

Galloway Township Public Schools

"Where Children and Learning Come First"

2020-2021
Student - Parent/Guardian
Handbook



Our Core Values:

Respect | Hard Work | Diversity | Integrity | Communication | Excellence

Our Educational Family

To reach ANY District or School Office, please call 609-748-1250 and **FOLLOW THE PROMPTS** to be connected properly.

Reeds Road Elementary School

Home of the Bulldogs

Grades K-6

8:35 am - 3:20pm; *Early Dismissal: 1:30pm*

103 South Reeds Road

Galloway, NJ 08205

Principal: Mr. Kevin Lightcap

Assistant Principal: Mr. Richard Garbutt, Jr.

Roland Rogers Elementary School

Home of the Tigers

Grades K-6

8:35am - 3:20pm; *Early Dismissal: 1:30pm*

105 South Reeds Road

Galloway, NJ 08205

Principal: Dr. Robin Moore

Assistant Principal: Ms. Mai Gruber

Arthur Rann Elementary School

Home of the Dragons

Grades K-6

8:35am - 3:20pm; *Early Dismissal: 1:30pm*

515 South Eighth Avenue

Galloway, NJ 08205

Principal: Mr. Kevin McGloin

Assistant Principal: Mr. Terrence O'Connor, Jr.

Galloway Township Middle School

Home of the Grizzlies

Grades 7 & 8

7:30am - 2:20pm; *Early Dismissal: 12:20pm*

100 South Reeds Road

Galloway, NJ 08205

Principal: Ms. Paula Junker

Assistant Principals: Mr. Ryan Dalon & Ms. Hollisha Bridgers

Smithville Elementary School

Home of the Dolphins

Grades K-6

8:35am - 3:20pm; *Early Dismissal: 1:30pm*

37 South Old Port Road

Galloway, NJ 08205

Principal: Mr. David Ragazzi

Assistant Principal: Mr. Kenneth Berardis

Pomona Preschool

Home of the Penguins

Preschool

9:10am - 3:20pm; *Early Dismissal: 1:30pm*

400 South Genoa Avenue

Egg Harbor, NJ 08215

Principal: Dr. Donald Gross

Through State Aid/Grant Funding, our district also provides preschool education to students at Garden State Academy and Head Start. For information, please contact our Director of Student Services, Christine Burgess, or Director of Curriculum, Michael Hinman. (see contact information listed below).

Administrative Offices

101 South Reeds Road, Galloway, NJ 08205 ~ Phone: 609-748-1250 Fax: 609-748-1796

Annette C. Giaquinto, Ed. D., Superintendent of Schools - 748-1250 x. 1016

Joy N. Nixon, CPA, School Business Administrator - 748-1250 x. 1014

Jennifer R. Baldwin, Ed.D., Director of Student Services/Special Education— 748-1250 x. 1611

Christine Burgess, Director of Student Services/General Education x.1012

Michael Hinman, Ed. D., Director of Curriculum/Affirmative Action Officer x. 1009

Betty Napoli, Director of Curriculum/District Test Coordinator x.1047

James Bruffy, Human Resources Manager x. 1011

Gil Chapman, Manager of Technology Services x. 1020

Lauren Murray, Food Services Supervisor x. 5046

Debbie Kaufmann, Transportation Coordinator x. 1004

Joanna Westcott, Communications Officer x. 1001

Sharon Delany, Student Registrar x.1015

Todd Loveland, District Receptionist/Child Care & Community Ed. x. 1029

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Our Mission and Core Values:

Galloway Township Public Schools, a diverse and progressive district that unifies educators, families and community to provide a safe, challenging learning environment for all children to succeed in meeting the New Jersey Student Learning Standards and develop as lifelong learners and productive citizens.

The above mission statement was created by a group of school district staff, town council members, parents and community leaders at a meeting led by members of the NJ School Boards Association in February of 2002.

In the summer of 2011, the Board of Education adopted the following “Core Values” to guide the Galloway Township Public School District. Our core values influence every facet of our work in the district; from collegial interactions, planning for student learning, ensuring safety for students and staff, and the home-school connection. They are as follows*:

Communication: 1: an act or instance of transmitting. 2a : information communicated b: a verbal or written message. 3: a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior <the function of pheromones in insect communication>; also : exchange of information.

Hard Work: 1: activity in which one exerts strength or faculties to do or perform something: a: sustained physical or mental effort to overcome obstacles and achieve an objective or result; b: the labor, task, or duty that is one's accustomed means of livelihood; c: a specific task, duty, function, or assignment often being a part or phase of some larger activity.

Excellence: 1: the quality of being excellent (“Excellent”: very good of its kind; superior; eminently good).

Integrity: 1: firm adherence to a code of especially moral or artistic values; incorruptibility 2: an unimpaired condition : soundness. 3: the quality or state of being complete or undivided: completeness.

Diversity: the condition of being diverse : variety; especially : the inclusion of diverse people (as people of different races or cultures) in a group or organization <programs intended to promote diversity in schools> (“Diverse” : differing from one another : unlike; composed of distinct or unlike elements or qualities).

Respect: 1: a relation or reference to a particular thing or situation. 2: an act of giving particular attention: consideration. 3a : high or special regard : esteem. b: the quality or state of being esteemed.

* Please note that all definitions are from Merriam-Webster’s online dictionary (<http://www.m-w.com>)

District Website:

Our district’s website address is: <http://www.gtps.k12.nj.us>. You can find information on each of the district's schools, curriculum programs, intervention and support services, child care program forms and facts, information on registering children, and much more! Note: Important information received from the department of education regarding their initiatives are listed in our Galloway Families tab. You can also follow us on Facebook and Twitter: [facebook.com/GallowaySchools](https://www.facebook.com/GallowaySchools) | twitter.com/gallowayschools

Special features of our site include: Superintendent’s Messages, District Calendar, School lunch menus Emergency school closing information, Board of Education meeting schedule, meeting highlights, and BOE policies, Pages specific to school programs and services (e.g. Child Study Team, Curriculum, School Nurses, & School Counselors).

Health & Safety

School Safety and Security:

The Galloway Township Public School District is committed to keeping our children safe in their schools. The district and all schools have a Safety and Security Manual which addresses all non-typical events in a school day, including: accidents at school, assaults, terroristic threats, intruders in the building, and other events. Plans are established for these issues both at the building and district level. The contents of the manual are revised on an annual basis and necessary changes are made based on the needs of the district. Following are other ways in which we promote the well-being of our students and staff:

1. All administrators and staff are provided with training to help them identify and students in need and those that are at-risk (e.g. suicide, substance abuse, child abuse).
2. School Social Workers, School Psychologists, School Counselors have specialized training and provide services including but not limited to: 1) classroom, small group, and individualized counseling; 2) teaching social skills to antisocial youth; and 3) work with parents, individually and in groups, to help them understand and recognize student depression, addiction, and other serious mental health problems; 4) crisis response.
3. District educational programs include: 1) how to deal with strangers; 2) resolving conflicts, preventing violence, preventing bullying and harassment; 3) and promoting tolerance and social skills; 4) peer mediation training.
4. The district and the Galloway Township Police Department have a collaborative relationship. To start this year, we have two full-time School Resource Officers (SROs) and one part-time officer shared between and among the schools. We anticipate adding another full-time SRO as the year progresses. Additionally, the GTPD provide the "Officer Phil" and DARE programs in designated grades. The main purpose of our SROs and other programs are to build positive relationships between students and the police.
5. A number of school-community coalitions that provide ongoing programs on preventing youth violence and substance abuse.
6. Our Student Codes of Conduct outlines behaviors, consequences, and interventions / restorative practices. See p. 27 for the actual codes.

School Security Drill Legislation (A2003) was signed into Law on January 11, 2010. This law (18A:41-1) went into effect on November 1, 2010, and states that New Jersey schools are required to conduct one school security drill and one fire drill each month that school is open. The statute defines a school security drill as "an exercise, other than a fire drill, to practice procedures that respond to an emergency" including a non-fire evacuation, lockdown, bomb threat, or active shooter situation. The goal of any drill is to familiarize faculty, staff and students with specific procedures so they feel confident, safe, and secure in the event that an actual emergency arises. Just as there are responsibilities for faculty, staff and students during an emergency, parents can play an essential role in keeping the school community safe. Please consider the following guidelines so that you can help your child's school respond effectively:

- Keep your emergency contact information up to date. You can change your telephone number and email address via the OnCourse system or by calling your child's school. If your address changes during the school year, you need to contact our registrar at 748-1250 x1015.
- In certain emergency situations (e.g., a school lockdown), all of the building's outside doors will be locked. Do not come to school to pick up your child. This could put you at risk and may take away from the primary focus of student safety. We will communicate with you via School Messenger and through social media (Facebook and Twitter).
- Use of cell phones is prohibited during school hours, including during school security drills and fire drills. The use of cell phones during an actual emergency can lead to confusion and misinformation.
- For more information regarding school safety procedures and drills, please visit the NJ Department of Education School Security website at: www.state.nj.us/education/schools/security

Arriving to School Safely:

The following safety rules were developed for children arriving at school through means other than the school bus to reduce the large number of vehicles in the school driveways, to avoid pedestrian accidents and relieve traffic congestion around the school complex, especially during arrival and dismissal times. Please observe these rules and ask that your children abide by them:

- If you are dropping your child off at school, as you approach the drop off areas (which will be provided to you by the school) do not double park or park so the child has to cross between cars to exit your vehicle. Your child should be exiting your car from the passenger side of the car directly to the sidewalk. Pull ahead to the front of the line as you arrive.
- If you are helping your child gather items from the car you must park your car in a designated parking place.
- If a student is non-transported and the family opts to have the child walk to/from school, remind your child to cross at designated crosswalks with school crossing guards. The Galloway Township Board of Education requires annual signed permission for a student to be dismissed and walk home unescorted by a parent or guardian. All documented arrangements will be considered permanent for the entire school year. Parents/guardians may alter these arrangements upon prior written notice provided to the school office at the beginning of the school day. A permission form is available at the school office.
- If a student is riding a bike to and from school, please be advised that the Galloway Township Board of Education and its administration and staff fully support compliance with the New Jersey Bicycle Helmet Law (N.J.S.A. 39:4-10.2). All minor children who are students of the Galloway Township Public Schools and their parents are required to fully comply with the law. Students under the age of 14 are expected to always wear a properly fitted and appropriate bicycle helmet while operating a bicycle to and from school. A "bicycle use" contract must be signed by students and parents at their individual school on an annual basis.

Arriving to School Safely By Bus:

If your child(ren) take the bus, please use it. This helps lessen traffic congestion overall as well as the time it takes to dismiss car riders. The well-being of our children is of utmost importance to the Galloway Township Public Schools. Bus transportation to and from school is one area that we continually work to ensure safety. At the school level, all administrators are reviewing with students safety rules for riding the bus. Through the efforts of Integrity Transportation, the Galloway Township Police Department, Greater Egg Harbor Regional Transportation Consortium and District administrators, Counselors and Child Study Team members, all bus drivers receive training regarding safety and crisis response.

