represented on our planet.

MUSIC IN THE ELEMENTARY SCHOOLS

The central purpose of the music program in the Bergenfield elementary schools is to help children grow through shared musical experiences. Sequential instruction is provided in musical literacy, along with the development of an aesthetic appreciation of music and insights into the cultural, historic and artistic contributions of music to society throughout the ages. All children are offered numerous, varied and continuing opportunities for music participation by the special music teachers. Central is the instruction of music in the classroom beginning in Kindergarten and continuing through grade 5.

ART EDUCATION

Art in Bergenfield is something very special that boys and girls in every grade share. It is recognized that essential growth and development in young children is best served by their active participation in a wide variety of visual and creative activities. This is especially true with very young children whose communication skills, particularly in writing, are very limited when they first enter school. It is essential then that the opportunity to express oneself through the visual and manipulative activities of art is provided. The art program does this by encouraging the development of independent and original creative work. The objective is to enable each child to become more perceptively aware, not only of him/herself but also of his family and environment. Such work is accomplished through the introduction to, and study of, the particular disciplines of art: its concepts, techniques, processes, history, and the building of the skills to accommodate these. Some are blended with a pragmatic application, the correlation of art with other disciplines, such as social studies, language arts, and mathematics. All of this work is directed towards assisting each child to use art experiences as a base for constructive thinking for making visual critical judgments.

A practical note: The art staff recommends that children wear smocks (old shirts will do) to protect clothing. It is also best to dress appropriately for days when art is scheduled.

PHYSICAL EDUCATION

Physical Education for grades K-12 is aligned with the New Jersey Student Learning Standards for that subject area. In grades K-5, the emphasis is on fitness training, the development of human movement, and wellness. The Physical Education program is recognized as an integral component of a comprehensive educational program. Physical activity helps a child grow physically, intellectually, emotionally, and socially. All children are required to participate unless excluded by a physician's recommendation.

Students should wear appropriate clothing during physical education. Tied sneakers and the removal of jewelry are essential for a safe and healthy environment. The elementary physical education program concentrates on basic movement in skill development for lifetime fitness and recreational pursuits. Students will learn to participate in planned activities demonstrating positive effort and cooperation.

CONCENTRATED LITERACY/BASIC SKILLS

The Reading Specialist in the Bergenfield Public Elementary Schools fulfills a variety of responsibilities from providing intensive interventions to readers three or more levels below their grade (based upon, iREADY Reading, and teacher recommendations) to coaching classroom teachers with best practices of instruction for a balanced literacy framework. The current framework is based on the Fountas and Pinnell instructional management system that supports assessing, teaching, intervening, and monitoring students through a continuum of literacy learning. Basic Skill teachers are here to assist students struggling in mathematics and reading (less than two years below grade level).

GIFTED AND TALENTED AT THE ELEMENTARY LEVEL

Our Gifted and Talented program enriches our academic program by offering accelerated instructional opportunities for students that demonstrate several of the following behaviors: self-motivation; intense, sometimes unusual interests for their developmental level; highly expressive communication skills; effective, often inventive problem-solving ability; large storehouse of information (memory); inquiry/curiosity; insight; reasoning; original imagination/creativity; humor; intensity; and sensitivity to emotional stimuli. Our curriculum is interdisciplinary and inquiry-based in nature. It is centered around the principles of research, exploration, presentation, and performance. We use the design thinking approach to systematically extract, teach, learn, and apply human-centered techniques to solve problems in a creative and innovative way based on students' interests.

USEFUL WEBSITES/LINKS

Google Classroom

Individual teachers may set up a Google classroom where they will be able to share their information.

Study Island

[\(http://www.studyisland.com/\)](http://www.studyisland.com/)

Study Island is a leading provider of web-based state assessment preparation programs and standards-based learning programs

SCHOOL CLOSING - DELAYED OPENING - EARLY DISMISSAL

Who is watching the weather? The superintendent and administrative staff carefully watch the weather conditions during seasons of possible inclement weather.

Where do they get their information? Our school district monitors national weather service via broadcast and Internet. We also contact local law enforcement about road conditions. The Bergenfield Police Department provides us with a report on the road conditions from officers who are out on patrol. This report is typically secured between 4:30 and 5:30 am In making our decision, we must consider the condition of local streets as well as the sidewalks and crossings around the community.

What factors are considered when making the decision to close the school? The safety of all Bergenfield's children is our primary concern in making our decision. In deciding whether children will be safe, we look at the following factors:

- Information on road conditions from the director of building and grounds and from law enforcement, including whether roads are icy;
- Time snow or ice starts and the amount;
- Weather predictions;
- Building conditions (e.g., whether schools have power and heat);
- Parking lot conditions;
- Temperature and wind chill.

Who makes the decision? The superintendent of schools is responsible for the final decision, based on the above factors and recommendations from the district staff.

HOW WILL I KNOW IF SCHOOL IS CLOSED FOR THE DAY OR IF THERE IS A DELAYED OPENING?

- The Bergenfield School District will utilize the REVERSE 911 system to notify residents of school closings, delayed openings, and any special announcement that needs to be disseminated to residents in a timely fashion.

- Check our website at

www.bergenfield.org - A "No School announcement will be posted."

- Announcements/SCHOOL CLOSINGS will be posted on TWITTER and FACEBOOK as well.

We request that you do not call the police department for school closing information. During bad weather, it is imperative not to tie up their switchboard.

10 A.M. DELAYED OPENING OF ELEMENTARY SCHOOLS

The purposes of a delayed (10 a.m.) opening of schools are:

- To allow time for a change in weather conditions that have been forecast by the National Weather Service (NWS);
- To allow DPW crews to clear more streets and roads;
- To allow our staff to clear parking lots and walkways;
- To allow staff, some of whom travel long distances from rural areas, to travel on cleared roads;

NEW OPENING TIME: When the Superintendent opts for a Delayed Opening, he will indicate to all staff, the media, and the community that **"all Bergenfield Public Schools will open at 10 A.M."** That is to be regarded as "the time at which students are to report"; staff will be asked to report at 9:45 A.M. ALL BEFORE-SCHOOL PROGRAMS WILL BE CANCELLED.

CAUTION: DELAY COULD CHANGE TO A CLOSING!!

The most common reason for a "delayed (10 a.m.) opening" of school is that the inclement weather which exists between 4 a.m. and 7 a.m. is likely to improve and clear by midmorning. Therefore, IF THE WEATHER DOES NOT IMPROVE and/or IF, BY 7:15 A.M., THE ROADS ARE NOT CLEARED ENOUGH to be able to provide staff with a SAFE trip to school and students with a SAFE walk to school, the Superintendent will change the decision from "10 a.m. DELAY" to "CLOSED FOR THE DAY." That decision would be made by the Superintendent on the basis of

information received from: U.S. Weather Service, Bergenfield P.D. and/or DPW, Supervisor of Bldgs. and Grounds, and Area School Superintendents.

