

Bradford School
The University Magnet

Family Handbook

2021-2022



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September 2021

Dear Bradford School Families,

Welcome to the opening of what will be another challenging start to the school year at Bradford School, the University Magnet, where everyone teaches and everyone learns. In these uncertain times, we remain committed to partnering with you to support the academic and social-emotional development of our students. Things will be different this year as we evolve to meet the challenges of living in the COVID-19 era, but our core mission remains the same.

At Bradford, we recognize that every student is unique and learns in different ways, and we are committed to helping your children achieve their highest potential. Therefore, we continue to offer a differentiated and challenging curriculum with a focus on developing critical thinkers and thoughtful members of the community. This year, special emphasis will be placed on social-emotional support for our school community; the health and emotional well-being of staff and students will be prioritized. Our Bradford CARES values of Being Compassionate, Being Respectful, Being Responsible, and Being in Control will continue to play a significant role.

Our partnership with Montclair State University must also evolve, and we are still in discussions with university staff to see how we can best utilize the resources of MSU in a safe and healthy manner. Field trips to MSU are restricted, so we are exploring other ways to capitalize on our connection.

Recent changes in our world, country, and community have had a profound impact on all of us. A school community had established an Antiracism and Equity Action Committee, with the expressed goal of working toward becoming an antiracist school. We believe that an antiracist school is one where we continually examine our school practices, create inclusive and equitable spaces, and ensure that all members of our community are valued, heard, treated with dignity and respect, and accepted for who they are. We are committed to holding conversations about race with our students to combat stereotypes and to empower them to stand up for what is right. Bradford will also soon become a Restorative Justice school, which is an important part of this work. More information on Restorative Justice can be found later in this handbook.

Developing a partnership with you is of paramount importance. This handbook is designed to provide you with information that will allow us to operate the school with a common understanding of what is critical to teaching and learning. Please familiarize yourself with its contents, as collaboration with you is critical to a successful school year.

We thank you for allowing us the opportunity to guide your child on their educational journey. We invite you to become as active a member of our learning community as you can, and we look forward to a productive school year!

Frances A. Aboushi and the Bradford Staff

BRADFORD SCHOOL



87 Mt. Hebron Road
Montclair, New Jersey 07043

Principal: Frances A. Aboushi

Magnet Theme: The University Magnet

Hours: 8:50 a.m. – 3:05 p.m. (Doors open at 8:40 a.m.)

Delayed Opening: 10:50 a.m. – 3:05 p.m.

Early Dismissal: 1:40 p.m.

Main Office Phone: 973-509-4155

Main Office Fax: 973-509-9523

Patricia Dowling, Nurse 973-509-4153

Marcy Goff, Clinical Social Worker/Counselor 973-509-4155 Ext. 4157

Bradford Website: <http://www.montclair.k12.nj.us/Bradford>

Bradford PTA: <http://www.bradfordpta.org>

Twitter: <http://www.twitter.com/BradfordSchool>

8:40 a.m.	Doors open and students report to classrooms
8:50 a.m.	School begins
11:10 – 12:00	Lunch / Recess for Kindergarten
11:10 – 12:00	Recess/ Lunch for Grade 1
12:00 – 12:50	Lunch / Recess for Grade 2
12:00 – 12:50	Recess / Lunch for Grade 5
12:50 – 1:40	Lunch/Recess for Grade 3
12:50 – 1:40	Recess / Lunch for Grade 4
3:05 p.m.	Dismissal
1:40 p.m.	Early Dismissal

Arrival Time: Please do not drop off your child before **8:40**. The courtyard door (Door F) will open promptly at **8:40**. Supervision is not available prior to that time. **Also, please do not drop your child off in the cut-out on College Ave. after 8:50, as the courtyard doors are locked at that time.** If you arrive at 8:50 or later, you must drop your child off in the front circle so that they can report to the office.

Reporting an Absence: If your child is sick or absent from school for any reason, you must call 973-509-4155 ext. 2661 to report your child's absence.

BRADFORD FACULTY/STAFF

Mrs. Frances A. Aboushi, Principal

Ms. Jackie Dorman and Ms. Nadine Heron-Fortune, Secretaries

Mr. Joe Maffucci, Head Custodian; Mr. Bryan Bunk and Mr. Helberth Leon, Custodians

Ms. Tricia Dowling, R.N., School Nurse

Homeroom Teachers:

Ms. Rachel Bailey	Kindergarten
Ms. Ellen Cahill	Kindergarten
Ms. Kristin Metzinger	Kindergarten
Ms. Karah Barroqueiro	First Grade
Ms. Wendy Gismondi	First Grade
Ms. Sirena Richardson	First Grade
Ms. Cary Bangs	Second Grade
Ms. Marcie Chanin	Second Grade
Ms. Kelly Russo	Second Grade
Ms. Carryanne Eckardt	Third Grade
Ms. Nan Evangelista	Third Grade
Ms. Nataly Caceres	Third Grade
Ms. Kristen Freeh	Fourth Grade
Mr. Jerry Liddy	Fourth Grade
Ms. Denise Macaluso	Fourth Grade
Ms. Angela Park	Fifth Grade
Mr. Kevin Barry	Fifth Grade
Mr. Anthony Keys	Fifth Grade

Ms. Vanessa Ehrmann	Special Education (Pre-K Applied Behavioral Analysis Class)
Ms. Rebecca O'Sullivan	Special Education (K-2 Applied Behavioral Analysis Class)
Ms. Lindsay DeCandia	Special Education (3-5 Applied Behavioral Analysis Class)
Ms. Lauren Melhuish	Special Education (3-5 Applied Behavioral Analysis Class)

Child Study Team:

Ms. Tiffany Buffa, Learning Disabilities Consultant
Ms. Sharon LaBates, Psychologist
Ms. Nandi Wesley, Social Worker
Ms. Jill Sohn, Psychologist (ABA Classes)

Occupational Therapist:

Ms. Amy Smith
Ms. Stephanie Peters

Behaviorist:

Ms. Sharon Balsamo

TEACHER ASSISTANTS:

Related Arts Teachers:

Ms. Vanna Bautista	Art
Ms. Naima Boualdjan	Spanish
Mr. Peter Creekmore	Music
Mr. Tom Maloney	P.E.
Ms. Helena Tamasco	Tech

Curriculum Support Teachers:

Ms. Tressie Hall	Math
Ms. Barrie Schwartz	Reading

Special Education Teachers:

Ms. Patricia Asaro
Ms. Maxine Atkinson
Ms. Dina Catanzarite
Ms. Vanessa Daerti
Ms. Claire Kretz
Dr. Lisa Robbins

Speech Therapists:

Ms. Rachel Konik
Ms. Megan Randall

Physical Therapists:

Ms. Ericka Heggins

Clinical Social Worker:

Ms. Marcy Goff

Kindergarten Teaching Assistants: Diane DiNapoli, Rachel Murphy, Nancy Keane

Paraprofessionals: Sharon Bainbridge, Alice Bryant Holly Cedro, Kenneth Davis, Karen Gash, Mario Hamblin, Debra Marsek, Jessica Michaud, Lewis Robinson, Anna Somma, Pat Vargas, Stephanie Weiss, Kim Reynolds

Paraprofessionals (ABA Classrooms): Malcolm Brooks, Meghan Brophy-Surgent, Linda Generi, Amy Fowlkes, Kelly Jones, Sue Kolakowski, Karen Starker, Ali Soprano, Rodette Thomas, Taryn Valenti, Zaneeyah Shaheed, Jessica Rivera, Iman Gizelle Bond

COVID-19 Health and Safety Guidelines

The Montclair Public School district is closely monitoring and responding to the Centers for Disease Control and Prevention (CDC) and the New Jersey Department of Education (NJDOE) guidelines on safely reopening. We will promote behaviors that help reduce the spread of COVID-19 once we are physically back in school, including clearly defining procedures for students, staff, family members, and caregivers. All appropriate student and staff general hygiene procedures will be followed and communicated once students physically return to school.

BRADFORD SCHOOL MISSION STATEMENT

Bradford is dedicated to cultivating confident, curious and kindhearted citizens capable of asking thoughtful questions, navigating complex challenges, and connecting with the world around them. Through our rigorous university-backed academic and social-emotional curriculum and our deeply invested faculty, we are committed to building a diverse and inclusive community of life-long learners.

BRADFORD SCHOOL MANIFESTO

We are Bradford.

Here we think that kids should learn to be citizens of the world, not just members of their local peer group. That a warm community of parents, teachers, and administrators is integral to cultivating kids that thrive. That including kids in our classrooms who may not be like everybody else is not only the right thing to do, but also makes for a more open-minded, humane planet. We believe in exercising our bodies as well as our minds, and in eating healthy foods to fuel our growth. That being inspired -- not just required -- to master the skills we teach is the key to higher achievement. That opening your classroom door to all good things dwelling near and far -- to experience university resources first hand, to see a play, to hear jazz, to see the sky through a giant telescope, to chat with a pal halfway across the world -- makes us smarter, richer and ever more curious. We believe that teaching cooperation, acceptance, respect, responsibility, empathy and self-control alongside math and reading, science and technology, art and music makes for engaged kids who become exceptional, grounded adults who will change the world for the better.



RESTORATIVE JUSTICE MONTCLAIR

Charge – Vision – Mission Statement

Nationally and in Montclair, Restorative Justice (RJ) was developed as a district-wide response to suspension rates, the racial and special education disparities in suspensions and the high levels of bullying in our schools. RJ is an approach to transforming school culture toward reparations and relationships and away from punishment and suspension. Rather than isolate, punish, and separate a child who is accused of wrongdoing, RJ is designed to build an environment and relationships of inclusion, shared responsibility and accountability. RJ is an evidence-based intervention method designed to incorporate students, staff, administrators, faculty and family—a method that will not be successful when approached with superficial implementation. In order to generate the desired outcomes with respect to bullying, suspension, school violence, and civic engagement, and to provoke a rich climate change, the necessary conditions for effectiveness must include:

1. **SUPPORT FROM THE TOP:** Strong commitment from school and district leadership to work through conflict, rather than to isolate and punish.
2. **FULL SCHOOL INVOLVEMENT:** Willingness to train staff and students on RJ circles and strategies. For RJ to become a regular part of a school's culture, it cannot be treated as a supplemental program, but as a philosophy that permeates the values and policies of the school, with demonstrated impact on reductions in bullying, suspensions and more civic engagement within the school community.
3. **VISIBILITY:** The RJ facilitator needs to be onsite, working with a core team of faculty and students, with significant facetime with students in order to help foster a preventative, inclusive culture. This facilitator has to be able to respond immediately

to incident/crisis and sustain communities of care and accountability in the aftermath of an incident.

Vision

Restorative Justice Montclair (RJM) is guided by a philosophy that fosters social and emotional well-being, acceptance, empowerment and mutual respect for those who are impacted by and involved in conflict.

RJM will build cultures and communities of *response-ability*, respect and reparation of relationships where harm has occurred.

Mission

Restorative Justice Montclair (RJM) is a collaboration of the Montclair Board of Education, the Montclair Education Association and our Montclair community.

RJM seeks to cultivate an equitable environment where all individuals feel safe, included, heard and will benefit from shared learning experiences. RJM will provide integrated methods to address conflict through reflection, reconciliation and accountability where harm has occurred.

Restorative Justice Montclair - Curriculum Guide – July 2018

PARENT TEACHER ASSOCIATION

The Bradford PTA is an organization dedicated to supporting and enhancing programs and activities for all students at our school. We view Bradford as an inclusive community and we want everyone to feel both welcome and equally included. We want to be a powerful voice for ALL the children in our school, and hopefully a relevant resource for all families. We work hard to create a welcoming and fun Bradford community that everyone feels a part of.

We are fully committed this year to give our community as much normalcy as possible. We must creatively raise funds, find new ways to connect with each other, and find a new community spirit. We must celebrate every child and prioritize diversity and inclusion efforts. We are faced with this challenge of never having done school quite like this before. We have done so much together before so we know we can do this too, for our children.

We all want safe, healthy, educated children and families who feel a sense of belonging. We are in this together and we need you more than ever!

All dollars raised by the PTA through membership, events, and campaigns go directly back to the students and their teachers here at Bradford. We are always trying to help enrich their experiences, whether through assemblies, field trips or by funding new technology and equipment. Please join us and help us succeed.

PTA meetings are held throughout the year and we would love to see you there. Please visit the Bradford PTA website at www.bradfordpta.org to find out more. It is a great resource and will provide you with all you need to know about the happenings going on in our Bradford community. You can also LIKE and follow our FACEBOOK Page, [Bradford Elementary PTA](#), to keep up with all things Bradford.