Here's some reminders about bus safety and bus rules:

- When you get on the bus, go to your assigned seat and buckle your seat belt. Students are required to wear seat belts. Bus drivers may not leave their seat to buckle the belt for students.
- Every student must be seated before the bus starts moving. You must remain seated during the entire bus ride.
- Voice volume must be kept similar to classroom voices and language must be school appropriate.
- Actions like throwing things or putting your body parts out the window are not allowed.
- Just like at school, you may not hit or touch another student in a harmful manner.
- Take care of the bus – do not leave trash, damage the bus, etc.
- If a student does not follow the rules, the student will receive consequences as per the Code of Conduct. Note that riding the bus is a privilege that you keep by behaving properly.
- Everyone – adults and students – need to do the right thing for the bus trip to be safe.

Additionally, in an effort to provide students with a quiet activity on the bus, we allow students to listen to electronic devices on the bus. Students must wear ear buds or some other type of ear phone. It is important to note that students are responsible for their electronic device, and it must be kept in their book bag or locker during the school day. The school is not responsible if the device is lost or taken.

Annual Notifications:

We are required by law to report the below information to parents/guardians annually. Updated notifications will appear in this handbook every year in compliance with the plan.

Annual Integrated Pest Management Notification:

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. Galloway Township Public Schools has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventative approach to managing pests that is explained further in the districts IPM Policy which can be viewed at <http://www.gtps.k12.nj.us>.

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 in schools.

The IPM Coordinator for Galloway Township Public Schools is:

Name of Coordinator: Rocco Rosetti, District Operations Manager
Business Phone Number: 609-748-1250 ext. 5121
Business Address: 101 S. Reeds Road Galloway, NJ 08205

The IPM Coordinator maintains the pesticide product label, and the Safety Data Sheet (SDS) (when one is available), of each pesticide product that may be used on school property. The label and the SDS 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 member for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan Galloway Township Public Schools 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 an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot guarantee that registered pesticides do 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.

- The Board of Education adopts and/or modifies the IPM plan, policy and appoints its IPM coordinator(s) at a workshop/regular meeting held at Galloway Township Middle School in the cafeteria at 7:00pm on the third and/or fourth Monday in May.
- The only pesticides used in the district within the past 12 months were WASP-FREEZE (Wasp & Hornet Killer Formula 1) applied by Western Pest Services, a licensed pesticide applicator.

Annual Asbestos Notification:

In accordance with the Asbestos Hazard Emergency Response (AHERA) 40 CFR 763 requires all schools from pre-K to Grade 12 to conduct inspections to determine if they contain Asbestos Containing Building Materials (ACBM). If they do, the ACBM must be categorized according to the type of material, its location, condition, and its potential for future damage and a detailed Asbestos Management Plan must be developed. The Management Plan details the inspection findings, and outlines the response actions the Galloway Township Board of Education has implemented. To accomplish these goals, the District has on file an Asbestos Management Plan which is located in the main office of each building. The provisions of the plan are being implemented in a timely and on-going fashion. The Galloway Township Board of Education's goal is to provide a safe and healthy facility for all students, employees and visitors. The Asbestos Management Plans with inspection reports are available for your review upon request by contacting: Rocco Rosetti, Facilities Operations Manager at 609-748-1250 Ext. 5121, or via email: rosettir@gtps.k12.nj.us

Food Allergies and Special Dietary Needs:

The nurses in Galloway Township Public Schools are requesting parents/guardians to assist in helping children with peanut, nut, and other food allergies. We also want to help children that eat special foods because they have diabetes, celiac disease, PKU, autism, etc. **Food allergies can be life threatening.** Children with special dietary needs can compromise their health if they eat certain foods. The risk of accidental exposure to foods that children are allergic to or cannot eat can be reduced/eliminated if parents/guardians, staff, students, and physicians work together to minimize risks and provide a safe educational environment for food allergic students and children with special needs.

This process can be accomplished in the following ways:

1. When parents/guardians send in food for classroom celebrations- birthday, holiday, etc. contact the classroom teacher to see if any student has a food allergy.
2. All foods should come in a package with a preprinted label that lists all the ingredients/foods.
3. If the food is homemade, send in the recipe/ingredients so that it can be reviewed.
4. If you are a parent of a child allergic to food such as peanuts, nuts, milk, eggs, etc. provide your child with a container that has safe food for your child to eat and enjoy during birthday celebrations/class snacks.
5. During holiday parties provide a special holiday food for your child.
6. If your child has a food allergy or another health condition offer to be a room parent.
7. Parents/guardians of children with food allergies and/or special dietary needs should educate their children about their specific food allergy and/or special dietary needs.
8. The school can educate staff and students about food allergies and special dietary needs.
9. Classmates should not share food.

Food allergies are very common. The peanut allergy is one of the “Big 8” of food allergies. Approximately 1% of the United States population suffers from a peanut allergy. Diabetes, celiac disease, autism, and PKU are also common in the school aged child. The nurses and staff of GTPS want to be proactive in preventing food allergy emergencies and food related incidents, and we can only do this with your help.

PLEASE NOTE; ACCORDING TO STATE/FEDERAL REGULATIONS DOCUMENTATION FROM YOUR CHILD'S HEALTH CARE PROVIDER IS NECESSARY WHEN MODIFICATIONS TO SCHOOL BREAKFAST OR LUNCH IS REQUIRED. If you have any questions or concerns, please call or email your building school nurse.

Administering Medication

Before any medication may be administered to or by any student during school hours, Board of Education policy requires a written order of the prescribing physician and the written request of the parent/guardian which shall give permission for such administration. Please contact your school nurse for additional information. The following link to the district's policy for “Administering Medication” is:

<http://go.boarddocs.com/nj/gtps/Board.nsf/goto?open&id=AVQNN95EA621>

Hospitalizations/Surgeries:

If your child is returning to school following surgery and/or hospitalization and may require modifications upon his/her return, please contact the school principal several days in advance. Medical services will require doctor's orders and will benefit from communication between the physician's office and the school nurse. Students are unable to be transported on school busses while utilizing crutches. Please make arrangements to transport your child to school or if the recuperation period is greater than ten (10) days, speak to your physician regarding home instruction. Please see the home instruction section for more information.

Visitors to Our Schools:

Each school is equipped with security cameras at the main entrance to each building and throughout the schools. All doors are locked at all times for the safety of our students and staff. **Admittance to any building will be limited to the front entrance and monitored through the use of security cameras and a “buzz in” system.** You will be required to show identification, (driver’s license, etc.) and will be asked to wear a visitor’s badge while on school property.

1. All visitors must state the purpose of their visit when they ring the bell for admittance.
2. Upon entrance to the building you must report to the office. You will be required to show identification (i.e. a driver’s license) and sign in using the visitor’s book. You will receive an identification badge which you must wear at all times while on school property.
3. While parents/guardians are always welcomed at our schools, unscheduled conferences or impromptu classroom visits are discouraged because teachers follow a daily schedule and are responsible for the supervision and safety of all children. Preparation periods are available for conferences or meetings. Please write a note to the teacher or call the school to schedule an appointment.

Student and Athletic Accident Insurance Protection

The Galloway Township Board of Education is pleased to inform you that they have contracted with Bollinger, Inc. to provide student and athletic accident insurance protection for your children. The policy provides coverage for accidental injuries while students are participating in school sponsored and supervised academic activities and interscholastic sports. In order to participate in this program, you must enroll your child(ren) at the beginning of each school year.

The school’s policy pays benefits on an excess basis. This means that if your child was currently covered under a policy sponsored by your employer or that of your spouse, that insurance would be primary. The Bollinger plan would be secondary. If neither you nor your spouse has employer provided insurance, the Bollinger plan becomes primary. If your child is injured while participating in a school sponsored and supervised activity and you anticipate that there will be medical bills incurred, you should obtain a student accident claim form from the school office or download from the website: www.bollingerschools.com. You should then complete the claim form and submit it to Bollinger at the address indicated on the form. Any bills for medical treatment would first be submitted to your employer’s plan or that of your spouse. Any remaining balances would then be submitted along with the primary carrier’s “Explanation of Benefits” statement to Bollinger.

Technology

Technology in Our Schools:

The district continues to expand and enhance its technology for teaching, learning, communication, and management. We strive to develop students that are both *skilled* and *ethical* users of technology. Every elementary school and GTMS have a computer lab(s) and full-time technology teacher. Additionally, electronic devices (e.g. iPads, laptops, and Chromebooks) are available for student and teacher use on a daily basis. We have increased the number of wireless access points and use hard wiring as well, depending upon the device and role. For years, our district has integrated technology in what is now known as STEM (science, technology, engineering and math) or STEAM (same as STEM but with the Arts added). This year we are transitioning to the OnCourse Student Information System which includes a parent portal and virtual learning components. We continue to use School Messenger to communicate with you via telephone, email, and text.

Responsible Use Policy (RUP):

This document, signed by every staff member, student and their parent/guardian at the beginning of their tenure in our district, has been adopted by the Board of Education in order to ensure that technology is being used properly for educational purposes. **Any student who fails to return this document will have limited or no access to the available technology until this signed form is returned to the school. Any violations of the RUP will result in disciplinary action in accordance with the Student Code of Conduct and may include loss of use of technology resources.** To view a copy of our RUP, please visit our website: www.gtps.k12.nj.us then click on “Technology”.

Photo Permission Form:

We love to brag about the great things our students are doing! Every year, as required by law, a Photo Permission Form will be provided for you to read and sign that gives your consent to having your child’s picture taken for articles in the local newspaper, on TV news clips, and for district brochures, calendars, and presentations. You, of course, also have the option of denying this permission, or only allowing it in certain instances. The form explains all of these options for you.

E-mail:

Every staff member and/or department of the Galloway Township School District has an e-mail address that you can use to contact them. We do not publish a staff directory, but in general, staff emails follow the pattern: lastnamefirstinitialoffirstname@gtps.k12.nj.us (i.e. John Smith would be: **smithj@gtps.k12.nj.us**)

District Policies & Procedures:

One of the responsibilities of the board of education is to establish rules and policies for the good of the student body as a whole. **All policies may be reviewed by the public at any time by logging on to our website** and clicking on the “Board of Education” section. Policies of particular note include:

Attendance, Absences, and Excuses

In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each pupil, the complete cooperation of parents/guardians and pupils is required to maintain a high level of school attendance. A pupil must be in attendance for 162 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned. Students not meeting this requirement may be retained.

Parents/guardians are responsible for notifying the school early in the day when a child will be absent and for informing the school for the reason for the absence.

The following link will bring you to our district policy 5113 “ATTENDANCE, ABSENCES, AND EXCUSES”, which further details tardiness, absences which are excused, unexcused, and absences which count towards truancy. <http://go.boarddocs.com/nj/gtps/Board.nsf/goto?open&id=AVQNM55EA5F5>

Harassment, Intimidation and Bullying:

On January 5 2011, Governor Chris Christie signed into law P.L. 2010, Chapter 122, known as the Anti-bullying Bill of Rights. The law includes new requirements for school districts, charter schools, the New Jersey Department of Education, other state agencies, professional associations and institutions of higher education. The law became effective during the fall of 2011. To review our policy and procedure, you can follow this link, or see below for full policy: <http://go.boarddocs.com/nj/gtps/Board.nsf/goto?open&id=BADMGB55ED3F>.