LUNCH SERVICE: *Elementary lunch period will be 45 minutes in length from 11:30-12:15 P.M. Students who normally leave the building should be encouraged to bring their lunch and remain in the building.*

EMERGENCY CLOSINGS WHILE SCHOOL IS IN SESSION

Schools will be dismissed in the event of an impending emergency. Impending emergencies would include severe storms, fire or other major catastrophes.

Dismissal of school will be at the direction of the Superintendent of Schools. In the event an emergency requires investigation to determine the seriousness of the condition, pupils will be evacuated until the school building is declared safe by the person(s) responsible for correcting the condition. Procedures for dismissal or evacuation are planned by the principal of each school building to ensure the utmost safety for students and staff. If schools must be closed, children will be dismissed.

Parents should arrange with their children regarding such an emergency. In the event that it should become necessary to close school during the day for weather or other emergencies, the following procedures will be in effect.

GENERAL PROCEDURES:

1. The decision to close school early will be made after consultation with the Bergenfield Police Department and the neighboring school districts. The decisions will be made, whenever possible, before 10:00 A.M.
2. Schools will be closed at the end of a four-hour session (12:30 P.M.).
3. The Bergenfield Police Department will be notified so that crossing guards will be on duty when possible.
4. ***The Bergenfield After School Child Care (S.A.C.C.) The program will be notified. It will be their responsibility to cancel their program.***

AFFIRMATIVE ACTION

In the spirit of Title 6, Title 9, and Section 504 of the statutes of the state of New Jersey, the Bergenfield School System is striving to ensure equal educational and employment opportunities regardless of race, sex, sexual orientation, creed, color, religion, disability, national origin or social or economic status. It has instituted open and equal access to employment and school-sponsored courses and activities offered during, before or after school hours.

The Bergenfield School District's Title 6, Title 9 and Section 504 officer is the Assistant Superintendent. In addition, each elementary school has an affirmative action school monitor. Should you have any questions, please call Mrs. Darlene Markman at 201-385-6250 or email her at dmarkman@bergenfield.org.

LUNCH PROGRAM

The Lunch Program will be continued this year for those children who wish to purchase lunch in school. Menus will be sent home in advance on a monthly basis. Details about the lunch program will be provided by each school.

PLEASE MAKE SURE TO COMPLETE THE APPLICATION FOR FREE AND REDUCED LUNCH TO SEE IF YOU QUALIFY. As in the past, children may bring lunch from home. Please note that the school has no facility for cooking or reheating food sent from home.

STUDENT DRESS AND GROOMING

The Bergenfield Board of Education adopts a minimally restrictive policy that sets standards for grooming and dress during school hours and school functions. Student participation in school functions is predicated on compliance with this policy.

This policy is applicable from pre-kindergarten through grade twelve. The following guidelines are established:

1. Student dress and grooming will be clean.
2. Student dress and grooming may not create a health or safety hazard.
3. Student dress and grooming will comply with State and federal law and guidelines.
4. Student dress will not be destructive to school property.
5. Student dress and grooming will not be distracting or disruptive to the school environment.

The building Principal will be responsible for determining if the dress and grooming of students comply with this policy. The building Principal's decision will be final.

COMMUNITY SERVICE PROJECTS

The Bergenfield School System and Borough residents work together to provide special service projects for elementary school students.

The VOLUNTARY FINGER PRINTING PROGRAM provides an opportunity for parents of K-5 students to be fingerprinted by police officers. This program is intended to aid in tracing or identifying children who are lost or injured.

The BERGENFIELD POLICE AND FIRE DEPARTMENTS present programs in elementary schools regarding safety and fire prevention.

D.A.R.E (Drug Abuse Resistance Education) Project D.A.R.E. is a program designed to prevent drug abuse in children. The emphasis of D.A.R.E. is to help students recognize and resist the subtle pressures that influence students to experiment with alcohol and drugs. Program strategies focus on feelings relating to self-esteem, interpersonal and communication skills, decision-making, and positive alternatives to drug abuse behavior. D.A.R.E. is presented to all 5th-grade students by the Bergenfield Police Department.

ELEMENTARY PARENT ASSOCIATIONS exist in each of Bergenfield's five schools. Their primary function is to offer voluntary assistance in the operation of school-related projects and fund-raising activities. Each association distributes flyers at the beginning of the school year to encourage parents to participate in their projects.

Student's Birthday Recognition:

In order to keep all students safe, please follow these guidelines for your child's birthday recognition at the elementary schools:

- Each student's birthday will receive recognition either in their classroom and/or during morning announcements

- Your child's birthday is not an excused absence. You are expected to send your child to school.
- **Due to multiple food allergies**, no food, candy, beverages, etc. are permitted
- Parties are not permitted in school, and should be held outside of school time. No balloons, goodie bags, music, or family members are permitted
- If you wish to request to distribute invitations to your child's birthday party at school, then every child in the class must receive an invitation and you must get prior approval from the school principal
- Birthday recognition is not mandatory at school

THERE WILL BE NO EXCEPTIONS.

Thank you in advance for your understanding and support in keeping the schools safe and healthy.

Classroom Celebrations:

Throughout the school year, teachers and staff plan celebrations in their classrooms. During the few times a year these celebrations take place, the elementary schools use the following procedures:

- Parents/Guardians will be made aware, well in advance, of any schoolwide or classroom celebration
- If food is involved, then the following are the **only acceptable food items** allowed:
 - Store bought peanut-free & tree nut-free cupcakes with a sticker stating "peanut-free & tree nut-free"
 - Store bought peanut-free & tree nut-free cookies with a sticker stating "peanut-free & tree nut-free"
 - Pre-packaged Kellogg's Rice Krispy Original treats (individually wrapped)
 - Pretzels and/or popcorn ONLY-preferably UTZ brand
 - Juice boxes and/or individual water bottles
- If your child has a food allergy, then you are invited to send in a safe snack for your child to enjoy during classroom celebrations.
- All food items must be brought to the Main Office and cleared by the School Nurse

PLEASE SPEAK TO YOUR CHILD'S TEACHER BEFORE SENDING IN ANY ITEMS. THERE WILL BE NO EXCEPTIONS.

Thank you in advance for your understanding and support in keeping the schools safe and healthy.