On behalf of the Bradford PTA, welcome to the Bradford community! We look forward to a different but still wonderful school year.

Olivia Brinton
Bradford PTA President
ptapres@bradfordpta.org

PTA Calendar 2021-2022

Bradford School Calendar 2021-2022

August	8/16	Kindergarten & 1st Grade Play Date	6-7pm
	8/30	Kindergarten & 1st Grade Play Date	10-11am
September	9/2	Kindergarten /Transfer Students Popsicle Social	6:30 - 7:30pm
	9/9	FIRST DAY OF SCHOOL	
	9/9	Parent Welcome Back Breakfast	8:50 - 9:20 am
	9/13	Back-to-School Night	7pm
	9/16	School Closed - Yom Kippur	
	9/17	New Families Coffee w/ the Principal	9am
	9/20	Picture Day	
	9/23	Early Dismissal: Professional Development	
October	10/1	Family Movie Night in the Bradford Courtyard	6:30pm
	10/4	Fall After School Enrichment Begins	
	10/11	Schools Closed - Professional Development	
	10/13	PTA Meeting (All are welcome!)	7pm
	10/21	Early Dismissal: Curriculum Meetings	
	10/23 - 10/27	Book Fair!!	
	10/29	Halloween Parade	2pm
November	11/2	Schools Closed: Election Day	
	11/2	Election Day Bake Sale (5th Grade Fundraiser)	
	11/4-11/5	Schools Closed: N.J.E.A	
	11/12	Picture Retake Day	
	11/17	PTA Meeting (All are welcome!)	7pm
	11/18	Early Dismissal: Curriculum Meetings	
	11/24	Early Dismissal	

	11/25-11/26	Schools Closed: Thanksgiving holiday	
December	12/8 - 12/10	Early Dismissal: Parent conferences	
	TBD	Winter Concert	
	12/16	Early Dismissal: Curriculum Meetings	
	12/23	Early Dismissal	
	12/24- 12/31	Schools Closed Winter Recess	
January	1/ 3	School reopens	
	1/12	PTA Meeting (all are welcome!)	7pm
	1/17	School closed: Dr. Martin Luther King, Jr. Day	
		Bradford MLK Day of Service	10am - 12pm
	1/21	Bradford Family Bingo Night	6 - 8pm
	TBD	Winter After School Enrichment Begins	
	1/27	Early Dismissal: Curriculum Meetings	
February	2/9	Family Event: 5th Grade Middle School Info Session	7 - 8pm
	2/21	School Closed: Presidents Day	
	2/24	Early Dismissal: Curriculum Meetings	
March	3/2-3/ 8	Spring Book Fair	
	3/16	PTA Meeting (All are welcome)	7pm
	3/17	Early Dismissal: Curriculum Meetings	
	3/30-3/31	Early Dismissal: Parent conferences	
April	TBD	Family Skate: Clary Anderson	
	4/15	School Closed: Good Friday	
	4/18-4/22	School Closed: Spring Recess	
	4/28	Early Dismissal: Curriculum Meetings	
May	5/2 - 5/6	Teacher Appreciation Week	
	5/3	School Closed: Eid Al-Fitr	
	5/14	Raise the Roof	
	5/18	PTA Meeting (All are welcome)	7pm
	5/19	Early Dismissal: Curriculum Meetings	
	5/27 & 5/30	School Closed: Memorial Day Weekend	
June	6/7	School Closed: Election Day (Primary)	

6/9	Early Dismissal: Curriculum Meetings	
6/8	PTA Meeting & Elections (All are welcome)	7pm
6/10	Bradford Run-a-thon	
6/15	5th Grade Moving up Ceremony	
6/20	School Closed: Juneteenth	
6/27	Early Dismissal	
6/28	Early Dismissal/Last Day	

SCHOOL ACTION TEAM FOR PARTNERSHIPS (SATP)

The School Action Team for Partnerships (SATp) is a committee of parents, teachers, community members, and school administrators who meet regularly to educate families about school policies and practices, and to serve as an advisory board to the Principal to ensure that the entire Bradford community assists with the complete education of our children. The SATp encourages parents to be involved in initiatives that improve teaching and learning. This is an important way for all parents to share their ideas and expertise to improve the Bradford educational program.

The primary SATp initiative this year is to carry out the work of the Antiracism and Equity Action Committee (AREA C). Please contact Parent Co-Chair Corey Washington at cw1324@gmail.com for more information on AREA C meeting dates.

Bradford SATp and AREA C meetings are open to all parents and everyone is encouraged to attend. Updates on our work will be shared at Bradford PTA meetings. Notices and/or reminders of scheduled meeting dates and times are sent to parents in the weekly newsletter and via school email blasts. Every parent can make a difference and help us improve our school. Please consider participating in this unique partnership.

Corey Washington
cw1324@gmail.com

Ellen Cahill: Staff member (Co-chair)
ecahill@montclair.12.nj.us

CURRICULUM

General

The New Jersey Student Learning Standards drive our curriculum. Classroom instruction emphasizes critical thinking and problem-solving skills in all subjects. Our students are actively engaged in the learning process through experiences in math, language arts, science, and social studies, as well as music, art, physical education, library, technology, and Spanish. Our reading and writing curricula are Making Meaning (reading) and Being a Writer (writing), and our math curriculum is Go Math. Phonics is taught through the multisensory, research-based Foundations program in Grades K-2.

Magnet Theme – Bradford’s Partnership with Montclair State University

Our partnership with MSU is a dynamic component of the learning experience for Bradford students. MSU faculty facilitate visits to weekly music concerts at the John J. Cali School of Music, provide math and science learning stations, perform dance assemblies for our students and serve as visiting professors in our classrooms to enhance instruction. We also have access to the MSU Forensics Lab, Kasser Theater, Panzer Gym, the Photography Lab, the ADP Technology Center, the 3D Printing Lab, and other facilities at MSU. MSU physical education faculty and students organize an on-campus six-mile walk-a-thon for fourth and fifth graders and a three-mile walk-a-thon for second and third graders to raise money for local charities. Also, MSU faculty and students organize Field Days for all Bradford students on Sprague Field, which include physical education stations and team building games. Bradford’s experienced teachers supervise many of the MSU’s student teachers in their classrooms.

S.A.I.L. (Students Accelerated in Learning)

The Montclair Public School district, in accordance with the NJDOE Administrative Code, N.J.A.C. 6A:8-13, believes that all children deserve a rich and challenging K-12 curriculum. In Montclair, we meet the needs of advanced students through differentiated instruction within the classroom setting, rather than any single gifted and talented program. The school district will identify criteria for the identification of intellectually gifted and talented students.