Our Director of Student Services for General Education is the District Anti-Bullying Coordinator, and our school counselors are the Anti-Bullying Specialists. Contact information can be found on our district and school websites.

We strongly believe that school can be a safe and nurturing environment for all. One of our goals is to continue to create a caring community at our school where everyone feels safe and has a sense of belonging. To facilitate this effort each school has a designated curriculum which addresses prevention through age-appropriate lessons.

The Anti-Bullying Curriculum per grade level is as follows:

Preschool: Creative Curriculum

K-5: Second Step’s Bullying Prevention Units

6-8: Second Step’s Social-Emotional Learning Units - Includes a bullying and harassment unit

The Bullying Prevention Units are new as of the 2020-2021 School Year. Based on field research, Second Step’s Bullying Prevention Unit teaches Kindergarten through Grade 5 students how to recognize, report, and refuse bullying. Parent letters and Take-Home Activities are a part of this program.

In addition, Second Step Social Skills lessons continue to be taught in all K-6 classrooms and our middle school. Your commitment to these programs is important in promoting a safe and positive academic environment. The following link will bring you to our district and school’s “Anti-Bullying (HIB)” page where you will be able to access the district’s HIB policy, the NJ Department of Education’s “Guidance for Parents on the Anti-Bullying Bill of Rights Act”, definitions of conflict, bullying, and HIB, and the HIB Parental Reporting Form: <http://www.gtps.k12.nj.us/HIB.htm>

Further information is available on our school and district websites. Our programs will be most effective when the parental community, the administration, the staff, and the students all have a shared belief that kindness and a respect for each other is of great value in our school and contributes to a positive environment for better academic performance.

HARASSMENT, INTIMIDATION AND BULLYING (Policy #5131.1)

The board of education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Galloway School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the chief school administrator or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

"Bullying" is unwanted aggressive behavior that may involve a real or perceived power imbalance.

"Harassment, intimidation or bullying" 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 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, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying

Students

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

A. Consequences

- a. Discussion/conference;
- b. Temporary removal from the classroom;
- c. Modification of privileges;
- d. Classroom or administrative detention;
- e. Referral to appropriate school personnel;
- f. In-school suspension during the school.
- g. Out-of-school suspension (short-term or long-term);
- h. Police Report and criminal charges; and
- i. Expulsion.

A. Remedial Measures

a. Personal

- i. Parent/Guardian conferences;
- ii. Restitution and restoration;
- iii. Mediation;
- iv. Peer support group;
- v. Recommendations of a student behavior or ethics council;
- vi. Corrective instruction or other relevant learning or service experience;
- vii. Supportive student interventions, including participation of the intervention and referral services team;
- viii. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
- ix. Behavioral management plan, with benchmarks that are closely monitored;
- x. Assignment of leadership responsibilities (e.g., hallway or bus monitor, peer tutor, classroom helper);

- xi. Involvement of appropriate school personnel;
- xii. Student counseling
- b. Environmental (Classroom, School Building or School District)
- c. Parent / Guardian conferences;
- d. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- e. School "culture" change;
- f. School "climate" improvement;
- g. Adoption of research-based, systemic bullying prevention programs;
- h. School policy and procedures revisions;
- i. Modifications of schedules;
- j. Modifications in student routes or patterns;
- k. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
- l. Teacher assistants;
- m. Presentations for fully addressing the behaviors and the responses to the behaviors;
- n. General professional development programs for certificated and non-certificated staff;
- o. Professional development plans for involved staff;
- p. Appropriate remedial action for school staff who contributed to the problem;
- q. Supportive school interventions;

Classified students are subject to the same disciplinary procedures as non-classified students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

- A. Consequences
 - a. Discussion / conference;
 - b. Temporary removal from the classroom;
 - c. Modification of privileges;
 - d. Written reprimand;
 - e. Withholding of Increment;
 - f. Suspension;
 - g. Legal action; and
 - h. Termination.
- B. Remedial Measures
 - a. Personal
 - i. Restitution and restoration;
 - ii. Mediation;
 - iii. Corrective action plan;
 - iv. Behavioral assessment or evaluation;
 - v. Behavioral management plan, with benchmarks that are closely monitored;
 - vi. Involvement of Human Resources Manager;
 - vii. Outside counseling; treatment, or therapy as recommended by behavioral assessment or evaluation;
 - viii. Conferences.
 - b. Environmental (Classroom, School Building or School District)

- i. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
- ii. School "culture" change;
- iii. School "climate" improvement;
- iv. Adoption of research-based, systemic bullying prevention programs;
- v. School policy and procedures revisions;
- vi. Modifications of schedules;
- vii. Enhanced supervision;
- viii. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
- ix. General professional development programs for certificated and non-certificated staff;
- x. Professional development plans for involved staff;
- xi. Disciplinary action;
- xii. Supportive institutional interventions, including participation of the intervention and referral services team;
- xiii. Conferences;
- xiv. Counseling.

Reporting Harassment, Intimidation and Bullying Behavior

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an adult or youth against a student:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

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

subject to disciplinary action.

The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.

District Anti-Bullying Coordinator

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

School Anti-Bullying Specialist

The principal in each school shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel.

The school anti-bullying specialist shall:

- A. Chair the school safety team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety/School Climate Team

The board shall ensure the formation of a school safety/school climate team in each school to develop, foster, and maintain a positive school climate by focusing on the ongoing, systemic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety/school climate team shall consist of the principal or his or her designee; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or

bullying;

- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A.18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

A parent/guardian shall be on the school safety/school climate team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality. Other members of the school safety/school climate team who are not authorized to access student records (see board policy 5125 Student Records) shall be on the team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality.

Investigating Reported Harassment, Intimidation and Bullying

To protect the victim, the chief school administrator shall take into account the circumstances of the incident when communicating with parents/guardians and when following the investigation procedures.

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 - a. Taking of statements from victims, witnesses and accused;
 - b. Careful examination of the facts;
 - c. Support for the victim; and
 - d. Determination if the alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 - a. Any services provided;
 - b. Training established;
 - c. Discipline imposed; or
 - d. Other action taken or recommended by the chief school administrator.
- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students

who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:

- a. The nature of the investigation;
 - b. Whether the district found evidence of harassment, intimidation, or bullying; or
 - c. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.
- G. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the principal, in conjunction with the school anti bullying specialist shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;
- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and/or appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

School Employees

Consequences and appropriate remedial action for a student or school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service. Consequences and remedial measures include, but are not limited to, the following:

- A. Consequences
 - a. Suspension of privileges;
 - b. Written notice;
 - c. Removal from site;
 - d. Legal action.
- B. Remedial Measures
 - a. Personal
 - i. Restitution and restoration;
 - ii. Mediation;
 - iii. Involvement of Administration as appropriate;
 - iv. Counseling;
 - v. Conferences.
 - b. Environmental (Classroom, School Building or School District)
 - i. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - ii. School "culture" change;
 - iii. School "climate" improvement;
 - iv. School policy and procedures revisions;
 - v. Enhanced supervision;
 - vi. Presentations for fully addressing the behaviors and the responses to the behaviors;
 - vii. Removal from site;
 - viii. Conferences;
 - ix. Counseling.

Harassment, Intimidation, Bullying, and/or Retaliation, and Reprisal by Others

A. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

B. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Appeal Process

The parent or guardian may request a hearing before the board concerning the written information about a harassment, intimidation, or bullying investigation. The request for a board hearing shall be filed with the board secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Approved Private Schools For Students With Disabilities (PSSDs)

The board is committed to ensuring that all district students that require placement in approved private schools for students with disabilities (PSSD) have the safe and civil environment in their school placement necessary for students to learn and achieve high academic standards. All approved PSSDs receiving students with disabilities from this district shall be committed to treating their students with civility and respect, and shall refuse to tolerate harassment, intimidation or bullying.

When an approved PSSD receives a complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred on a district school bus, at a district school-sponsored function and off school grounds, the approved PSSD shall notify the anti-bullying coordinator of the report or complaint.

The chief school administrator shall assign a school anti-bullying specialist to investigate a complaint or report of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved PSSD. The investigation conducted by the district anti-bullying specialist shall be in consultation with the approved PSSD.

The full-time non-teaching principal of the approved PSSD shall report to the anti-bullying coordinator and the child study team director, any complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred at the PSSD or an activity sponsored by the PSSD. The report shall

include the names of the district students who are parties to the harassment, intimidation, or bullying investigation and the results of each investigation. The principal of the approved PSSD shall make this report to the district anti-bullying coordinator and to the student's parents/guardians no later than five school days following the investigation's completion. The report to the district shall include information on any service(s) provided; training established; and, discipline imposed or other action taken or recommended by the full-time non-teaching principal of the PSSD.

Once an incident of harassment, intimidation, or bullying is identified, the full-time non-teaching principal of the approved PSSD shall determine the appropriate response to address the individual circumstances in consultation and conjunction with appropriate district staff, as necessary. The approved PSSD shall not, pursuant to N.J.A.C. 6A:14-7.6(f), unilaterally implement disciplinary action involving removal to an interim alternative educational setting, suspension of more than 10 consecutive or cumulative school days in a school year or termination of placement. Disciplinary action involving suspension and expulsion from the approved PSSD shall be implemented in conjunction with the district and according to law (N.J.A.C. 6A:14-2.8) and board policies 5114 Suspension and Expulsion and 6171.4 Special Education.

Parents or guardians of students who are parties to harassment, intimidation, or bullying investigations conducted by this district or an approved PSSD in which their child is placed may request a hearing before the board of education concerning the information received about an investigation. Any request for a hearing before the board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the board shall be scheduled in collaboration with the approved PSSD and held by the board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the New Jersey Student Learning Standards.

Training

School Leaders

Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor certification shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools,

including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

Staff, Student and Volunteer Training

The school district shall:

- A. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
- B. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
- C. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A.18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and
- D. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

The board shall ensure the annual examination of the training needs of school employees and volunteers who have significant contact with students for the effective implementation of the harassment, intimidation, or bullying policies, procedures, programs, and initiatives of the district board of education and implement training programs for school employees and volunteers who have significant contact with students. The annual examination of training needs shall take into consideration the findings of the annual review and update of the code of student conduct.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the New Jersey Student Learning Standards

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 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;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and

B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The chief school administrator will annually submit the report to the Department of Education utilizing the Student Safety Data system (SSDS). The chief school administrator shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incidents of harassment, intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the chief school administrator shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

Schools and school districts shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, any report(s) and/or finding(s) of the school safety/school climate team(s) also make any necessary revisions and additions to this policy as required by law. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision.

Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or 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 in accordance with law.

The chief school administrator shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the homepage of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parents/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Residency:

It is important your home address, email address, and phone number are accurate and on file in case of emergency. If you move during the school year, it is the parent/guardian responsibility to inform the registrar at 748-1250, ext. 1015. If you change your email address or your phone number, please contact your school's secretary. With accurate and current information, we can be assured that all communication, correspondence, and transportation services are accurate.