Elementary Schools Standardized Testing for Grades 3-5

New Jersey participates in New Jersey Student Learning Standards Assessments (NJSLSA) for Mathematics, ELA and Science. Students are held accountable for achieving the New Jersey Student Learning Standards which the State has implemented to guide student learning and achievement. <https://nj.gov/education/cccs/>. The NJSLSA will be administered within the following timeframe:

Assessment	Window to Administer to 3 rd -5 th Grade
NJSLA	TBD

Science Assessment Administration:

Students are held accountable for achieving the New Jersey Student Learning Standards for Science by the end of fifth grade. Fifth-grade students will take the Science assessment during the Science window to the administrator: TBD.

REPORTING TO PARENTS/GUARDIANS

APPOINTMENTS / CONFERENCES

As we work together during the year, specific concerns may arise regarding your child's progress. At any time, the parent and/or the teacher feel a conference is needed, an appointment may be arranged. Such appointments must be made far enough in advance so that all concerned may plan their time accordingly.

GRADING: EVALUATION KEY

Kindergarten- Grade 5

Effort/Standards Performance

4 Exceeds Standards

3 Achieves Standards

3 Approaches Standards

1 Needs Support

Grades 3 - 5: Trimester Grading Key

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D	=	65-69
E	=	64 and below

Behaviors That Support Learning

C	=	Consistent
D	=	Developing
I	=	Improvement Needed

CODE OF STUDENT CONDUCT

All students are expected to behave appropriately in accordance with general rules of good conduct, and Board of Education policy and regulations. This also includes when on video calls with teachers that appropriate behavior is

maintained and respect for all persons is held in high regard. The administration will consider each case individually and administer appropriate discipline in accordance with Board policy.

The specific goals of this Code are to ensure a safe and healthy educational environment and to maintain an atmosphere of mutual respect for classmates, staff, the school, and the community. Please read and discuss this with your child.

GENERAL

- Students must be respectful to the teachers, aides, support personnel, lunch supervisors and/or other students.
- Students are to respect the rights of others. Students threatening others will not be tolerated.
- Students are to respect school property. Textbooks furnished by the school are to be covered at all times. Students are not permitted to deface textbooks, furniture, or other school property.
- Students are to remain in the classroom or playground area unless they have permission to leave from those who are supervising them.
- Students are to dress appropriately at all times, including footwear. **Flip-flops and backless sandals are not permitted.**
 - Pushing, shoving, and/or fighting of any kind, including play fighting will not be tolerated.
 - Spitting, swearing, or using inappropriate language is not permitted.
 - The throwing of food, rocks, snow, ice, and other non-playground objects is not permitted.
 - Students are to refrain from bringing excessive amounts of money, expensive games and toys to school.
 - ***Students in Preschool through grade 12 are prohibited from using an internet-enabled device on school grounds during the school day.***
 - The use of video games, electronic toys, and/or trading cards is not permitted.
 - Drugs, alcohol, and weapons are never permitted at school, on the school bus, or at any school function. “Weapons” includes, but is not limited to, guns, of any sort (including pellet and B-B guns), toys that resemble weapons, slingshots, chains, box cutters, and anything that can be used to inflict serious bodily injury.

The Bergenfield Board of Education Internet & Electronic Information Access Agreement/Student Agreement

Dear Student and Parents/Guardians:

Bergenfield Public School District’s goal in providing access to the Internet and/or other sources of electronic information includes (1) providing a rich and interesting educational experience; (2) developing academic growth and excellence; and (3) developing skills related to research, use of computers, applications, software, and computer etiquette, responsibility, and accountability.

Any use of unapproved software or applications, including but not limited to Virtual Private Networks (“VPNs”), Proxy servers or sites, or copyrighted software, to bypass security measures on the Bergenfield School District network is forbidden. Please be advised that any unapproved software, applications, or resources used by a student puts the student’s personal and private information at risk to parties who may impose harm. **All Internet use and communications must be related to research and educational objectives only.** Any violation of the Bergenfield Board of Education Policy 2361 (Acceptable Use Policy), Policy 2365 Acceptable Use of Generative Artificial Intelligence (AI) and the Google Apps for Education Edition Agreement and Privacy Policy may result in immediate

termination of access to the network. Other disciplinary actions may also be taken in proportion to the severity of the violation.

STUDENT AGREEMENT

As a condition of using Bergenfield School District's computers and devices, applications, software, and computer networks to access programs and/or information including, but not limited to, the Internet, Google G Suite for Education, such as Gmail, and related networks, I have read and agree to abide by the Bergenfield Board of Education Policy 2361 (Acceptable Use Policy), Policy 2365 Acceptable Use of Generative Artificial Intelligence (AI) and the Google Apps for Education Edition Agreement and Privacy Policy. I understand that any violation of these guidelines or any inappropriate conduct related to computer usage may result in administrative action, including, but not limited to, revocation of my computer use and access, detention, suspension, expulsion, or legal prosecution. I understand and am fully responsible for my actions.

Google Apps for Education Edition Agreement and Privacy Policy:

https://gsuite.google.com/intl/en/terms/education_terms.html

Student's Name _____ (Please Print)

Student's ID Number _____ Grade _____

Student's Signature _____ Date _____

PARENT/GUARDIAN CONSENT AND AGREEMENT

I have read and discussed with _____ (Student's Name) the above agreement and the Board of Education Policy 2361 (Acceptable Use Policy), Policy 2365 Acceptable Use of Generative Artificial Intelligence (AI) and the Google Apps for Education Edition Agreement and Privacy Policy. I understand that access to the Internet and related networks as well as to computer software, Google G Suite for Education including Gmail, and applications on school computers and devices are for **educational use only**.

Parents/Guardian's Name _____ (Please Print)

Parent/Guardian's Signature _____ Date _____

Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be following the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policies and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matters on the Internet and the world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors

online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response. **The district has the ability to receive information from software packages called Go Guardian on student's Internet Searches that are explicit in nature or demonstrate a student's potential for self-harm. The information will be sent to the Administrator and parents will be notified of the search and of any consequences.**

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are following the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

Consent Requirement

No pupil shall be allowed to use the school district's computer networks/computers and the Internet unless they have filed with the main office a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3 Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood Children's Internet Protection Act

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board, therefore, adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

A. Using the computer network/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, and local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards the for use of publicly owned and operated communication vehicles.

B. Using the computer network/computers to violate copyrights, institutional or third-party copyrights, license agreements or other contracts.

C. Using the computer network in a manner that:

1. Intentionally disrupts network traffic or crashes the network;
2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades the privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this Policy; and/or
11. Engages in other activities that do not advance the educational purposes for which computer networks/computers are provided.