Response to Intervention (RTI)/Intervention & Referral Services (I&RS)

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom (Tier I). Struggling learners are provided with interventions through the Intervention and Referral Services (I&RS)

Committee at increasing levels of intensity to accelerate their rate of learning (Tiers II and III). Intervention services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. The I&RS Committee closely monitors student progress and makes adjustments to the student's plan, if necessary. Educational decisions about the intensity/duration of interventions are based on individual student response to the intervention(s). A student is referred to the I&RS Committee by the classroom teacher. The team is regulated under N.J.A.C 6A:16-7.

SOCIAL-EMOTIONAL LEARNING

Responsive Classroom and Bradford CARES

Bradford School follows the Responsive Classroom philosophy, which believes that students need to feel safe and supported at school in order to learn. Responsive Classroom also teaches that appropriate behavior is developed through positive reinforcement and instructive discipline, and it promotes the use of common, positive language when reminding, reinforcing, and redirecting student behavior. Through structured discussions and classroom meetings, and actively involving students in problem solving, we work to reframe potentially negative behaviors into learning experiences in our effort to develop positive behavior.

We recognize that living in the COVID-19 era, in addition to being away from school for so long, have had a detrimental effect on our students. Therefore, we have incorporated a Social Emotional Learning period into the daily schedule this school year, which will allow us to focus on five social emotional learning competencies: relationship skills, social awareness, self-awareness, self-management, and responsible decision making.

We also teach our students to contribute in positive ways to our school community and want our students to understand that 1. Everyone should feel safe and welcome at school. 2. We are kind and helpful to everyone, even people who are not our friends. We apply the following Bradford CARES values in all settings so that students can take ownership over their own behavior and help create a peaceful environment:

Be Compassionate
Be Respectful
Be Responsible
Be in Control

With these tenets as our goals, our discipline system focuses on a few clear and consistent rules for student behavior. Bradford has four basic rules:

1. Students will show respect to other students and staff members.
2. Students will show effort in completing assignments and in helping others learn.
3. Students will keep themselves and others safe.
4. Students will respect our school building and surroundings by keeping it clean.

Parents have an integral role in promoting positive behaviors. Parents will be notified when inappropriate behaviors occur that result in consequences so that the family can work with the school to alleviate such behaviors. We try to have our consequences be logical and restorative, so that students can learn from their experiences.

Please refer to the Code of Conduct Chart on the next page for more detailed information regarding student discipline.

BRADFORD CODE OF CONDUCT

Clearly defined school rules and classroom procedures with incremental consequences consistently carried out help foster appropriate behavior. All students are expected to follow the Code of Conduct in a developmentally appropriate manner. In keeping with the Responsive Classroom philosophy, we believe in logical consequences for infractions. Logical consequences allow students to fix and learn from their mistakes while preserving their dignity. The following Code of Conduct chart describes some general unacceptable behaviors, which are divided into four tiers according to severity/developmental level/student's history of behaviors.

Behaviors	Actions			
	Level 1	Level 2	Level 3	Level 4
Harassment, Intimidation, and Bullying	**See specific information re: bullying legislation			
Defiance/Disruption	x	X	X	x
Fighting			X	x
Inappropriate Physical Conduct	x	X	X	x
Unsafe Behavior	x	X	X	x
Teasing/Exclusion	x	X	X	x
Theft		X	X	x
Threats		X	X	x
Vandalism	x	X	X	x

*This rubric is a guideline—The principal has discretion regarding actions as they relate to individual circumstances. Further, in an instance where the behavior may not clearly be listed above, the principal will use her discretion to determine an appropriate action for a particular behavior.

Level One: Infractions on an infrequent basis
<ul style="list-style-type: none"> ● Conference with teacher/staff member ● Teacher selected consequence (such as discussion with student, apology for action, logical consequence, student reflection form) ● Teacher contacts parent/guardian via email or telephone ● Record of contact submitted to administration and parent/guardian for signature
Level Two: Repeated infractions
<ul style="list-style-type: none"> ● In-school parent/guardian conference with teacher/staff member to develop a behavior plan ● Possible referral to counselor/nurse ● Teacher selected consequence (see above)
Level Three: Continuing infractions or serious infractions
<ul style="list-style-type: none"> ● Teacher/staff member refers incident to principal ● Parent/guardian contacted by principal ● Parent/guardian conference with principal ● Possible community service or character education project ● Time out from classroom (working in alternate location) ● Possible short-term suspension ● Possible referral to counselor/nurse
Level Four: Infractions that are highly serious or cause imminent danger to self or others
<ul style="list-style-type: none"> ● Immediate referral to principal ● Parent/guardian contact ● Parent/guardian conference ● Possible suspension ● Possible referral to counselor/nurse

N.J. ANTI-BULLYING BILL OF RIGHTS ACT

The State of N.J. recently enacted the Anti-Bullying Bill of Rights Act, which is intended to:

- clarify and strengthen the standards and procedures for preventing, reporting, investigating and responding to incidents of harassment, intimidation, and bullying (HIB) of students that occur on school grounds and off school grounds under specified circumstances.
- respond to research on the incidence, prevalence and effects of HIB that has emerged since the adoption of the original HIB laws adopted in 2002 and amended in 2007 and 2008.
- establish clearer standards for the definition of HIB.
- use and better manage existing resources to increase school safety.
- reduce the risk of suicide due to HIB.

HIB means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or series of incidents that:

- is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability, or by any other distinguishing characteristic.
- takes place on school property, at any school-sponsored function, or off school grounds as provided for in section 16 of P.L. 2010, Chapter 122.
- substantially disrupts or interferes with the orderly operation of the school or the rights of other students.
- a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property.
- has the effect of insulting or demeaning any student or group of students.
- creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

School staff must follow the statutory procedures for all reported HIB incidents and protect students. A reporting procedure is in place to promptly investigate reports of violations and complaints related to HIB. The investigation will be initiated by the principal or the principal's designee within one day of the report of the incident and shall be conducted by the school anti-bullying specialist. The principal may appoint additional personnel to assist in the investigation.

THE CHILD STUDY TEAM (CST)

The CST, headed by the Learning Disabilities Teacher Consultant (LDTC), identifies, evaluates, and plans individualized education programs (IEPs) for students experiencing learning difficulties. The team also includes a social worker and a school psychologist. The school nurse provides medical information and hearing and vision screening, if needed.