Note: Per Policy 5118 "Nonresidents", "Regularly enrolled children whose parents/guardians have moved out of the district during the final marking period shall be permitted to finish the school year without payment of tuition." Please note that regularly enrolled children whose parents/guardians move from the district at any other time, without notice to the district, may be required to pay tuition. Those who do not legally reside in Galloway or who falsify residence documents may face criminal charges for Theft of Service (Section 2C:20-8 of the NJ Code of Criminal Justice).

Zero Tolerance Policy:

In accordance with the Galloway Township Police Department and the Atlantic County Prosecutor's Office, Galloway Schools have a zero tolerance policy in regard to the possession, use and distribution of tobacco, alcohol, drugs, and weapons. These standards apply on school grounds as well as at school sponsored events. Please be aware that violations in these areas will be reported to appropriate law enforcement agencies. Our school district enforces and supports the Drug/Tobacco Free School Zones, Weapon Free School Zones and Bias/Hate Crime Laws. In order to ensure a safe environment for our students.

No Smoking Policy:

Smoking is prohibited on all Galloway Township Public School grounds. Violators are subject to fines and penalties. P.L. 2001, c. 226 prohibits the smoking of tobacco products anywhere on school grounds, including sidewalks, athletic fields, parking lots, and automobiles on the parking lots. Any person smoking on school premises in violation of this act is subject to a fine not to exceed \$100.

Animal Policy:

For the safety and health of all our students, no furred or feathered animals will be permitted in school unless there is written permission from the building principal. Parents will be notified of any presentation involving animals, and must provide a written request to the school principal if they do not want their child to participate.

Rights of Parents/Guardians:

The Board of Education recognizes that the parents/guardians of each child are ultimately responsible for the care and custody of that child, and that both parents share the responsibility equally. The Board recognizes as well, that when only one parent has legal custody of that child, the custodial rights and responsibilities of the other parent may be limited.

Copies of restraining orders or custody orders must be presented at the time of registration and when changes to the order occur. Please contact your school's secretary or our registrar at ext. 1015 to submit these documents.

Physical Education/Recess Exclusions:

Students are required to participate in physical education each time it is held. State law requires that all students, unless medically excused by a certified physician, must participate in physical education classes. Students may be excused for a one-day period based on a parent/guardian's note specifying that the student is either injured or ill. For an extended absence (two days or more), the P.E./Recess excuse form must be completed by a physician specifying the duration and reason for the excused absence. This form is available from the school nurse. **Please note, a child excused from Physical Education may not participate in recess. In the middle school, if a student is excused from physical education, the student may not participate in after-school sports on that day.**

Promotion/Retention Policy:

The Board of Education has established rigorous promotion policies based upon high standards of achievement and adherence to the compulsory attendance laws of the State of New Jersey. Students must meet all of the requirements of the promotion and retention policy each year, and be in attendance at least **162 days** with all their absences being for legitimate purposes, parental or doctor's excuses provided. ***Eighth grade students must meet the prescribed academic requirements in order to participate in the annual promotional ceremony.***

Promotional Ceremonies are held for each Team in June, and take place in the auditorium of the Galloway Township Middle School. **Parents and guests are asked to give all students the attention and respect due this event, and are encouraged NOT to bring noisemakers, horns, or any other device of that nature.**

More details regarding dates, times and ticket redemption will be sent home from the middle school as the dates get closer.

Transportation Policy:

Your cooperation with the following policies is greatly appreciated, and can go a long way to ensure that children being transported to and from school are safe and transported in a timely manner. If you have questions or concerns, please contact our District Transportation Coordinator at: 609-748-1250, ext. 1004. Please also see “Arriving to School Safely by Bus” (page 6) and “School Bus” (under “School Discipline Policies”; page 31) for more information.

- Students in Pre-K and Kindergarten must be met by a parent or designated adult at the assigned bus stop. If no parent or designated adult is at the stop, the child will be transported back to school at the end of the run and placed in our After School Child Care Program. Pomona students will be taken back to Arthur Rann Elementary School.
- A request to change bus stop pick-up or drop-off locations must be made in writing with the Transportation Office. Please do not ask the driver to change the stop; drivers are not permitted to make any changes. Changes (if approved) can take up to 48 hours.
- Students are not permitted to ride another student’s bus.
- Students should be at their assigned bus stop 10 minutes prior to the scheduled pick up time all year long.

- **Reminder for the first few weeks of school:**
- Please be patient! Routes can take longer to run during the first few weeks of a new school year.
- The pickup time on the bus pass (mailed to parents in August) is approximate and may need to be adjusted. It is not our intent to make significant changes during the first two weeks of school.
- Be sure your child arrives at the bus stop at least ten minutes prior to the actual pick up time.

Homework, Behavior, & Other Information

Homework

The Board of Education believes that homework, like other aspects of our educational program, should reflect research and best practice. Ensuring that homework is *meaningful in its nature* and *manageable in terms of its scope* are the two guiding principles that govern this policy. In the spring of 2017, the district conducted a parent/guardian/student survey regarding experiences with homework. The results were reviewed by the administrative team and District Community Advisory Team. While not changes to the policy were needed based on the survey, key points are being reviewed with teachers, students, and families.

Guidelines for Assigning Homework

1. Based on the instructional objectives and the need for practice, the teacher will determine if homework is needed on a daily basis. Homework may be the same for the entire class or may reflect individual student needs. Students' development level needs to be considered; differentiation should occur when possible and necessary.
2. Written assignments should reinforce learning, not provide new skill instruction. For practice, the number of items that are similar in nature should be limited. (e.g. assign 6 double digit multiplication problems not 20 of the same type)
3. When homework does need to be given, teachers should assign a maximum based on the ten-minutes per grade concept. In grades where students have more than one teacher assigning homework, teachers must make every effort to coordinate their assignments.
4. For middle school students in high school level courses (i.e. Algebra I and Spanish I), the maximum may be 10-20 minutes greater than what peers taking the regular middle school curriculum experience.
5. At the elementary level, weekend homework should only include studying, reading, and long term projects. At the middle school level, weekend homework may be given. Written assignments should not be due on a Monday or the day after a holiday. Tests and quizzes may be given on Mondays, but not the day after a holiday. Holidays include Thanksgiving Break, Winter Break, and Spring Break.
6. Students should receive timely feedback on all their homework.
7. Homework may not be assigned for punitive reasons.

Make-up Work Due to Absences

1. If a student is absent from school for any reason, make up assignments, class work and tests must be completed within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed. The teacher should advise the student and, as needed, the parent/guardian of the timeline.
2. If a student is going to be out of school due to a family vacation, the parent/guardian shall notify the teacher (s) in advance. Together, the teacher and parent/guardian will determine whether the assignments will be given in advance or upon the student's return. In either case, the time frame for the make-up work will be as indicated in the aforementioned item.
3. If a student misses class due to enrichment, intervention, or reward programs/activities, consequences (e.g. missing recess to make-up the work) may not be given to the student. The student should be provided make-up time equal to the number of classes missed.

Incomplete Work at the End of a Marking Period

1. When a pupil does not complete required work missed for absence or other reasons, he / she will receive an "Incomplete" for the marking period. Pupils will be given 10 school days following the end of the marking period to make up the missed work. The grade for the marking period will be calculated based on the work submitted.
2. If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher.

Student Codes of Conduct:

In order to provide a safe and orderly environment in which all will thrive, we rely on the cooperation of all members of the school community, including students, parents and guardians, administration, faculty, and staff. We expect all students to conduct themselves as responsible individuals who show respect for self, peers, adults, and the facility at all times. Educational programs and support services exist to help students grow and develop socially, emotionally, and behaviorally. Our approach includes proactive, preventative, responsive, and restorative aspects. Professional development is provided to assist staff in working with students and meeting their needs.

Staff realize that inappropriate behaviors may occur and that they can strain relationships and negatively impact the school environment. When misconduct interferes with the educational process, even if initiated outside of school, the Code of Conduct may apply. The Code of Conduct supports our goal to incorporate restorative practices whereby students accept responsibility and consequences, learn from their mistakes, and rebuild positive relationships.

The Code of Conduct Tiers (Pre-K through 2nd, 3rd through 6th, and 7th & 8th) are developmentally appropriate and progressive in nature. Consequences and restorative practices may be differentiated based upon an individual student's needs and the behavior(s) reported. The tiers are not limited to the consequences and restorative practices listed in the Code of Conduct. The interpretation of the code is at the administrator's discretion. Communication with parents/guardians is critical to supporting students who are experiencing behavioral difficulties. That communication begins at the teacher level and can be initiated by the parent/guardian or teacher. As needed, school counselors, CST members, and other personnel support the efforts to assist students.

If you have any questions regarding the Code of Conduct and/or our Board Policies, please visit our website: www.gtps.k12.nj.us. Working together, we ensure that Galloway Township Public Schools continue to be a place, "where children and learning come first."

Student Code of Conduct - Tier Information
Grades PreK-2

| Tier 1 | Tier 2 | Tier 3* |
|---|--|---|
| <p>Consequences & Other Actions Assigned by Teacher</p> <ul style="list-style-type: none"> • Parent/guardian contact • Verbal correction • Reminders and redirection • In-class time-out • Loss of classroom privileges • Recess detention | <p>Consequences & Other Actions by Administration</p> <ul style="list-style-type: none"> • Parent/guardian contact • Loss of privileges • Restitution • Detention • Verbal reprimand • In-school suspension • Bus suspension | <p>Consequences & Other Actions by Administration</p> <ul style="list-style-type: none"> • Parent/guardian in-person conference • In-school suspension • Bus suspension • Suspension* • Parent/guardian/student conference with superintendent • BOE Hearing |
| <p>Interventions and Restorative practices Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> • Teacher-student conversation • Review established behavior expectation with examples • Provide individual schedule or other reminders on child's desk • Seat change • Verbal and/or Written apology • Behavior plan for use throughout the day, week, etc. • Daily progress sheet on behavior • Establish peer buddy or adult mentor • Parent/guardian conference • Teacher requests peer mediation • Counselor/CST involvement • I&RS Request for Assistance | <p>Interventions and Restorative practices Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> • Student conference • Change in class • Establish buddy/mentor • Referral to I&RS • Parent/guardian accompany student to school • Request 504 Plan • Counselor/CST involvement • I&RS Request for Assistance • Peer mediation • Educational consequences/lesson | <p>Interventions and Restorative practices Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> • Student conference • Change in class • Establish buddy/mentor • Referral to I&RS • Parent/guardian accompany student to school • Request 504 Plan • Counselor/CST involvement • I&RS Request for Assistance • Peer mediation • Referral to out-side counseling/services • Psychiatric Evaluation • Functional Behavioral Analysis (completed by school psychologist) • Educational consequences/lesson |