STUDENT TECHNOLOGY RESTRICTIONS

The Board of Education prohibits student use of internet-enabled devices on school grounds during the school day in accordance with N.J.S.A. 18A:36-40b. The Board adopts this Policy and Regulation R 5516 pursuant to N.J.S.A. 18A:36-40b. and the guidelines developed by the Commissioner of Education concerning student use of internet-enabled devices during regular school hours, on a school bus, or during school-sponsored events when the student is under the direct supervision of a teaching staff member or employee of the Board.

“Internet-enabled device” means any device capable of connecting to the internet and accessing online content (e.g., smartphones, tablets, smartwatches, smart glasses, etc.), including social media applications. An internet-enabled device does not include an internet-enabled device provided by the Board when used for educational purposes.

The Board shall assume no responsibility for the security of or damage to a student’s internet-enabled device brought onto school grounds. If a student brings an internet-enabled device to school, the internet-enabled device must remain off and may be required to be stored in a storage system as indicated in Regulation 5516. — Each student who brings an internet-enabled device to school is expected to turn off their internet-enabled device and store it in their backpack, other bag throughout the entire school day. An internet-enabled device shall be password protected by the student so only the student owner of the internet-enabled device can use the internet-enabled device.

- a. Students are not permitted to use either device while on school grounds between the hours of 8:30 AM and 3:10 PM.
- b. *All calls home regarding student’s needs must be made by the nurse or main office during school hours.*
- c. *Students in Preschool through grade 12 shall be permitted to use their internet-enabled device on a school bus on their way to school at the start of the school day or on their way home from school at the end of the school day.*

The following discipline will be imposed on a student for bringing their internet-enabled device to school after being prohibited to have their internet-enabled device on school grounds:

First Offense in a School Year (a)

The internet-enabled device shall be taken from the student by a school staff member or employee of the Board and turned in to the Principal or designee’s office for the remainder of the school day. It will be returned at the end of the day to the student along with a letter stating this is the first offense in the school year in violation of this Regulation and Policy 5516.

Further Offenses in a School Year (a)

The internet-enabled device shall be taken from the student by the school staff member or employee of the Board and turned in to the Principal or designee’s office for the remainder of the school day. **The internet-enabled device must be picked up at the Principal or designee’s office by a parent at the end of the school day. If the parent cannot pick up the internet-enabled device by the end of the school day, the parent may pick up the internet-enabled device before the end of the next or any subsequent school day. Letters will be given and must be signed by the parent reflecting the offense and discipline consequences.**

For Violations after the first offense, students will receive detention based upon the Principal's discretion. For the fifth (5th) offense and any further offenses to Policy 5516 within the school year, the student will be suspended from school. The length of the suspension is up to the Principal.

It is the student's responsibility to turn off the internet-enabled device and have the internet-enabled device password protected to prevent any unauthorized use of the internet-enabled device before turning the internet-enabled device in to the school staff member or employee of the Board.

"Please contact your building principal to provide feedback regarding our student code of conduct."

Harassment, Intimidation and Bullying (HIB)

All elementary schools and the Board of Education prohibit acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in the school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. For additional information go to our website, under Resources and click on the Harassment, Intimidation and Bullying (HIB) tab.

Each school has their own Anti-Bullying Specialist, please refer to their website for the Anti-Bullying Specialist of the school.

The District Anti-Bullying Coordinator is Stephane Machin: 80 South Prospect Avenue, Bergenfield, NJ 07621 smachin@brgenfield.org.

BERGENFIELD PUBLIC SCHOOLS
Bergenfield, New Jersey
Office of the Superintendent

**DATES FOR 2026-2027 MARKING PERIODS, REPORT CARDS
(ELEMENTARY),
OPEN HOUSES AND STAFF DEVELOPMENT DAYS**

#	Marking Period	No. Days	Progress Report	Parent Conferences	Report Card
1	Sept.8 – Dec. 8	60	October 22, 2026	November 12, 2026 (5:30 p.m. -7:30 p.m.)	December 17, 2026
				November 13, 2026 4hour session for students 8:30 a.m. – 12:30 p.m. 1:30 p.m. – 3:30 p.m. (Parent Conference)	
2	Dec. 9 – March 16	60	February 4, 2027	February 18, 2027 (5:30 p.m. -7:30 p.m.)	March 25, 2027
				February 19, 2027 4hour session for students 8:30 a.m. – 12:30 p.m. 1:30 p.m. – 3:30 p.m. (Parent Conference)	
3	March 17 – June 24	60	May 6, 2027 (if necessary)	By appointment only	June 24, 2027

Elementary Schools Fall Open House (Franklin and Hoover Schools): *September 23, 2026 (Wednesday)*

Elementary Schools Fall Open House (Jefferson, Lincoln, and Washington Schools): *September 24, 2026 (Thursday)*

PARENT CONFERENCES	
<i>November 12, 2026</i>	<i>5:30-7:30</i>
<i>November 13, 2026</i>	<i>1:30-3:30</i>
<i>February 18, 2027</i>	<i>5:30-7:30</i>
<i>February 19, 2027</i>	<i>1:30-3:30</i>

STAFF DEVELOPMENT WORKSHOPS - All Schools	
1.	September 4, 2024
2.	November 5, 2024

ELEMENTARY SCHOOLS 2026-2027 PROFESSIONAL CALENDAR

Marking Period	Starting Date	Progress Reports Distribution	Parent Conference	MP Closing Date	Report Card Distribution
1	Tue. September 8	Thurs., October 22	Thurs. Nov. 12 (5:30-7:30) Fri. Nov. 13 (1:30-3:30)	Tue., December 8	Thurs., December 17
2	Wed., December 9	Thurs., February 4 (Due to office by 2/2)	Thurs., Feb 18 (5:30-7:30) Fri., Feb. 19 (1:30-3:30)	Tue., March 16	Thurs., March 25
3	Wed., March 17	If necessary, on May 6	By appointment only	Thurs., June 24	Thurs., June 24

All marking period dates are subject to revision

OPEN HOUSE (Franklin and Hoover Schools) – Wednesday, SEPT. 23

OPEN HOUSE (Jefferson, Lincoln, and Washington Schools) - Thursday, SEPT. 24

6:30-7:00 FOR ALL PARENTS (GYM)

7:00-8:00 CLASSROOM VISITS (There will be two 30-minute sessions for parents with multiple students)

<u>Staff Development Workshops</u> <u>Full Day Sessions (teachers)</u> Wed., September 3 Tues., November 3	<u>Four Hour Sessions</u> Friday, November 13, 2026 Wednesday, November 25 Wednesday, December 23 Friday, February 12, 2027 Friday, February 19 Tuesday, June 22 Wednesday, June 23 Thursday, June 24
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Faculty meetings scheduled for the first Wednesday of each month.