The CST provides appropriate consultation and monitoring services for students, parents, and staff and determines pupil eligibility for special education and related services in accordance with federal and state requirements through an Intervention and Referral Process. Services at our school can include individual or small group academic instruction by a special education teacher either in or out of the classroom, occupational therapy, physical therapy, and speech services.

The team is regulated under the provisions of the Individuals with Disabilities Education Act of 1997 and N.J.A.C. 6A:14.

Bradford's Child Study Team is comprised of the following staff members:

Ms. Tiffany Buffa, Learning Disabilities Teacher Consultant (LDTC)/Case Manager for Grades K, 1 and 3.

Ms. Sharon LaBate, School Psychologist/Case Manager for Grades 2 and 5.

Ms. Nandi Wesley, School Social Worker/Case Manager for Grade 3.

Jill Sohn, School Psychologist for the Applied Behavior Analysis (ABA) Classes.

Sharon Balsamo, School Behaviorist for the Applied Behavior Analysis (ABA) Classes.

You can reach the Child Study Team directly at 973-509-4154. For Ms. Sohn or Ms. Balsamo, call the school's main phone number and you will be connected.

SCHOOL PROCEDURES

Drop-Off

Two Options for “Driving” Walkers:

College Ave. is one-way going north at drop-off.

1. Pull up to the car drop-off line at the College Ave. curbside cut-out.
 - Drive up to the forward-most spot available so others can pull in behind you.
 - Discharge on curb-side ONLY.
 - Don't double park and let your child walk between cars to get to the curb.
 - Don't discharge your child until you are IN the cut-out
 - *Do not get out of the car.* A staff member will open the door and assist your child out of the car.
 - Staff will supervise kids as they walk to Courtyard Door F.
 - The safety of the children is our primary concern.
2. Park your car in a legal parking spot and walk your child to Courtyard Door F.
 - Don't park on College Ave. cut-out, in either staff parking lot, in the Mt. Hebron Rd. circular drive, or blocking a resident's driveway, even “just for a minute.”
 - There is plenty of parking in the neighborhood, but give yourselves a few extra minutes to get to school on time. The township is vigilant about enforcing the rules and has reminded the school that they will be ticketing frequently if a car is parked illegally.
 - Do not park at the yellow curb (College Ave and Mt. Hebron).
 - Do not park beyond the 'No Parking from here to the Corner' sign.
 - Parking is allowed on only one side of the street. Please do not park on the '**No Parking**' side of the street.

“Walking” Walkers: Walk your child to Courtyard Door F (not the front school doors). Doors don't open until 8:40 a.m. and close promptly at 8:50. For safety reasons, you must bring your child to the school's main entrance after 8:50. Please allow your child to walk into the building/to the classroom independently. They can do it – really! We have plenty of “morning duty” adults posted in the hallways in the school to ensure that your child gets to his/her/their destination safely.

Biking to School: The bike rack is located outside the music room near the College Ave. parking lot. Children should enter through Courtyard Door F. Don't forget to wear a helmet and bring a bike lock!

Late Drop-Off: If you arrive after 8:50 a.m. and don't see a staffer at the College Ave. curb cut-out, don't drop your child off there. Courtyard Door F will be locked. Use the front doors on Mt. Hebron Rd. Students must report to the office to get a late pass.

Pick-Up

Pick-Up: At dismissal, (3:05p.m.) walkers are dismissed in the courtyard. All students who are walkers must be released to the parent(s), legal guardian(s), or escort(s) designated by the parent or legal guardian (P-5142.2). Any parent(s) or legal guardian(s) who would like their child to walk home alone must submit written consent to the office in order for the child to be released on his/her/their own.

Bussers are released when they hear their bus called and walk directly to their bus. If a parent or legal guardian or designee is not at the bus stop, the child will be taken to the next school on the bus's daily route. Be sure that someone is waiting for the child at the bus stop when the bus arrives to avoid this hassle.

Please note: If your child has a playdate with another child, they may not take a bus home unless it is his/her/their regular bus. If it is his/her/their bus and the stop is changing, then you will need to send a note for the bus driver/aide, and also notify the Transportation Department at 973-509-4055. **Please note that children are not allowed to switch to a different bus for any reason unless authorized by Transportation.**

Dismissal time is a very busy time of day; please make sure to call the office before 2:30 p.m. if there is a change in your child's dismissal plans.

Visitors (Prior to COVID)

It is critical that we maintain a safe and secure environment for all children and staff members. Therefore, please note the following rules:

- The only entry to the building for visitors is through the front door at the Mt. Hebron Rd. entrance. Upon entering the building, please go directly to the main office, check in with the secretary, sign in and get a visitor's sticker. The visitor's sticker must be worn at all times. Do not attempt to go directly to your child's classroom without first stopping at the main office. You must leave a driver's license or other form of identification in the office while you are visiting.
- If you are bringing in an item for your child such as lunch, homework, a clothing item, project, special snack, etc., please drop it off in the office. We will make sure all items are delivered to your child's classroom.
- If you are in the building volunteering in your child's classroom, Art, Library, etc., please do not stop by and visit your child as this may interrupt learning.

School Attire

Students should be neat and clean. Comfortable play clothes and sneakers are recommended for playground participation. Boots, gloves, scarves, hats and warm outerwear are necessary during the cold and snowy season (children will play outdoors during the winter and their extremities need protection). Flip-flops are not allowed. Sneakers and loose-fitting pants or shorts are requested for physical education classes. Shorts should be the appropriate length and shirts should cover the midriff area.

Snow Days/Delayed Openings

Information regarding a school closing or delay can be accessed in several ways:

- You will receive an automated call by 7:00 a.m. alerting you to the closing.
- Montclair Public School website: www.montclair.k12.nj.us
- Local television news will carry school closings for Montclair.

A delayed opening means the start of the school day is postponed for two (2) hours. School will begin two hours late. Buses will be at their stops two (2) hours later than usual. School will dismiss at the usual time. If the delayed opening occurs on an early dismissal day, school will dismiss at 3:05 p.m. and all parent conferences will be canceled.

Release of Students During the School Day

When a student is to be picked up during school hours, a note signed by the parent or guardian must be given to the teacher on the morning of the day the child is to leave early. The child will meet the person picking him/her/them up in the office (if before regular dismissal) and is to be signed out of the office.