Student Code of Conduct

Grades PreK-2

| Behavior | Tier 1 | Tier 2 | Tier 3 |
|---|--------|--------|--------|
| General Misconduct | ▪ | | |
| In an area without permission | ▪ | ▪ | |
| Leaving school grounds without authorization | | ▪ | ▪ |
| Inappropriate Language/Gestures | ▪ | ▪ | |
| Harassment /Intimidation/ Bullying | | ▪ | ▪ |
| Disrespectful response to an adult | ▪ | ▪ | ▪ |
| Not telling the truth | ▪ | ▪ | |
| Not telling the truth about a staff member | | ▪ | |
| Destroying/Damaging school property | ▪ | ▪ | |
| Taking someone's property without permission | ▪ | ▪ | ▪ |
| Possession/Use of Dangerous Materials: Matches, lighters, stink bombs, fireworks, tobacco, cigarettes, weapons, drugs, etc. | | ▪ | ▪ |
| Endangering the safety of other students: NO intent to harm | ▪ | ▪ | |
| Endangering the safety of other students – intent to harm | | ▪ | ▪ |
| Aggressive Behavior Towards Staff or School Verbal/Written Threat Physical Threat/Contact | | ▪ | ▪ ▪ |

**Student Code of Conduct – Tier Information
Grades 3-6**

| Tier 1 | Tier 2 | Tier 3 |
|---|--|--|
| <p align="center">Consequences & Other Actions Assigned by Teacher</p> <ul style="list-style-type: none"> • Parent/guardian contact • Verbal correction • Reminders and redirection • In-class time-out • Loss of classroom privileges • Recess detention | <p align="center">Consequences & Other Actions by Administration</p> <ul style="list-style-type: none"> • Parent/guardian contact • Loss of privileges • Probation from leadership positions • Restitution • Detention • Verbal reprimand • In-school suspension • Bus suspension | <p align="center">Consequences & Other Actions by Administration</p> <ul style="list-style-type: none"> • Parent/guardian in-person conference • In-school suspension • Suspension* • Parent/guardian/student conference with superintendent • BOE Hearing • Bus suspension • Police Complaint |
| <p>Interventions and Restorative practices Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> • Teacher-student conversation • Review established behavior expectation with examples • Provide individual schedule or other reminders on child's desk • Seat change • Verbal and/or Written apology • Behavior plan for use throughout the day, week, etc. • Daily progress sheet on behavior • Establish peer buddy or adult mentor • Parent/guardian conference • Teacher requests peer mediation • Counselor/CST involvement • I&RS Request for Assistance | <p>Interventions and Restorative practices Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> • Student conference • Change in class • Establish buddy/mentor • Referral to I&RS • Parent/guardian accompany student to school • Request 504 Plan • Counselor/CST involvement • I&RS Request for Assistance • Peer mediation • Educational consequences/lesson | <p>Interventions and Restorative practices Options based on the student and situation include but are not limited to:</p> <ul style="list-style-type: none"> • Student conference • Change in class • Establish buddy/mentor • Referral to I&RS • Parent/guardian accompany student to school • Request 504 Plan • Counselor/CST involvement • I&RS Request for Assistance • Peer mediation • Referral to out-side counseling/services • Psychiatric Evaluation • Functional Behavioral Analysis Educational consequences/lesson • School Resource Officer |

**Student Code of Conduct
Grades 3-6**

| Behaviors | Tier 1 | Tier 2 | Tier 3 |
|--|---------------|---------------|---------------|
| General Misconduct | ▪ | | |
| In an area without permission | ▪ | ▪ | |
| Leaving school grounds without authorization | | ▪ | ▪ |
| Continual refusal to complete school work | ▪ | | |
| Inappropriate Language/Gestures | ▪ | ▪ | |
| Verbal abuse/threatening comments, repeated putdowns, etc. | ▪ | ▪ | |
| Harassment/Intimidation/Bullying (HIB) | | ▪ | ▪ |
| Inappropriate response to an adult | ▪ | ▪ | |
| Gross Disrespect: use of profanity or inappropriate gestures directed towards staff | | ▪ | ▪ |
| Dishonesty: Forgery, Cheating, not telling the truth | ▪ | ▪ | |
| False Accusation Against a Staff Member | | ▪ | ▪ |
| Vandalism | | ▪ | ▪ |
| Stealing | ▪ | ▪ | ▪ |
| Medication-Possession, Distribution, or Use without Specific Authorization | | ▪ | ▪ |

| | | | |
|--|---|---|---|
| Setting off alarms/call 911/causing an alarm | | ▪ | ▪ |
| Possession/Use of Dangerous Materials: Matches, lighters, stink bombs, fireworks, cigarette, tobacco, etc. | | ▪ | ▪ |
| Non-authorized and/or inappropriate use of technology (violation of Acceptable use Policy) and/or other school equipment | ▪ | ▪ | ▪ |

| | | | |
|---|---|---|---|
| Endangering the safety of other students –NO intent to harm | ▪ | ▪ | ▪ |
| Endangering the safety of other students –intent to harm | | ▪ | ▪ |
| Aggressive Behavior Towards Staff or School Verbal/Written Threat Physical Threat/Contact | | ▪ | ▪ |
| Fighting | | ▪ | ▪ |
| Sexual Harassment: comments about one's body, sexual jokes, gestures, and/or drawings. | | ▪ | ▪ |
| Sexual Misconduct: physical / sexual touching of other student/students. | | ▪ | ▪ |
| Illegal Drugs / Alcohol- Possession, Sale, Distribution or Use of intoxicants or narcotics | | ▪ | ▪ |
| Terroristic threat against school/Student(s)/Staff | | ▪ | ▪ |
| Weapons – Possession/intent to harm and/or use of | | | ▪ |

Student Code of Conduct Grades 7 & 8

A good citizen is respectful. The GTMS discipline code is divided into the following sections: Respect for Learning Environment, Self, Peers, Adults, Property, and Laws/Rules. There are three levels of offenses based on severity in each section.

Level I: As a middle school we value the importance of teaching our students how to be a good citizen and have respect for themselves, their peers, the school staff and the overall school environment. In an effort to support our students social and emotional growth, we will provide a variety of restorative practices both at the teacher level as well at the administrative level to educate our students on how to rectify any negative behaviors that either hinder their education or the education of their peers.

Level II: Behaviors categorized as Level II are referred to the administration. They are investigated and handled by the building administration. Cooperative efforts with guidance may be initiated as well as a variety of restorative practices that you can refer to in the table below. Peer Mediation, I&RS or Child Study Team (CST) interventions are also initiated as appropriate.

Level III: Behaviors categorized as Level III are considered to be the most serious and are immediately referred to administration for investigation and resolution. Guidance, I&RS and/or CST intervention may also be initiated as appropriate.

I. *Respect for Learning Environment – Level I*

| BEHAVIORS | Tier 1 | Tier 2 and Tier 3 |
|--|--|---|
| <p>General Misconduct</p> <ul style="list-style-type: none"> • Inappropriate behaviors/comments • Ignoring directions • Misuse of pass • Unexcused lateness to class • Inappropriate display of affection • Horseplay (minor hallway/classroom) • Willful disobedience • Disruptive behavior in class • Violation of dress code • Truancy • Not completing work • Cutting portion of class/homeroom • Violation of Acceptable Use Policy | <p>Consequences & Other Actions Assigned by Teacher</p> <ul style="list-style-type: none"> • Parent/guardian contact • Verbal/Nonverbal correction • Reminders and redirection • Loss of classroom privileges • Teacher lunch detention • Interventions and Restorative practices • Teacher-student conversation and/or meeting • Review established behavior expectation with examples • Provide individual schedule or other reminders on child’s desk • Behavior plan for use throughout the day, week, etc. • Seat change • Verbal and/or Written apology • Conflict Resolution/Peer mediation • Daily progress sheet on behavior • Establish peer buddy or adult mentor • Parent/guardian conference • Signed agenda book • Weekly communication with parents • Counselor/CST involvement • I&RS Request for Assistance | <p>Consequences & Other Actions Assigned by Administration</p> <ul style="list-style-type: none"> • Parent/guardian contact • Loss of privileges • Probation from leadership positions • Restitution • Lunch detention • Detention • Verbal reprimand • In-school suspension • Interventions and Restorative practices • Student conference • Change in class • Establish peer buddy or adult mentor • Referral to I&RS • Parent/guardian accompany student to school • Request 504 Plan • Counselor/CST involvement • I&RS Request for Assistance • Referral to out-side counseling/services • Psychiatric Evaluation • Functional Behavioral Analysis (completed by school psychologist) • Educational consequences/lesson |

II. Respect for Learning Environment – Level II

| LEVEL II BEHAVIORS | Tier 1 - Teacher Interventions | Tier 2 | Tier 3 |
|---|---|--|--|
| 1. Late to school | <p>Consequences & Other Actions Assigned by Teacher</p> <ul style="list-style-type: none"> • Parent/guardian contact • Verbal correction • Reminders and redirection • Loss of classroom privileges <p>Interventions & Restorative Practices by Teacher</p> <ul style="list-style-type: none"> • Teacher-student conversation • Review established behavior expectation with examples • Provide individual schedule or other reminders on child's desks • Behavior plan for use throughout the day, week, etc. • Seat change • Verbal/Written apology • Daily progress sheet on behavior • Establish peer buddy or adult mentor • Parent/guardian conference • Peer mediation/Conflict Resolution • Counselor/CST involvement • I&RS Request for Assistance | 1 p.m. detention 5 times per marking period PC | 2 p.m. detentions 7 times per MP PC, SP, AAS |
| 2. Cutting homeroom/class | | 1-2 p.m. detentions PC | 1 ISS PC, SP, AAS |
| 3. Use/possession of cell phone/electronic device during school hours | | 1-2 p.m. detentions PC Parent pick-up | 1 ISS PC, SP, AAS Parent pick-up |
| 4. Obscene or vulgar language or gestures. | | 1-2 p.m. detentions PC | 1 ISS PC, SP, AAS |
| 5. Endangering the safety of oneself / another Dangerous behavior with no intent to harm. | | 2 p.m. detentions PC, SP, AAS | 1-3 ISS PC, SP, AAS |
| 6. Misbehavior towards a substitute teacher | | 1-2 p.m. detentions PC | 1 ISS PC, SP, AAS |
| 7. Forgery on a school document | | 1-2 p.m. detentions PC, SP | 1 ISS PC, SP, AAS |
| 8. Cheating on tests/quiz and/or Plagiarism | | 1-2 p.m. detentions PC, SP | 1 ISS PC, SP, AAS |
| 9. Cutting / Misbehaving administrative detention | | 1 additional detention PC | 1 ISS PC, SP, AAS |
| 10. Non-authorized and/or inappropriate use of technology (violation of Acceptable Use Policy) and/or other school equipment Passw | | 1-2 p.m. detentions PC, SP, AAS technology exclusion | 1 – 2 ISS PC, SP, AAS technology exclusion |

III. Respect for Peers - Level II

| LEVEL II BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|--|---|--|--|
| 11. (HIB) Harassment/Intimidate/Bully | 2 p.m. detention PC | 1-2 ISS PC, SP, AAS, RP | 1 -2 OSS PC, SP, AAS, RP |
| 12. Verbal abuse/threatening comments, repeated put-downs, etc. | 1 p.m. detention PC | 2 p.m. detention PC, SP, AAS | 1-2 ISS PC, SP, AAS, RP |
| 13. Potentially dangerous conduct - Includes scuffling, pushing, shoving, throwing things and horseplay. | 1 p.m. detentions PC | 2 p.m. detention PC, SP, AAS | 1-2 ISS PC, SP, AAS, RP |
| 14. Sexual Harassment – comments about one's body, sexual jokes, gestures, and/or drawings. | 2 p.m. detentions PC | 1 ISS PC, SP, AAS | 1 – 3 ISS PC, SP, AAS |
| 15. Destroying/Defacing the property of another | 2 p.m. detentions Possible restitution PC | 1 ISS Possible restitution PC, SP, AAS | 1 – 3 OSS Possible restitution PC, SP, AAS Police Complaint |