Grade-level meetings scheduled for the second Wednesday.

ELEMENTARY “SPECIALS” SCHEDULE

SEPTEMBER 2026

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8 A	9 B	10 C	11 D
14 E	15 A	16 B	17 C	18V D
21 No School	22 E	23 A	24 B	25 C
28 D	29 E	30 A		

OCTOBER 2026

Mon	Tues	Wed	Thurs	Fri
			1 B	2 C
5 D	6 E	7 A	8 B	9 C
12 D	13 E	14 A	15 B	16 C
19 D	20 E	21 A	22 B	23 C
26 D	27 E	28 A	29 B	30 C

NOVEMBER 2026

Mon	Tues	Wed	Thurs	Fri
2 D	3 No School	4 E	5 No School	6 No School
9 A	10 B	11 C	12 D	13 E
16 A	17 B	18 C	19 D	20 E
23 A	24 B	25 C	26 No School	27 No School
30 D				

ELEMENTARY “SPECIALS” SCHEDULE (Continued)

DECEMBER 2026

Mon	Tues	Wed	Thurs	Fri
	1 E	2 A	3 B	4 C
7 D	8 E	9 A	10 B	11 C
14 D	15 E	16 A	17 B	18 C
21 D	22 E	23 A	24 No School	25 No School
28 No School	29 No School	30 No School	31 No School	

JANUARY 2027

Mon	Tues	Wed	Thurs	Fri
				1 No School
4 B	5 C	6 D	7 E	8 A
11 B	12 C	13 D	14 E	15 A
18 No School	19 B	20 C	21 D	22 E
25 A	26 B	27 C	28 D	29 E

FEBRUARY 2027

Mon	Tues	Wed	Thurs	Fri
1 A	2 B	3 C	4 D	5 E
8 A	9 B	10 C	11 D	12 E
15 No School	16 A	17 B	18 C	19 D
22 E	23 A	24 B	25 C	26 D

ELEMENTARY “SPECIALS” SCHEDULE (Continued)

March 2027

Mon	Tues	Wed	Thurs	Fri
1 E	2 A	3 B	4 C	5 D
8 E	9 A	10 No School	11 B	12 C
15 D	16 E	17 A	18 B	19 C
22 D	23 E	24 A	25 B	26 No School
29 C	30 D	31 E		

APRIL 2027

Mon	Tues	Wed	Thurs	Fri
			1 A	2 B
5 C	6 D	7 E	8 A	9 B
12 No School	13 No School	14 No School	5 No School	16 No School
19 C	20 D	21 E	22 A	23 B
26 C	27 D	28 E	28 A	30 B

MAY 2027

Mon	Tues	Wed	Thurs	Fri
3 C	4 D	5 E	6 A	7 B
10 C	11 D	12 E	13 A	14 B
17 C	18 D	19 E	20 A	21 B
24 C	25 D	26 E	27 A	28 B
31 No School				

ELEMENTARY “SPECIALS” SCHEDULE (Continued)

JUNE 2025

Mon	Tues	Wed	Thurs	Fri
	1 C	2 D	3 E	4 A
7 B	8 C	9 D	10 E	11 A
14 B	15 C	16 D	17 E	18 No School
21 TBD	22 TBD	23 TBD	24 TBD	

Dear Parent(s)/Guardian(s):

For the 2026-2027 school year, the “special” classes’ schedule is outlined on this calendar. Students attend these classes on a rotating basis. School days will be identified by a letter, A-E. Your child’s teacher will notify her or him of the letter day on which each “special” class is scheduled. The rotation schedule allows for equitable distribution of time for the children to receive instruction in each special area.

The principal of your child’s elementary school will explain this schedule in greater detail after the opening of school.

BERGENFIELD PUBLIC SCHOOLS

Annual Integrated Pest Management Notice for School Year 2026-2027

This notice is being distributed with the New Jersey School Integrated Pest Management Act. The Bergenfield Board of Education has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available) of each pesticide product that may be used on school property. The label and MSDS are available for review by a parent, guardian, staff member or student attending the school. Also the IPM Coordinator is available to parents, guardians and staff members for information and to discuss comments about IPM activities and pesticide use in the school.

As part of a school pest management plan the Bergenfield Board of Education may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

Asbestos Hazard Emergency Response Act

The Bergenfield School District has and will continue to comply with all of the regulations of the Asbestos Hazard Emergency Response Act (AHERA) (Pil. 99-519). This is being done by adhering to the operation and maintenance program set up by our designated “Asbestos Coordinator”.

The Management Plan and O & M programs are available for review to all parents, teachers, and staff during regular hours at each school or at the Board of Education office located in the high school. There is no cost to review the documents in schools; however, a reasonable charge will be made to make copies. A request for copies must be made in writing and submitted to the “Asbestos Coordinator”.

All of the asbestos containing building materials in the building are in good condition and we will continue to monitor them under our O & M as recommended by the EPA Administrator.

Indoor Air Quality Notification

Bergenfield Public Schools is proud to be taking a leadership role in providing a safe, comfortable, and productive environment for our students and staff so that we achieve our core mission – educating students. Our school will follow the EPA guidelines to improve our indoor air quality (IAQ) by preventing as many IAQ problems as possible, and by quickly responding to any IAQ problems that may arise. Good indoor air quality requires an ongoing commitment by everyone in our school because each of us daily makes decisions and performs activities that affect the quality of the air we breathe. Each room in every building will be evaluated for indoor air quality.

Teachers, custodial staff, and administrators will be trained on IAQ factors. Our IAQ Coordinator, Joseph Valente, will follow up on any IAQ problems you may have and may be contacted at 201-385-7171.

Mr. Joseph Valente, Maintenance Foreman
Integrated Pest Management Coordinator, AHERA Designated Person & IAQ Coordinator

**NOTICE OF BUDGET WORK SESSIONS, PUBLIC WORK SESSIONS AND
REGULAR MEETINGS
OF THE
BERGENFIELD BOARD OF EDUCATION
2026-2027**

Take Notice that pursuant to Section 13 P.L. 1975, Chapter 231 of the laws of the State of New Jersey, the Regular Meetings of the Bergenfield Board of Education, Borough of Bergenfield, New Jersey, shall be held at 8:00 P.M., on the fourth Monday of the month as listed herewith, except in the case of a holiday. There will be a Public Work Session Meeting at 7:00 P.M., on the Monday prior to the Regular Meeting to discuss the Agenda. All Regular Meetings will be held in the Bergenfield High School Cafeteria; Public Work Session Meetings and the Budget Work Session Meetings will be held in the District Conference Room of Bergenfield High School located at 80 S. Prospect Avenue, Bergenfield, NJ 07621. Also, listed below are the dates and times of the meetings. Formal legal action may be taken by the Board of Education at the meetings listed below.