Before and After Care

The YMCA operates a before and after school program at Bradford School. Each child is required to have a current YMCA youth membership. The YMCA sets the fees and financial assistance is available. Hours of operation in the morning are 7:30 a.m. to school opening. In the afternoon the program begins at dismissal until 6:30 p.m.

Absences and Tardiness

Both tardiness and absence require explanatory notes when the child returns. This is necessary even when the teacher is aware of the absence. A child will not be considered tardy due to a late bus. If your child will be absent, you must call the office at (973)-509-4155 ext. 2661 and inform us of the absence. If we do not receive a call from you, you will receive an automated phone message.

Attendance

In accordance with Board Policy 5200, students should strive to attend school daily in order to successfully complete the instructional program requirements of their grade. Prolonged

or repeated absences deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at the grade level. Please call the school office 973-509-4155 x2661 by 9:00 a.m. to report absences and/or tardiness, and provide the reason for the absence or tardiness.

On time attendance is critical for the start of a successful school day. ***Students must enter the building at 8:40 a.m. School officially begins at 8:50 a.m.*** If a child is late for school (arrival after 8:50 a.m.), he/she/they must check in at the office and a late pass will be issued. If there is a pattern of lateness, cumulative or sporadic, an automatic letter will be generated from Genesis at regular intervals.

Cell Phones/Electronic Devices

Recent Board Policy allows students to carry cell phones to and from school but they may not be used in school. They should be turned off at all times, and may not be used during the school day for sending/receiving calls or texts, using social media, or taking photos/videos. Please review these rules with your children. If a student violates this policy, the phone will be confiscated and a parent must come to the office to retrieve the phone. We are not responsible for the loss of personal items.

Field Trips

Field trips are an integral part of the school program. Permission slips are sent home prior to a trip. Permission slips and fees must be returned to the school at least a day before the trip. No student is allowed to leave school without this signed slip.

Walking Trips

At the beginning of each school year, we ask you to give permission for your child to take walking trips. Walking trips include visits to the Montclair State University Campus, Mountainside Park, the Iris Gardens, and other neighborhood attractions.

Birthday Parties

Outside birthday party invitations are not permitted to be distributed at school. Board policy prohibits food of any kind to be served at birthday celebrations in school. Alternate items, such as a birthday pencil for each student, a book donation to the classroom library, or a board game donation for the class to enjoy, may be considered. If you are sending in snacks for the class, you may want to reference the Bradford Food Guide using this link from our website: www.montclair.k12.nj.us/WebPageFiles/226/TheBradfordFoodGuide.pdf

Lost and Found

All found articles are placed in the Lost and Found area located at the front entrance by the

gym (Door Q). Students and parents are urged to check there for lost articles. All articles not claimed within a reasonable amount of time are donated to charitable organizations. To prevent such losses, all personal items should be labeled with the student's first and last name.

Fire and Security Drills

At least twice a month, students will review and practice fire and security drills. Fire and security drills are always to be taken seriously. The teacher will review the following guidelines with the children:

Follow the assigned escape route out of the building in an orderly manner. Escape routes are posted next to the door in each room. The last person leaving the classroom will close the door.

If a student is out of the classroom when the fire bell sounds, he/she/they should proceed to the nearest exit and find the nearest adult. Any teacher outside the building will assist a child who does not know where his/her/their class is assembled.

A security drill is defined as an exercise, other than a fire drill, to practice procedures that respond to emergency situations. Security drills include lockdowns and evacuations.

BUSES

The Transportation Department handles all bus schedules and bus assignments at Central Office. All information is sent out prior to the start of the school year by that office. Students at the elementary level must live at least 1 mile from the school to qualify for the bus. The phone number of the Transportation Department is 973-509-4055.

In the event that you miss picking up your child when the bus brings him or back from school, here's what happens: All children continue on the bus route and then are brought to the next school on the bus's daily route. Make sure you ask your bus driver which school this is.

BUS CONDUCT AND DISCIPLINE

The bus driver and/or bus aide will complete a Bus Conduct Report in the event of a student's inappropriate behavior on the bus. The Bus Conduct Report will be submitted to the building Principal and a copy will be sent to the student's parent(s) or legal guardian(s). This is in accordance with Board Policy (5131.1).

First Offense – A warning letter will be sent to the student's parent(s) or legal guardian(s) informing them of the problem as well as what action was taken. The Principal will speak with the student.

Second Offense – The student will be excluded from the bus for a period of five (5) days and his/her/their parent(s) or legal guardian(s) shall provide transportation to and from school during that period. Absence from school during this period will be considered truancy. The Principal will call the student's parent(s) or legal guardian(s) and a letter will be sent home.

Third Offense – The student will be excluded from the bus for a period of thirty (30) school days and his/her/their parent(s) or legal guardian(s) shall provide transportation to and from school during that period. Absence from school during this period will be considered truancy. Any further infractions will be subject to an additional thirty (30) school day suspension of bus privileges.

GUIDELINES FOR STUDENT BUS RIDERS

1. Be on time for your bus (5-7 minutes early is recommended).
2. Wait at the designated stop – stay out of the street and off the homeowner’s property.
3. Approach the bus only when it has completely stopped.
4. Buckle your seat belt when you board the bus – **IT’S THE LAW.**
5. Sit facing forward, feet on the floor, in your assigned seat.
6. Remain seated while the bus is in motion and during loading and discharging passengers.
7. Keep your head, arms and belongings inside the bus.
8. Eating and drinking are prohibited.
9. Keep the aisles completely clear.
10. Respect the bus property and equipment.
11. Do not distract the bus driver by loud noises or horseplay.
12. Be absolutely quiet at railroad crossing stops.
13. Be alert to emergency warnings and instructions from the driver.
14. In case of a road emergency, remain inside the bus and wait for instructions from the driver and/or attendant.
15. If you must cross the road, do so at least 10 feet in front of the bus quickly and orderly, and only after checking traffic from both directions and while the red school bus lights are flashing.
16. Remember that the driver can pick up/discharge passengers only at regular bus stops properly authorized by the school administration. Requests for alternate bus stops for “play dates” etc. will be denied.

HOMEWORK

Homework will usually be assigned an average of four nights per week. Meaningful homework is assigned to help students become more self-reliant, learn to work independently, and develop good study habits in addition to reinforcing material learned in the classroom. It is the students' responsibility to keep an accurate record of assignments, to apply and practice skills learned in class, to strive for the best quality of work, and to complete all assignments. The District's policy on homework recommends one assigned activity, Monday through Thursday night for Kindergarten, a minimum of thirty minutes, Monday through Thursday for Grades 1-2, and a minimum of one hour for Grades 3-5. Contact your child's teacher if homework is taking too long to complete, as accommodations can be made.