V. Respect for Adults – Level II

| LEVEL II BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|---|----------------------------------|--------------------------------------|--------------------------------------|
| 16. Severely disruptive/inappropriate behavior | 1 p.m. detention PC | 2 p.m. detentions PC RP-5 days | 1-3 ISS PC, SP, AAS RP-1 month |
| 17. Disrespect / Insubordination/Dishonesty-inappropriate verbal or nonverbal response to an adult including defiance | 2 p.m. detentions PC, SP, AAS | 1 ISS PC, SP, AAS, RP | 1-3 OSS PC, SP, AAS, RP |

VII. Respect for Laws/Rules – Level II

| LEVEL II BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|--|--|---|---|
| 18. Possession of inappropriate materials (lighters, matches, stink bomb, cigarettes, tobacco etc.) | 2 p.m. detentions PC, SP, AAS confiscation | 1 ISS PC, SP, AAS, RP confiscation | 1 – 3 OSS PC, SP, AAS, RP confiscation |
| 19. Possession/Use/Smoking of vapes, Juls, Dab Pens and all other nontraditional smoking paraphernalia | 1- 2 ISS Evaluation PC, SP, AAS, confiscation | 2 - 3 ISS Evaluation PC, SP, AAS, RP confiscation | 1 - 2 OSS Evaluation PC, SP, AAS, RP confiscation Review of academic program |
| 20. Use of inappropriate materials / tobacco: lighters, matches, stink bombs, etc.) | 1- 2 ISS PC, SP, AAS | 2 - 3 ISS PC, SP, AAS, RP | 1 - 2 OSS PC, SP, AAS, RP Review of academic program |
| 21. Unauthorized area without permission (locker rooms, storage rooms, etc.) | 1 p.m. detention PC | 1 ISS PC, SP, AAS, RP | 1 OSS PC, SP, AAS, RP |

VIII. Respect for Adults – Level III

| LEVEL III BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|--|----------------------------|--|---|
| 22. Gross Disrespect: the use of profanity or inappropriate gestures directed towards a faculty / staff member | 1 ISS PC, SP, AAS | 2 - 3 ISS PC, SP, AAS | 1-2 OSS PC, SP, AAS, SR Review of academic program |
| 23. Disorderly Conduct – Behavior that is deemed out of control | 1- 2 ISS PC, SP, AAS | 1-2 OSS PC, SP, AAS Police Complaint | 2-5 OSS PC, SP, AAS, SR Police Complaint/Review of academic program |
| 24. False accusations against any student, faculty or staff member | 1-2 ISS PC, SP, AAS, RP | 2 – 3 ISS PC, SP, AAS, RP | 1 – 3 OSS PC, SP, AAS, RP |

X. Respect for Peers - Level III

| LEVEL III BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|---|---------------------------------|--|---|
| 25. Fighting – two students (willful, deliberate intent to do harm) | 2-3 OSS** PC, SP, AAS, RP | 3-5 OSS** PC, SP, AAS, RP Police Complaint | Minimum 5 days OSS** PC, SP, AAS, RP Review of academic program Police Complaint |
| 26. Incitement to Fight - encouraging others to fight | 2 detentions PC, SP, AAS, RP | 1-2 ISS PC, SP, AAS, RP | 2-4 ISS PC, SP, AAS, RP Police Complaint |

| | | | |
|---|------------------------------|--|--|
| 27. Attacking another, punching, hitting, etc. (not including a fight) | 2-3 OSS** PC, SP, AAS, RP | 3-5 OSS** PC, SP, AAS, RP Police Complaint | 5-7 OSS** PC, SP, AAS, RP Police Complaint |
| 28. Sexual Misconduct – physical / sexual touching of other student/students. | 1-3 ISS PC, SP, AAS, RP | 4-6 ISS PC, SP, AAS, RP Police complaint | 1-3 OSS** PC, SP, AAS, RP Police Complaint Review of academic program |

XI. Respect for Laws/Rules – Level III

| LEVEL III BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|--|---|--|---|
| 29. Leaving school grounds without proper authorization | 2 p.m. detentions PC, SP, AAS, RP Police notified | 1-2 ISS PC, SP, AAS, RP Police complaint | 3-5 ISS PC, SP, AAS, RP Police complaint |
| 30. Stealing - Taking possession of school property and/or of another person without permission | 1-2 ISS PC, SP, AAS Possible Restitution (teacher/school Police Complaint) | 1 OSS PC, SP, AAS, RP Possible Restitution Police Complaint | 2-3 OSS PC, SP, AAS, RP Possible Restitution Police Complaint |
| 31. Recording of Disorderly Conduct- Use of technology to record and/or post on social media incidences of disorderly conduct | 1 ISS PC, SP, AAS, RP | 1 – 2 ISS PC, SP, AAS, RP | 1-2 OSS PC, SP, AAS, RP |
| 32. Sharing of sexually explicit pictures/photos | 1 OSS** PC, SP, AAS, RP Possible Police Complaint | 2-3 OSS** PC, SP, AAS, RP Possible Police Complaint | 5-7 OSS** PC, SP, AAS, RP Police Complaint |
| 33. Medication – Possession / Use of medication without specific medical and school authorization on school property or during a school sponsored activity; includes Prescription - or Non-Prescription - (over the counter drugs, aspirin, Tylenol, Nodoz, Vivarin, laxatives, etc.) | 1-3 ISS** PC, SP, AAS, RP | 1-2 OSS** PC, SP, AAS, RP | 3-5 OSS** PC, SP, AAS, SR, RP Review of academic program |
| 34. Setting off alarms/ calling 911 / Causing alarm within the school | 1-3 OSS** PC, SP, AAS, RP Police Complaint | 3-5 OSS** PC, SP, AAS, RP Police Complaint | 5-7 OSS** PC, SP, AAS, RP Police Complaint |
| 35. Weapons - Possession/Intent to Do Harm – possession of a weapon including razor blades, box cutters, knives, guns, etc. (Please Note: Incident to be reviewed by administration for determining additional days of OSS.) | 5 – 7 OSS** PC, SP, AAS, SR, RP BOE Possible alternative placement Police Complaint | 8 – 10 OSS** PC, SP, AAS, SR, BOE RP Possible alternative placement Police Complaint | Minimum 10 OSS** PC, SP, AAS, SR, RP, BOE Possible alternative placement Police Complaint |
| 36. Drugs/Alcohol - possession, distribution, or use of intoxicants or narcotics. (Please Note: Any student exhibiting behavioral, physical and/or emotional characteristics of substance abuse will be required to undergo a medical screening as per Galloway Township Board of Education policy. Failure to comply with screening will result in a 5 day suspension.) | 5 – 7 OSS** PC, SP, AAS, SR, RP Police Complaint | 8 – 10 OSS** PC, SP, AAS, SR, RP Possible alternative placement Police Complaint | Minimum 10 OSS** PC, SP, AAS, SR, RP, BOE Alternative placement Police Complaint |
| 37. Assault – Any physical act of aggression or attack towards faculty, staff, student or administration. | 5 – 7 OSS** PC, SP, AAS, RP Police Complaint | 8 - 10 OSS** PC, SP, AAS, SR, RP Police Complaint | Minimum 10 OSS** PC, SP, AAS, SR, RP, BOE Police Complaint |

| | | | |
|--|--|--|---|
| 38. Terroristic Threat – Threats against faculty, staff, student, administration or school building. (Please Note: Incident will be reviewed by administration for determining additional days of OSS.) | 3 – 5 OSS** PC, SP, AAS, SR, RP Police Complaint | 6 – 8 OSS** PC, SP, AAS, SR, RP Possible alternative placement Police Complaint | Minimum 10 OSS** PC, SP, AAS, SR, RP, BOE Alternative placement Police Complaint |
| 39. Physical Threat - Verbal or implied threats to do harm to faculty, staff, student or administration. (Please note: Incident to be reviewed by administration for determining additional days of OSS.) | 3 – 5 OSS** PC, SP, AAS, SR, RP Police Complaint | 6 – 8 OSS** PC, SP, AAS, SR, RP, BOE Police Complaint | Minimum 10 OSS** PC, SP, AAS, SR, RP, BOE Alternative placement Police Complaint |

Please note:

Administrative conferences **MUST** be held between a building administrator, parent/guardian and student upon a student’s return to school from **out of school suspensions**. School Service may be assigned when deemed appropriate by the administration. School Service activities are designed to enhance a student’s sense of school affiliation and pride and will be assigned based on the nature of the offense and the individual student. Activities may include clerical, restoration/maintenance, etc.

Galloway Township Middle School Cafeteria Code

| Types of Behaviors | 1st ACTION | 2nd ACTION | 3rd and Subsequent ACTION |
|---|------------------------------|------------------------------|---|
| 1. Not remaining seated at designated table | 1 lunch detention | 2 lunch detentions | 3 lunch detentions PC |
| 2. Throwing food or other objects | 2 lunch detentions PC | 3 lunch detentions PC | <i>Refer to GTMS discipline code</i> |
| 3. Leaving the cafeteria without permission | 1 lunch detention | 2 lunch detentions | <i>Refer to GTMS discipline code</i> |
| 4. Not waiting to be called for lunch, trash or dismissal | 1 lunch detention | 2 lunch detentions | 3 lunch detentions PC |
| 5. Not cleaning eating area | 1 lunch detention | 2 lunch detentions | 3 lunch detentions PC |
| 6. Taking food out of the cafeteria | 1 lunch detention | 2 lunch detentions | 3 lunch detentions PC |
| 7. General disruption | 1 lunch detention | 2 lunch detentions | 3 lunch detentions PC |

Other disciplinary measures might include assigned seats, cafeteria exclusion, or more serious consequences.