Budget Work Session Meeting 6:00 PM	Public Work Session Meeting 7:00 PM	Public Work Session Meeting 7:00 PM Regular Meeting 8:00 PM
		1 July 27, 2026
		1 August 24, 2026
	September 14, 2026	September 28, 2026
	October 19, 2026	October 26, 2026
	November 16, 2026	November 23, 2026
December 14, 2026		1 December 14, 2026
		2 January 4, 2027
January 11, 2027	January 11, 2027	
January 25, 2027		January 25, 2027
February 8, 2027	February 8, 2027	
February 22, 2027		February 22, 2027
March 15, 2027	March 15, 2027	
March 22, 2027		March 22, 2027
April 19, 2027	April 19, 2027	
April 26, 2027		3 April 26, 2027
	May 3, 2027	May 17, 2027
	June 14, 2027	June 28, 2027

1. There is only one meeting scheduled for the months of July, August and December.
2. Reorganization Meeting will be held at 6:00 PM on a Thurs
3. Tentative Budget Presentation.

JoAnn Khoury-Frias
Business Administrator/Board Secretary

504 Grievance Procedures for Students

Any student who feels he or she has been discriminated against based upon his or her 504 plan or feels that the plan has not been followed in accordance to how it was written, may file a grievance. The grievance should be submitted to:

Darlene Markman, District 504 Coordinator 225
West Clinton Avenue Bergenfield, NJ 07661
dmarkman@bergenfield.org
201-385-6250

- A grievance is filed by submitting an informal complaint, outlined in a letter, to the District 504 Coordinator using the contact information provided above.
- a The District Coordinator will investigate the complaint and attempt to informally resolve the issue with the appropriate staff member(s).
- gi The District 504 Coordinator will investigate and document the complaint and provide a written decision to the complainant within seven working days of receipt of the initial complaint.

District 504 Appeal Process

If the complainant is not satisfied with the District 504 Coordinator's written decision, he or she may appeal the decision.

- gi Within three working days of receipt of the initial decision, the complainant may appeal the decision by submitting in writing the circumstances that warrant the grievance.
- The 504 Coordinator will appoint a qualified hearing officer within seven days of receiving the written appeal.
- The impartial hearing officer will afford the complainant an opportunity to present information relevant to the grievance.
- The hearing officer will provide a written decision to both the complainant and the 504 Coordinator within seven working days of the hearing.

*Those individuals who remain dissatisfied with the decision rendered by the hearing officer, can submit a written appeal to the Bergenfield Board of Education provided that they have submitted a written appeal to the Superintendent of Schools within three working days of receiving the hearing officer's decision.

*The board may, but is not required, to hold a hearing to review the appeal.

*The complainant may request mediation and due process in accordance with the law if they remain unsatisfied with the decision rendered by the district's Board of Education.

For a more detailed view of the 504 Accommodation Plan Procedures, Grievances and Appeals, please review District Policy and Regulation 2418 - Section 504 of the Rehabilitation Act of 1973 Students

Board Policy 2418

Board Regulation 2418

Title IX Grievance Process

1. The school district will use the grievance process outlined in 34 CFR §106.45 and this Regulation to address formal complaints of sexual harassment.
2. Parents, students, unions and associations, and staff members shall receive notice of the grievance procedures and the Title IX Coordinator's name or title, office, address, email address, and telephone number in accordance with 34 CFR §106.8(a).
3. The school district's grievance process may, but need not, provide for a hearing pursuant to 34 CFR §106.45(b)(6)(ii).
4. The school district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with 34 CFR §106.45(b)(9).
5. The school district may not require the parties to participate in an informal resolution process regarding a Title IX claim and may not offer an informal resolution process unless a formal complaint is filed pursuant to 34 CFR §106.45(b)(9).
6. The Title IX Coordinator must promptly contact the Complainant in accordance with 34 CFR §106.44(a).
7. In response to a formal complaint, the school district will follow a grievance process that complies with 34 CFR §106.45.
 - Upon receipt of a formal complaint, the Title IX Coordinator shall provide written notice to the parties who are known in accordance with 34 CFR §106.45(b)(2)(i).
 - The Title IX Coordinator shall provide the investigator with a copy of the formal complaint if the Title IX Coordinator is not the investigator.
 - The investigator shall investigate the allegations contained in a formal complaint pursuant to 34 CFR §106.45(b).
8. The investigator shall create an investigative report in accordance with the provisions of 34 CFR §106.45(b)(5)(vii).
 - The investigator will attempt to collect all relevant information and evidence.
 - While the investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to

the investigator so that they may be considered during the investigation.

- While all evidence gathered during the investigative process and obtained through the exchange of written questions will be considered, the decision-maker may in their discretion grant lesser weight to last minute information or evidence introduced through the exchange of written questions that was not previously presented for investigation by the investigator.
 - To the greatest extent possible, and subject to Title IX, the school will make reasonable accommodations in an investigation to avoid potential re-traumatization of a student.
 - The investigative report shall be provided to the decision-maker in accordance with the provisions of 34 CFR §106.45(b)(6)(ii).
9. The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility pursuant to 34 CFR §106.45(b)(7).
- To reach this determination, the decision-maker will apply the preponderance of the evidence standard, which shall be the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment pursuant to 34 CFR §106.45(b)(1)(vii).
 - The decision-maker will facilitate a written question and answer period between the parties.
 - Each party may submit their written questions for the other party and witnesses to the decision-maker for review.
 - The questions must be relevant to the case and the decision-maker will determine if the questions submitted are relevant and will then forward the relevant questions to the other party or witnesses for a response.
 - The decision-maker shall then review all the responses, determine what is relevant or not relevant, and issue a decision as to whether the Respondent is responsible for the alleged sexual harassment.
 - The decision-maker will issue a written determination following the review of evidence. The written determination will include:

- Identification of allegations potentially constituting sexual harassment as defined in Policy and Regulation 5751 and 34 CFR §106.30;
 - A description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
 - Findings of fact supporting the determination, conclusions regarding the application of this formal grievance process to the facts; and
 - A statement of and rationale for the result as to each allegation, including any determination regarding responsibility, any disciplinary sanctions the decision-maker imposed on the Respondent that directly relate to the Complainant, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided to the Complainant; and procedures and permissible bases for the parties to appeal the determination.
- The written determination will be provided to the parties simultaneously.
 - Notwithstanding a temporary delay of the grievance procedure or the limited extension of the grievance procedure time frames with good cause, the written determination shall be provided within sixty calendar days from receipt of the Complaint. The sixty-calendar day timeframe does not include the appeal process.
 - Remedies and supportive measures that do not impact the Respondent should not be disclosed in the written determination; rather the determination should simply state that remedies will be provided to the Complainant.