Why do teachers give homework?

1. To reinforce what is taught in school.
2. To exercise your brain.
3. To review things you have already learned to keep your skills fresh.
4. To teach responsibility for one's own learning.

Tips for doing homework:

1. Have a healthy snack.
2. Take a short break after school before beginning your work.
3. Gather everything you need before beginning (paper, pencils, books, erasers).
4. Set a study pattern that works for you.
5. Find a comfortable place to study.
6. Stay in one place until all your homework is done.
7. Make sure the TV is off while you are working.
8. Make sure there is enough light so you can read easily.

SCHOOL LUNCH PROGRAM

The Montclair Public Schools participates in the National School Lunch Program. The district provides the five components of a complete lunch as required by the USDA. They are meat/protein alternatives, bread/grain, vegetable, fruit and milk. To obtain a full, reduced or free lunch at the listed price, the lunch must include at least three of the five components. One of the three components taken must be a ½ cup of fruit and/or vegetable to be considered a full lunch. If a complete lunch is not purchased, each item is purchased separately or à la carte.

Students may either bring lunch from home or buy lunch at school. Lunch money may be brought in on the day your child wishes to purchase lunch, or you may deposit money into your child's My School Bucks account. For more information or to register with My School Bucks, visit www.myschoolbucks.com.

There is a nut-free table in the cafeteria. If your child has a nut allergy, you may designate whether or not you would like your child to sit at this table. Staff members in the cafeteria make sure that no child sitting at the nut-free table has any food items containing nuts.

For more information about menus and price lists, please visit the Food Service page on the District website.

Montclair Public Schools Regulation 8505: Food/Nutrition Standards

- No food may be sold for fundraising **during school lunchtime**.
- Food sold for fundraising **during school hours (other than lunchtime)** must be tree nut free and peanut free with all ingredients clearly labeled, **and must follow USDA Smart Snack Guidelines** (see below).
- Food sold for fundraising **before and after school hours** must be tree nut and peanut free with all ingredients clearly labeled. This includes PTA and Booster Club fundraisers.
- No food is allowed for birthday parties or other individual student celebrations, or used as student rewards, with the exception of food rewards designated in an individual student's IEP. This reward must be tree nut and peanut free, and eaten in the designated classroom.
- Food may be used as instructional material in science labs, family and consumer science classes, and classes where course lesson plans contain a food-specific educational component. All food used as instructional material must be tree nut and peanut free.
- Food served at any classroom or all-school festivity must be tree nut free and peanut free with all ingredients clearly labeled. If any food does not have all ingredients clearly labeled, it cannot be served. These rules also apply to evening and weekend functions. Parents/guardians must be given a five day notice of any event serving food.

- **All classrooms must be tree nut and peanut aware.** Other life-threatening food allergens will be restricted on a class by class basis as deemed necessary by the school nurse. Tree nuts and peanuts must be consumed only in the cafeteria during lunchtime. All K-5 schools will have a designated tree nut free and peanut free table in the cafeteria or outside picnic area. Middle and high schools will have a designated tree nut free and peanut free table in the cafeteria or outside picnic area only upon parent request.
- Breakfast Program may be consumed in the classroom by students within 10 minutes of arrival to school.
- Snacks in the classroom may be eaten only during a snack time designated by the teacher or administrator. All snacks must be tree nut and peanut free.
- No food may be consumed on K-12 school buses with the exception of students with diabetes who require an emergency snack. They may consume a tree nut free and peanut free snack at a seat in the front of the bus. Buses for field trips and athletic events must be tree nut free and peanut free.
- All school trips must consider the needs of students with food allergies. For example, a class may not go apple picking if a student in the class is allergic to apples. It is the teacher's responsibility to ensure all students are accommodated.

USDA SMART SNACK STANDARDS

Grain products must contain 50 percent or more whole grains by weight (have a whole grain as the first ingredient); Non-grain products have fruit, vegetable, dairy product, or protein food listed as the first ingredient. The food must meet the following nutrient standards for calories, sodium, sugar, and fats:

Nutrient	Snack
Calories	200 calories or less
Sodium	200 mg or less
Total Fat	35% of calories or less
Saturated Fat	Less than 10% of calories
Trans Fat	0 g
Sugar	35% by weight or less

USDA Smart Snack Beverages

Beverage	Amount
Water: Plain (with or without carbonation)	No Limit
Milk: Unflavored low-fat, unflavored or flavored fat-free; milk alternatives	Elementary School 8 fl oz Middle /High School 12 fl oz
Juice: 100% fruit or vegetable juice (with or without carbonation)	Elementary School 8 fl oz Middle/High School 12 fl oz

SCHOOL HEALTH SERVICES

It is our policy to protect, measure, and promote the best health possible for students and school personnel. The school nurse measures the health of students by providing regular screenings for vision, hearing, and other medical problems. If it is found that a child has a health problem or potential problem the nurse will report this to the parent, with a recommendation as to the kind of doctor needed to help the child. The nurse keeps a record of the immunizations that each child has received and tries to control contagious diseases. N.J. law for kindergarten and new students requires physical examinations; the nurse will provide a physical form to be taken to the doctor.

HEALTH GUIDE FOR PARENTS

Parents are urged to keep their child home from school when he/she shows any of the following signs or symptoms of contagious illnesses during the night and/or morning of school: Chills, fever, vomiting, diarrhea, excessive coughing, irritated eyes (pink eye), undiagnosed skin rashes/eruptions, and lice.

A child should not return to school until free of fever for twenty-four (24) hours. If the school nurse observes any of these signs or symptoms while the child is in school, parents will be notified and the child will be excused from school. If the parents are unavailable, the designated alternate emergency number will be called.

Contagious diseases requiring exclusion from school are: measles, mumps, rubella, flu, chicken pox, smallpox, impetigo, scalp ringworm, salmonella, lice infestation, fever, typhoid, untreated staph or strep infections, conjunctivitis, and meningococcal meningitis. Contagious diseases should be reported to the school at all times. The nurse should also be informed of any medical problem concerning a student, such as heart, orthopedic, surgery, allergies, long-term disabilities, etc. Diagnosis or treatment beyond first aid procedures is not within the responsibility of the school.

If a child is injured and requires crutches, a wheel chair or has a cast, a doctor's note indicating the child may return to school with or without any accommodations must be presented to the nurse before the child can return to his/her class.

MEDICATION POLICY

Children may require medications during school. The medication policy is as follows: Students requiring medication at school must have a written statement from the family physician with the dosage, time and purpose of the medication. Medication Permission forms are available from the nurse and are required for medication to be administered.

All medication is to be supplied by the parent/caregiver in a properly labeled container. The label must list the name of the medication, the time to be given, the doctor's name and the doctor's telephone number. All medication will be kept in the nurse's office and administered by the school nurse. Please include a proper measuring device for the administration of the medicine. If you have any questions, please call 973-509-4153.

MONTCLAIR PUBLIC SCHOOLS LICE POLICY: R-5141.2

Public schools have a responsibility to assist parents in controlling and preventing the spread of communicable disease. The district nurse has certain authorities for communicable and “nuisance” disease control in the school environment. Careful observation by all personnel and parents will help minimize the spread of head lice.

PROCEDURE: Early in each school year, the school administration shall send home to parent’s information regarding the diagnosis, treatment, and prevention of head lice. Parents will be encouraged to help prevent the spread of head lice by being more informed and conducting routine head checks on their children. Children should be referred to their home physician when live lice are found.

1. To help prevent the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse. The nurse shall examine the student. An infestation shall be determined by looking closely through the hair and scalp for nits or live lice.
2. If nits are found but there are no live (crawling) lice on the hair, the nurse shall re-inspect daily for 5 school days. Montclair school nurses may use their own discretion in deciding whether to exclude students found to have numerous nits very close (1/4 inch) to the scalp. The student may return to the classroom if there are no live lice.
3. If an active infestation is present (based on the presence of live lice or numerous nits less than 1/4 inch from the scalp) the parent/guardian shall be notified to arrange pick up of their child from school. The parent/guardian shall be provided information on the biology of head lice, methods to eliminate infestation, and directions to examine household contacts for lice and nits.
4. The school nurse shall then examine the affected student’s siblings, if any and others likely to have had close head-to-head contact, such as playmates and classmates.
5. Affected students must bring a note from the parent/guardian verifying treatment as soon as possible after notification. Before re-admittance to the classroom, the school nurse will examine the student’s head for live lice.
6. If no live lice are found, the student may return to the classroom. If nits are found, the school nurse shall periodically re-inspect the student for the presence of live lice.
7. The school nurse shall educate parents on the importance on ongoing daily combing with a metal nit comb until lice and nits are completely eradicated.
8. The school nurse will review methods of control with the classroom teachers. Staff shall maintain the privacy of students identified as having head lice.

Bradford Acronyms

ABA: Applied Behavior Analysis is a highly effective, research-based therapy based on the science of learning and behavior. It is a system of treatment for autism based on behaviorist theories which state that desired behaviors can be taught through a system of rewards and consequences. The goal of any ABA program is to help each student work on skills that will help them become more independent and successful. A qualified and trained behavior analyst (BCBA) designs and directly oversees the program so that it is customized to each learner's skills, needs, interests, preferences and family situation. Treatment goals are written based on the age and ability level of the person with autism. Goals can include many different skill areas, such as communication and language, social skills, self-care (such as hand washing and toileting), play, motor skills, and academic skills. The instruction plan breaks down each of these skills into small, concrete steps. The therapist teaches each step one by one, from simple (e.g. imitating single sounds) to more complex (e.g. carrying on a conversation). The BCBA and therapists measure progress by collecting data in each therapy session. Data helps them to monitor the person's progress toward goals on an ongoing basis. The behavior analyst regularly meets with family members and program staff to review information about progress. They can then plan ahead and adjust teaching plans and goals as needed.

AREA C: Bradford's Antiracism and Equity Action Committee

ASE: After-School Enrichment

CST: Child Study Team – In accordance with federal and state requirements, the CST is a multidisciplinary group of professionals who evaluate and identify students for eligibility in special education and related services, and plan individualized education programs (IEPs). The CST also monitors services provided in accordance with federal and state requirements. The team is regulated under the provisions of the Individuals with Disabilities Education Act of 1997 and N.J.A.C. 6A:14.

HIB: Harassment, Intimidation, and Bullying – Under the N.J. State Legislature Antibullying Bill of Rights Act, HIB is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by an actual or perceived characteristic, such as: race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability or by any other distinguishing characteristic; and that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or

placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; or has the effect of insulting or demeaning any student or group of students; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student. (N.J.S.A. 18A:37-14)

IEP: Individualized Education Program – A student who is determined to be eligible for special education services receives a written legal document, known as the IEP, which contains goals and objectives for the student to meet during the course of the school year.

I&RS: Intervention and Referral Services – Students may be referred to the I&RS Committee by their teacher if they are identified as needing additional support. Interventions may be provided by the student's teacher, a curriculum support teacher, a counselor, an occupational therapist, and others. The I&RS committee will monitor student progress and make adjustments, such as increasing the frequency and duration of interventions as necessary. The frequency and duration of services is determined by a student's response to the intervention(s) (RTI).

RTI: Response to Intervention - a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

SATp: School Action Team for Partnerships - The School Action Team for Partnerships (SATp) is a committee of parents, teachers, community members, and school administrators who meet regularly to educate families about school policies and practices, and to serve as an advisory board to the Principal to ensure that the entire Bradford community assists with the complete education of all students.

SEPAC: Montclair SEPAC is the Montclair Special Education Parent Advisory Committee, a volunteer group of parents and guardians that provides support and information to parents and caregivers of children with special needs. Each district Board of Education is charged under the N.J. Special Education Code to ensure that a special education parent advisory group is in place to provide input to the district on issues concerning students with disabilities. Montclair SEPA meets monthly to share information and ideas, raise and resolve concerns, and ensure that issues affecting children with special needs are given the attention they deserve. (**BradPAC** is Bradford School's branch of SEPAC).

504 Plan – A 504 plan falls under general education and is covered under Section 504 of the 1973 U.S. Rehabilitation Act. It is a formal plan that outlines accommodations and

interventions for students who have a condition that limits daily activities. A 504 plan modifies a student's regular education program in a regular classroom setting. Some examples of accommodations in 504 plans include preferential seating, extended time on tests and assignments, reduced homework or classwork, verbal, visual, or technology aids, modified textbooks or audio-video materials, behavior management support, occupational therapy.