Galloway Township Middle School Bus Code

| BEHAVIORS | Tier 1 | Tier 2 | Tier 3 |
|--|------------------------------|---|---|
| 1. Eating/drinking 2. Excessive noise 3. Leaving bus stop without authorization 4. Failure to remain seated | Administrative warning PC | 1 p.m. detention PC | 2 p.m. detentions PC |
| 5. Using obscene or vulgar language toward other students 6. Throwing or shooting objects 7. Spitting out bus windows and or on others | 1 p.m. detention PC | 2 p.m. detentions PC 3 day bus suspension | 1 ISS PC 5 day bus suspension Driver/Admin./Student conference |

| | | | |
|---|---|--|--|
| 8. Placing body or objects out of window 9. Unauthorized bus or bus stop use 10. Excessive misconduct (horseplay) 11. Failure to comply with driver's directions 12. Inappropriate response to driver | | | |
| 13. Endangering the safety of others | 2 p.m. detentions PC | 1 ISS PC 3 day bus suspension | 1 – 3 OSS PC 5 day bus suspension |
| 14. Possession of combustible materials | 1 ISS PC 3 day bus suspension | 1 – 3 OSS PC 5 day bus suspension | 4 – 6 OSS PC 10 day bus suspension |
| 15. Unauthorized use of bus emergency exits | 2 p.m. detentions PC | 1 ISS PC 3 day bus suspension | 1 – 3 OSS PC 5 day bus suspension |
| 16. Gross disrespect toward driver – the use of profanity towards the driver | 1 OSS PC 3 day bus suspension | 2 – 3 OSS PC 5 day bus suspension | 4 - 5 OSS PC 10 day bus suspension |
| 17. Vandalism – Damaging school bus (cutting, dismantling, writing on, etc.) | 1 ISS PC, SP, AAS RP - 1 month 3 day bus suspension | 1 – 2 OSS PC, SP, AAS RP – 3 month 5 day bus suspension | 3 – 4 OSS PC, SP, AAS RP – Indefinite 10 day bus suspension |
| 18. Fighting | 2 – 3 OSS PC, SP, AAS RP – 1 month 5 day bus suspension | 4 – 6 OSS PC, SP, AAS RP – 3 months 10 day bus suspension | Minimum 7 day OSS * PC, SP, AAS RP – Indefinite 15 day bus suspension |
| 19. Potentially dangerous conduct | 2 p.m. detentions PC, SP, AAS | 1 ISS PC, SP, AAS 3 day bus suspension | 1 – 3 OSS PC, SP, AAS 5 day bus suspension |
| 20. Possession of weapons, firearms, and/or hazardous/injurious items 21. Possession Drugs/Alcohol | 5 – 7 OSS PC, SP, AAS, SR RP - 1 month Police complaint 10 day bus suspension | 8 - 10 OSS PC, SP, AAS, SR, BOE RP – 3 months Police complaint 20 day bus suspension | Minimum 10 day OSS * PC, SP, AAS, SR, BOE RP – Indefinite Police complaint 30 day bus suspension |

DISCIPLINE CODE KEY:

| | | | |
|------|--|-----|----------------------------|
| OSS | OUT OF SCHOOL SUSPENSION | PC | PARENT CONFERENCE |
| ISS | IN SCHOOL SUSPENSION | BOE | BOARD OF EDUCATION HEARING |
| RP | RESTRICTED HALL PASS (limits time out of class) | SR | SUPERINTENDENT REVIEW |
| SP | SOCIAL PROBATION (DANCE AND/OR TRIP EXCLUSION) | | |
| AAS | ATHLETIC AND ACTIVITIES SUSPENSION (See “Athletic Activity Suspension” under General Information) | | |
| OSS* | DENOTES INCIDENT NEEDS TO BE REVIEWED BY ADMINISTRATION | | |

If you have any questions regarding school discipline, please visit our website at: www.gtps.k12.nj.us, or contact your child's principal. Remember, school rules are set up first and foremost for our students' safety so that they can concentrate on their studies. Your support helps us keep the district a place “where children and learning come first.”

School Bus:

The safety of our students is the most important factor in transporting them to and from school. We ask parents/guardians to support the bus safety rules by reviewing them with your children. The driver is in full charge of the bus and students. To ensure the proper safety of all passengers, students must follow these guidelines:

1. When you get on the bus, go to your assigned seat and buckle your seat belt. Students are required by law to wear seat belts.
2. Every student must be seated before the bus starts moving. You must remain seated during the entire bus ride.
3. Voice volume must be kept similar to classroom voices and language must be school appropriate.
4. Actions like throwing things or putting your body parts out the window are not allowed.
5. Just like at school, you may not hit or touch another student in a harmful manner.
6. Take care of the bus – do not leave trash, damage the bus, etc.

If a student is not following bus safety rules, the driver will notify the administration who, in turn, will investigate the matter and contact parents/guardians. Misbehavior on the bus, especially actions that are unsafe, may result in disciplinary action according to our codes of conduct, including a specific bus code for GTMS. If a student is suspended from the bus it is the parent/guardian responsibility to provide transportation. Students suspended from the bus are still required to attend school.

Students are not permitted to ride on any bus other than their regularly assigned bus. In the event of an emergency, a request must be made by the parent/guardian in writing **and submitted to the main office prior to the school day the bus change would occur**. This allows for parental contact to be made. Additionally, students who are bus riders may not walk and/or ride a bike to/from school. Riding the school bus is a **privilege**. It is imperative that all students observe the rules of proper conduct while riding the bus.

Additionally, in an effort to provide students with a quiet activity on the bus, **we allow students to listen to iPods or other electronic devices on the bus**. Students must wear ear buds or some other type of ear phone. It is important to note that students are responsible for their electronic device, and it must be kept in their book bag or locker during the school day. The school is not responsible if the device is lost or taken.

Dress Code:

Another measure to maintain a safe, orderly learning climate for our students is a dress code. This code provides guidelines for students to follow in dressing appropriately for the school setting. Failure to comply will result in action as per the discipline code.

- Pants, jeans, etc. must be worn appropriately. In particular, pants may not be worn below a student's natural hip – undergarments must be fully covered. Pants may not hang or drag on the floor.
- Jewelry/accessories which could be used as a weapon may not be worn. This includes "wallet chains", spiked collars, and the like.
- Nothing that is made for outdoors or exercise may be worn on a student's head. This includes sunglasses, hats, sweatbands, etc. (Traditional bows, barrettes, etc. may be worn.)
- T-shirts must have slogans, pictures, etc. which are school appropriate. Therefore, beer logos, foul language, drug references, sexual innuendos, demonic messages, etc. are unacceptable.
- Skirts, shorts, and tops must cover a student's body. A general rule for skirt/short length is a student with their hands by their side must touch material, not skin. Tops must fully cover the chest, shoulder, and midriff area. Tank tops and spaghetti straps are not permitted.
- Any clothing style which promotes, represents, or symbolizes a gang or gang mentality is strictly prohibited. Bandanas worn anywhere on the body are not permitted.
- Shorts may be worn, however we ask that students, along with the assistance of parents/guardians, use good judgment when choosing to wear shorts based on the weather. Shorts must be school appropriate – biker/lycra shorts, cut-offs, and "hot pants" are not permitted. A general rule for short length is a student with their hands at their side must touch short, not skin.
- For safety reasons, flip-flops/sliders may not be worn, and sandals must have secure back and/or ankle straps.

Textbooks, Electronic Devices, and other Instructional Materials:

Textbooks will be provided by the Board of Education for all students (based on the grade level and content area). As previously noted, a variety of technological devices are also used by students on a regular basis. Students will be responsible for the proper use and care of all materials issued to them and will be financially liable for loss or damage. Books issued to students are to be covered to reduce damage.

Personal Property:

Electronic devices **are permitted** on the bus and in school at the student's risk. For the safety of our students, cell phones **may be brought to school**, but must be left in the locker and/or bookbag; they may be used before or after school hours and if otherwise granted permission by an administrator or teacher. Misuse of any electronic device is subject to the code of conduct.

Student Support Services:

Special Education:

The district ensures that all students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) receive a free, appropriate public education from preschool to grade eight. The district ensures that these students with disabilities are educated in the least restrictive environment and that the provision of Special Education and Related Services are given to children on an individual basis. In order to render these services, the district has six (6) full time Child Study Teams, five (5) Speech Therapists, two (2) Occupational Therapists, one (1) Physical Therapist, and a Director of Special Education. The district ensures that each eligible student has an individual education program (IEP) and this program is evaluated on a yearly basis. Child Study Team members include: a school psychologist, a learning disabilities teacher consultant and a school social worker. Child Study Team members are full time employees of the district. If you as a parent have any questions regarding your child's IEP, the case manager is the appropriate individual to make contact with. The district ensures that the rights of students with disabilities are protected and the district ensures that all services are provided at public expense with no charge to the parent. All programs are administered, supervised and provided by appropriately certified professional staff members.

Specialized Programs:

GEM (Galloway Enrichment Model):

The **Galloway Enrichment Model** is provided for those students who have been designated via a matrix selection process as Gifted and Talented which is defined by the NJ Department of Education as "Those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities." In addition to classroom instruction and arts and humanities offerings, our district provides a Primary Enrichment Program (PEP) in grades K-3, GEM in grades 4-6, and subject specific accelerations in grades 7 & 8.

Intervention:

Our intervention programs are state, federal, and locally funded programs for students who require assistance in the areas of ELA and mathematics. Identified students receive assistance during the school day through our intervention program as well as through various after before or after school programs. Additionally, our summer learning program offers support for identified Title 1 students.

ESL (English as a Second Language):

English as a **Second Language** is for pupils who are identified as having difficulty meeting academic requirements of the classroom because their native or dominant language is other than English. An English as a Second Language Program shall be provided in conformity with state guidelines.

School Counseling Programs:

The school counseling program focuses on preparing our students to learn, work, and live with each other in the 21st century. Our school counselors design and deliver comprehensive school counseling programs that are integral to the district's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students. School-related counseling services provided may include: individual, group, and/or teacher consultation to enhance student success and well-being.

School counselors collaborate with all relevant stakeholders, including students, educators, and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress. Our school counselors have a primary obligation to the students, who are treated with dignity and respect as unique individuals. Our school counselors aim to provide counseling to students in a brief

context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling. The school counselors acknowledge the vital role of parents/guardians and families.

All students have the right to privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parent rights and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in a school setting.)

Counselors primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

In a virtual setting, school counselors adhere to the same ethical guidelines as in a face-to-face setting. Counselors recognize and will attempt to mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients. The school counselor will inform both the student and parent/guardian of the benefits of virtual/distance counseling, as well as the confidential nature of the school counseling relationship between the school counselor and student.

If your child requires assistance, please contact the school counselor in your child's school. For further information, as well as a "Counselor Referral Form" please visit the district's "Student Services" tab on the district website.

Intervention & Referral Services (I & RS):

Intervention & Referral Services (I & RS) assists teachers with strategies for working with general education students who are experiencing mild learning or behavioral problems. The building principal or assistant principal chairs a committee of professional staff members who offer structured support and assistance to teachers by providing instructional strategies to promote student success. Parents/guardians will be notified when consultation with I & RS occurs. If you have questions or concerns about your child's educational progress, please contact your school administrator.

504 Plans:

Much like an IEP, a 504 plan can help students with learning concerns participate in general education programs and appropriately access the general education curriculum. Protected by Section 504 of the Rehabilitation Act of 1973, students with a 504 plan have specific accommodations created for them and shared with their teachers.

If your child has a medically diagnosed concern that is impacting their learning, contact your child's principal to explore ways that a 504 may assist them throughout their academic day.

Home Instruction

When a child is expected to be out of school for at least a two-week period of time because of certain illness or immobility, parents/guardians may request that a teacher be furnished for home instruction. A certificate must be obtained from the attending physician with a statement of the nature of the illness and the estimated length of confinement, and that the child is capable of receiving instruction without endangering the child's health. Please contact the principal of your child's school for additional information or to request this service.