Appeals

1. The school district will offer both parties an appeal from a determination regarding responsibility, and from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein in accordance with 34 CFR §106.45(b)(8)(i).
2. As to all appeals, the school district will comply with the requirements of 34 CFR §106.45(b)(8).
- i.**
3. The Superintendent shall designate an appeal officer for each appeal filed.

- The appeal officer shall not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator in accordance with 34 CFR §106.45(b)(8)(iii)(B).
- 4. The Complainant and Respondent shall have an equal opportunity to appeal the policy violation determination and any sanctions.
- 5. The school district shall administer the appeal process, but is not a party and will not advocate for or against any appeal.
- 6. A party may appeal only on the following grounds and the appeal shall identify the reason(s) why the party is appealing:
 - There was a procedural error in the hearing process that materially affected the outcome; Procedural error refers to alleged deviations from school district policy, and not challenges to policies or procedures themselves;
 - There is new evidence that was not reasonably available at the time of the hearing and that could have affected the outcome;
 - The decision-maker had a conflict of interest or bias that affected the outcome;
 - The determination regarding the policy violation was unreasonable based on the evidence before the decision-maker. Appealing on this basis is available only to a party who participated in the hearing; and
 - The sanctions were disproportionate to the hearing officer's findings.
- 7. The appeal must be submitted in writing to the Title IX Coordinator within ten calendar days following the issuance of the notice of determination.
- 8. The appeal must identify the ground(s) for appeal and contain specific arguments supporting each ground for appeal.
- 9. The Title IX Coordinator shall notify the other party of the appeal, and that other party shall have an opportunity to submit a written statement in response to the appeal, within ten calendar days.
- 10. The Title IX Coordinator shall inform the parties that they have an opportunity to meet with the appeal officer separately to discuss the proportionality of the sanction.

11. The appeal officer shall decide the appeal considering the evidence presented at the hearing, the investigation file, and the appeal statements of both parties.
12. In disproportionate sanction appeals, input the parties provided during the meeting may also be considered.
13. The appeal officer shall summarize their decision in a written report that will be sent to the Complainant and Respondent within twenty calendar days of receiving the appeal.

Remedies

1. The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv).
2. Following receipt of the written determination from the decision-maker, the Title IX Coordinator will facilitate the imposition of sanctions, if any, the provision of remedies, if any, and to otherwise complete the formal resolution process.
3. The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine the sanctions imposed and remedies provided, if any.
 - The imposition of sanctions or provisions of remedies will be revisited by the Title IX Coordinator following the appeal officer's decision, as appropriate.
4. The Title IX Coordinator must provide written notice to the parties simultaneously.
5. The school district must disclose to the Complainant the sanctions imposed on the Respondent that directly relate to the Complainant when such disclosure is necessary to ensure equal access to the school district's education program or activity.
6. It is important to note that conduct that does not meet the criteria under Title IX may violate other Federal or State laws or school district policies regarding student misconduct or may be inappropriate and require an immediate response in the form of supportive measures and remedies to prevent its recurrence and address its effects.

Title IX Grievance Form

Bergenfield Public Schools

The purpose of this Title IX grievance form is to gather essential, factual information regarding an alleged action of sexual harassment in violation of Title IX and district policy 5751.

According to district policy 5751:

"Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:

- a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or
- c. "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30)."

District policy 5751 can be found in its entirety on the Bergenfield Public School District Website Title IX page, accessible through this link: [Title IX Policy](#)

If you have any questions about this form, or the Title IX investigation process, or need to submit the completed form, please contact:

Darlene Markman
District Title IX Coordinator
dmarkman@bergenfield.org
201-385-6250 X 1901

1. Complainant Information

Name: _____

Address: _____

Phone: _____

Email: _____

Student Grade Level: _ _ _ _ _

2. Nature of the Grievance:

Please describe the action(s) you believe may be considered sexual discrimination, including complaints of sexual harassment or sexual violence.

Name of alleged offender: _____

Position of alleged offender (if employee): _____

Grade level of alleged offender (if student): _____

Address of alleged offender (if 3rd party): _____

Employer of alleged offender (if 3rd party): _____

Describe the action(s) that you feel took place and that you believe are in violation of Title IX. You may attach additional sheets if needed:

3. When did the actions described above occur? _ _ _ _ _

4. Did anyone witness this matter? (circle one) Y E S , NO

4a. If yes, please indicate the name(s) of all witnesses below:

5. Did you discuss this matter with any of the witnesses identified in item 4?

(circle one) YES NO

Sa. If yes, please indicate the name of the witness(es), the date on which you communicated with them, and the method of communication used.

Name: _____ Date: _____

Method of Communication: _____

(You may attach additional sheets if needed)

6. Have you spoken to any administrator(s) or other school employee(s) about this matter?

(Circle One) YES NO

If yes, please identify the name, date and method of communication used.

Name: _____ Date: _____

Method of Communication: _____

(You may attach additional sheets if needed)

6a. Please describe the result of any of the discussion identified in item 6.

7. Has a formal HIB complaint /Investigation taken place regarding this incident?(circle one) YES NO

Please attach any additional information that you feel is pertinent to the complaint.

Total number of sheets attached: _____

I certify that the information contained in the Title IX Grievance Form is true to the best of my knowledge and belief. I understand that the contents of the Title IX Grievance form will be shared with the accused and will be reviewed as part of the investigation of this complaint and the rendering of a decision on this complaint at every step of the complaint procedure.

Complainant's Signature: _____ Date: ____

Affirmative Action

The Affirmative Action Officer has the responsibility to coordinate and implement the district's efforts to comply with the regulations of N.J.A.C. 6A:7 and to promote a working and learning environment free of discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability.