Please note that while virtual instruction is occurring, students will most likely be assigned to a virtual classroom to ensure least restrictive opportunities for socialization and peer interaction during the learning process. As with all home instruction matters, each need will be addressed individually.

Curriculum, Testing & Report Cards:

District Testing Information:

Under the provisions of the federal Elementary and Secondary Education Act which was most recently re-adopted as Every Student Succeeds Act (ESSA), every state is required to administer annual standards-based assessments of all children in grade 3 through grade 8 that are aligned with that state's content standards and that assesses students' critical thinking skills in three fundamental areas of learning: language arts literacy, mathematics, and science (grades 5 & 8 only). New Jersey now utilizes the SLA (Student Learning Assessment) for this purpose.

As of the publication of this handbook, we have not receive NJSLA dates for the 2020-2021 school year. When the district receives the dates and related information, we will provide an update to parents/guardians.

Student Progress:

In **grades K-8** report cards are issued four times during the school year and reflect academic and skills progress during that marking period. **Please see below for the distribution schedule.** Parents/guardians will access report cards through OnCourse. On the date of distribution, we will send you a message and post information about how to access the report card along with reminders about our revised grading system. In **preschool**, the TSG (Teaching Strategies Gold) system family section also allows for electronic access. On reporting dates, a message and post with detailed information will be provided. Progress reports are published at the second and fourth marking periods listed below.

Grades K- 8

| GTPS Report Card Dates | End of Report Period | Distribution |
|------------------------|-----------------------------|------------------------------|
| 1st Marking Period | Thursday, November 19, 2020 | Monday, November 30, 2020 |
| 2nd Marking Period | Wednesday, February 3, 2021 | Tuesday, February 16, 2021 |
| 3rd Marking Period | Thursday, April 15, 2021 | Monday, April 26, 2021 |
| 4th Marking Period | Wednesday, June 9, 2021 | Friday, June 18, 2021 |

(Note: Dates are subject to change due to weather or other conditions)

A reminder that through OnCourse Gradebook, you can view information about your child's academic progress throughout the year. Your child's/ren's teacher(s) will provide you with details regarding their posting of grades.

Parent Conferences:

Your child's/ren's teacher(s) are available throughout the year to communicate with you about your child's progress. Additionally, our school counselors and Child Study Team members are also available to support your child and you with school-based needs. During the year, we also schedule specific dates/time for parent-teacher conferences. Please look for advance announcements about conferences and how you can schedule an appointment. This method of direct contact between home and school is most beneficial in analyzing and understanding the student's progress and development.

General District Information:

School Messenger:

School Messenger is a communications system that allows the Superintendent, Principal of the school, or other administrator to send **messages via telephone, email, and SMS (text)** that get sent to every student's household.

We use this system to make daily attendance calls, general information/announcements, and also for emergency situations like snow days, late buses, and the like. Because of this, it is VERY important that we have the correct contact number(s) and email for every student. To help you provide us with the correct information, we ask that you give phone numbers for:

- **Daytime emergencies;** including anything that happens during school hours (approximately 7:30am - 4:30pm)
- **General information;** including "good" news items (usually an evening call), *and*
- **INCLEMENT WEATHER** calls, which are sent to your home at approximately 5:00 am on the morning of the closing. **BE AWARE that if inclement weather is imminent, you may receive a call in the evening before the day of the actual closing.**

You may receive multiple calls like this during the school year, and that they are meant for your information. If after receiving a call, you need further clarification, please call your child's school.

Note: You may opt in to receive text notifications from the district at any time by texting the word "Yes" or "Y" to our district short code: 67587

Emergency Closing of Schools:

Emergency closing, delayed openings, and early emergency dismissals will be announced via School Messenger (see below for explanation), Facebook ([facebook.com/gallowayschools](https://www.facebook.com/gallowayschools)), Twitter ([@gallowayschools](https://twitter.com/gallowayschools)), and the district website (www.gtps.k12.nj.us).

Communication in on-going emergencies will be done through School Messenger, and/or the district website and Facebook account. Please consult them for district plans and reactions to school, local, state, and/or federal emergency situations. Please **DO NOT CALL THE SCHOOL**. It is important to keep the school lines open.

Please also note: As part of the Greater Egg Transportation Consortium, the school district may have the option to call for a two-hour delay in opening school. If the notification you receive indicates a two-hour delay, simply add two hours to the time your child normally reports to the bus stop or the time your child typically walks or is driven to school. The school day ends at the normal dismissal time when a delayed opening occurs.

The Family Educational Rights and Privacy Act:

The Family Educational Rights and Privacy Act (FERPA) (20 USC § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records:

- Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school.
- Parents/guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading.
- FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring, including disciplinary records, with respect to a suspension or expulsion by local educational agencies
- To any private or public elementary school or secondary school for any student who is enrolled in or seeks, intends, or is instructed to enroll in on a full or part time basis in the school
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate school officials in cases of health and safety emergencies
- State and local authorities, with a juvenile justice system, pursuant to specific state law

For additional information or technical assistance, you may call (202) 260-3887. Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. You may also contact them in writing: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C., 20202-5901

Notice of Privacy Practices:

On April 14, 2003, the Health Information Patient Privacy Act (HIPPA) was passed. It applies to all protected health information as defined by federal regulations. This notice describes how medical information about you and your child may be used and disclosed and how you can get access to this information. Please be assured that your child's medical information is important and confidential. Our ethics and policies require that the information be held in strictest confidence.

We maintain Board of Education policy and regulation as well as district protocols to ensure the security and confidentiality of your child's personal information. We have physical security in our buildings, passwords to protect databases, and compliance audits. Access to the information is limited to those who need it to perform their jobs. For additional information, please see the notice posted in the School Nurse's Office.

School Board Elections:

Every year, the community is invited to vote on new school board members for the next school year. These elections now occur in **November**, and polls are usually open from 7:00am until 9:00pm. We encourage the public to become an integral part of our decision-making process by participating in board meetings, asking questions, and voting in the elections! Your support allows the school district to continue to remain a place "where children and learning come first!"

Only registered voters may participate in the elections. The deadline for registering is twenty-one (21) days prior to the election date. To register, you must be:

- A U.S. citizen
- At least 18 years of age on the date of elections
- A county resident for at least 30 days prior to the election date.
- Get your **Voter Registration Application** at any of the following locations:
 - The NJ Division of Elections (44 South Clinton Avenue, PO Box 304, Trenton, NJ 08625)
 - The Commission of Registration (Historic Court House Complex, 5903 Main Street, Mays Landing, NJ 08330)
 - Municipal Clerk's Office (300 East Jimmie Leeds Road, Galloway)
 - Our website (www.gtps.k12.nj.us, click on "Budget Central")
- If you are serving overseas, attending college/university, or will otherwise be absent the day of the elections, you may choose to "**Vote by Mail**" (formerly known as "Absentee Ballot"). Applications for this may also be found at any of the above listed locations.

Galloway Township Board of Education: January 2020 – December 2020

The Board of Education invites the public to be involved with the education of their child. Parents and community members are encouraged to attend BOE meetings to make suggestions, share opinions, and join with us as we recognize staff and students for their achievements throughout the school year (click the “*Board of Education*” button from the district homepage).

Board of Education:

Suzette Carmen, President
Richard Dase, Vice President
Madeline Avery
Alexa Beshara-Blauth, Ed.D.
Belinda Chester
James Gentile
John W. Knorr
Sherri Parmenter, Ed.D.

Board members hold this elected position for three years, after which they can run to be re-elected to the board. YOU decide who holds these positions by voting in November’s School Board Elections.

Food Services:

Galloway Schools now participate in the federally funded School Breakfast Program, which provides FREE breakfast to ALL STUDENTS who attend our schools.

If you think your child may be eligible to receive **free or reduced-price meals** under the National School Lunch Program, please take the time to fill out and submit an application. Applications are e-mailed to your home and are also available on the district website. Please note: we are now using Family/Household Applications. You only need to submit one application for all the students in your household who attend Galloway Township Public Schools. **If your income changes, you are encouraged to complete a new form.** If you would like assistance in completing the application, please contact the district Director of Food Services, 748-1250, x. 5046. The information you provide is private. Our new, computer-based point of sale system will provide complete confidentiality for your child, since all students must use a PIN number to access their account. For further information or if you have any questions, contact the district Director of Food Services, 748-1250, ext. 5046, or visit the new “Food Services” section of our website: <http://www.gtps.k12.nj.us/foodservice/main.htm>.

Note: Parents/Guardians are responsible for payment of their children’s lunch (when they do not qualify for free meals). The Food Services Department does allow students to charge meals when they forget their money or lunch. However, this should not be a regular occurrence and any charges should be paid in a timely manner. Note that the Food Services Department is not funded through State Aid or local tax dollars. Rather, it is an enterprise account. Please refer to Board of Education policy 3250.1 (adopted at the August 28, 2017 meeting) for more details regarding how outstanding balances will be handled by the school district.

Before & After School Child Care Program:

The Galloway Township Board of Education offers a Child Care Program (CCP) for all elementary school students enrolled in our district. Children in grades PreK-6 may attend both Before and After School programs. A before school program at your child’s school is provided from 7:15 a.m. until school begins for \$6.00 a day per child (\$10 per day/per child for Pomona Preschool students). The after school program at your child’s school is available from the time school ends until 6:00 p.m. for \$10.00 a day per child. We also offer the after school program on **some** early dismissal days, which is indicated on the school calendar/website. You must be

registered in the program in order to attend. Snacks are provided to every child, or your child may bring a snack/drink from home (particularly if your child suffers from allergies).

The Child Care Program provides staff members who will offer help (not tutoring) with homework and learning concepts. In addition, recreational activities are provided - art projects, organized games, and community service projects, for example - and there are plenty of opportunities for children to socialize with their peers. All children must be registered in order to participate.

The district utilizes RevTrak for CCP registration/payment, which can be accessed directly here: <https://gtps.revtrak.net/child-care/>. For further questions or information contact **Mr. Todd Loveland at 748-1250, x. 1029**, or visit our website: <http://www.gtps.k12.nj.us/DISTRICT/childcare/child.html>.

Our Extended District Family

The GFSA (Galloway Family-School Association):

The Galloway Family-School Association (GFSA), is the name of the entire group of FSAs that operate in each school. These parent volunteers take time out of their schedules to arrange book fairs, candy sales, and other fundraisers. They also purchase special items for the schools, like signs, playground equipment, and assembly programs. The FSA's are always on the look-out for volunteers. You can find out more about each school's FSA by visiting your child's school website (links to each school can be found here: <http://www.gtps.k12.nj.us/school/schools.html>)

Galloway Township Education Foundation:

The Education Foundation is a group of community members that provide educational opportunities for our students and teachers by awarding grants, purchasing land for the district, equipment and other materials for students, and much more. The Education Foundation holds fundraisers throughout the year with two main events: Golf Tournament and Designer Purse Bingo. Additionally, the Foundation holds its annual "People of the Year Dinner Dance", during which the Foundation honors our Teachers of the Year, Support Staff and Classroom Assistant of the Year, and Friends of Education from the community. Events and activities are shared with the community via the district Facebook page @gallowayschools.