Shane Biggins
Director of Personnel
sbiggins@bergenfield.org
201-385-8020

Steps to File an Affirmative Action Grievance

If you think you experienced discrimination:

- Fill out the Affirmative Action Grievance Form
- Contact the Affirmative Action Officer listed above for an appointment
- There will be an intake session and an investigation will be launched
- The results/conclusion of this investigation will be sent to you in writing
- You are guaranteed confidentiality, but not anonymity as witnesses must be questioned

Appeal Process

- If unsatisfied with the results of the results of the Affirmative Action investigation, the grievant may appeal to the Superintendent of Schools or his/her designee
- If unsatisfied with the superintendent or his/her designee's decision, the grievant may appeal to the Board of Education
- If unsatisfied with the Board's decision, the grievant may appeal to the Executive County Superintendent
- The grievant has the right to by-pass this process and appeal directly to the:
 - Commissioner of Education;
 - Equal Employment Opportunity Commission;
 - U.S. Office of Civil Rights;
 - U.S. Department of Education; or
 - N.J. Division of Civil Rights

Forms

- **Affirmative Action Grievance Form**
- **Affirmative Action Grievance Form (Spanish)**
- **Student Affirmative Action Grievance Form**
- **Student Affirmative Action Grievance Form (Spanish)**

Bergenfield Public School District

Student Affirmative Action Grievance Form

Instructions: All students have the right to be treated fairly and equitably while in school and are encouraged to immediately report suspected violations of Bergenfield Board of Education policy 5750 Affirmative Action. In order to facilitate a prompt, thorough and impartial investigation of the alleged violation of rights, all complainants are advised to complete this form and submit it to the district Affirmative Action Officer, Mr. Shane Biggins. For detailed information regarding this process, please visit the Affirmative Action webpage on the district website under Human Resources.

Name: _____ Grade: _____

Home Address: _____

Home Phone: _____

Name of Person(s) you believe display the discriminatory/ harassing behavior:

Title/Position of Person(s): _____

Date(s) of Alleged Discriminatory/Harassing Action(s): _____

Please explain why you feel you have been discriminated against or harassed.

Please initial here if additional sheets are attached _____

Please provide the name(s) and position(s) of the individual(s) who may have witnessed the alleged discriminatory/harassing actions.

Please describe any attempts that were made to resolve the alleged discriminatory/harassing actions with the accused, and the result of this attempt.

Was the incident reported to anyone? Yes ____ No ____

If yes, to whom and when? _____

If yes, what was the outcome of the report that you made? _____

Are there any other individuals who may have pertinent information to whom the Affirmative Action Officer should speak with during the course of this investigation?

Yes ____ No ____

If yes, please list the names of these individuals below:

1. _____
2. _____
3. _____
4. _____
5. _____

I certify that the information contained in the Affirmative Action Grievance Form is true to the best of my knowledge and belief I understand that the Affirmative Action Grievanceform will be shared with the accused and will be reviewed as part of the investigation of this complaint and the rendering of a decision on this complaint at every step of the complaint procedure.

Complainant's Signature: _____ Date: _____

Formulario de agravio del Título IX

Escuelas publicas de Bergenfield

El propósito de este formulario de queja del Título IX es recopilar información objetiva y esencial sobre una supuesta acción de acoso sexual en violación del Título IX y la política del distrito 5751.

Según la política del distrito 5751:

"Acoso sexual" (34 CFR §106.30(a)) significa conducta basada en el sexo que satisface uno o más de los siguientes:

- a. Un empleado del distrito escolar que condiciona la prestación de una ayuda, beneficio o servicio del distrito escolar a la participación de un estudiante en una conducta sexual no deseada;
- b. Conducta no deseada determinada por una persona razonable como tan severa, generalizada y objetivamente ofensiva que efectivamente niega a un estudiante acceso igualitario al programa o actividad educativa del distrito escolar; o
- c. "Agresión sexual" como se define en 20 U.S.C. §1092(±)(6)(A)(v), "violencia en el noviazgo" según se define en 34 U.S.C. §12291(a)(10), "violencia doméstica" según se define en 34 U.S.C. §12291(a)(8), o "acecho" según se define en 34 U.S.C. §12291(a)(30)."

La política del distrito 5751 se puede encontrar en su totalidad en la página del Título IX del sitio web del Distrito de Escuelas Públicas de Bergenfield, accesible a través de este [enlace: Title IX Policy](#)

Si tiene alguna pregunta sobre este formulario o el proceso de investigación del Título IX, necesita enviar el formulario completo, comuníquese con:

Darlene Markman
Coordinadora del Título IX del Distrito
dmarkman@bergenfield.org
201-385-6250 X 1901

Distrito de escuelas publicas de Bergenfield

Formulario de agravio de acción afirmativa

Instrucciones: Todos los empleados y solicitantes de empleo tienen el derecho y se les anima a denunciar de inmediato las presuntas infracciones de las siguientes políticas de la Junta de Educación de Bergenfield:1510 Acta de Americanos con Discapacidades, 1530 Igualdad de Oportunidades de Empleo; 1550-Prácticas de Igualdad en el Empleo-Anti-Discriminación; 1549/3362/4352/Acoso sexual. Para facilitar una investigación pronta, exhaustiva e imparcial de la supuesta violación de los derechos, se recomienda a todos los denunciantes que completen este formulario y lo envíen a la Oficial de Acción Afirmativa del distrito, el Sr. Shane Biggins. Para obtener información detallada sobre este proceso, visite <https://www.bergenfield.org/domain/332>.

Nombre:..... Título Profesional:

Dirección de casa:

Numero de telefono:..... Telefono del trabajo:.....

Nombre de la(s) persona(s) que cree que estan involucradas en el comportamiento discriminatorio/acoso:.....

Título/Cargo de la(s) Persona(s):

Fecha(s) de la(s) supuesta(s) acción(es) discriminatoria(s)/de acoso:.....

Explique por que siente que ha sido discriminado o acosado.

Escriba sus iniciales aquí si se adjuntan hojas adicionales.....

Proporcione el nombre y el puesto de cualquier persona que pueda haber presenciado las supuestas acciones discriminatorias/de acoso:

¿Que intento, si alguno, hizo para resolver las supuestas acciones discriminatorias/de acoso con el acusado, y cual fue el resultado de este intento?

¿Se informó del incidente a alguien? Si _____ No _____

En caso afirmativo, ¿a quien y cuando?

En caso afirmativo, ¿cual fue el resultado del informe que realizó?

¿Hay otras personas que puedan tener información pertinente con las que el oficial de acción afirmativa deba hablar durante el curso de esta investigación?

Si _____ No _____

En caso afirmativo, indique los nombres de estas personas a continuación:

1. _____
2. _____
3. _____
4. _____
5. _____

Certifico que la información contenida en el Formulario de Agravio de Acción Afirmativa es verdadera para mi leer saber y entender. Entiendo que el Formulario de Agravio de Acción Afirmativa se compartirá con el acusado y se revisará como parte de la investigación de este agravio y la toma de una decisión sobre este agravio en cada paso del procedimiento de agravio.

Firma de/ denunciante: Fecha: