

THOMAS E. BOWE MIDDLE SCHOOL STUDENT/PARENT HANDBOOK 2026-27

Thomas E. Bowe Elementary School
7 Ruth Mancuso Lane
Glassboro NJ 08028
856-652-2700



ADMINISTRATIVE/OFFICE STAFF

Lauren Kerr, Principal
Frank Geiger, Assistant Principal
Brittinee Garcia, School Counselor
Lorraine Cartagena, School Counselor
Sherry Richards, School Nurse
Lisa Montana, CST
Beth Torbik, CST
Diana Cibo-Tartaglia, Secretary
Patti Smith, Secretary

IMPORTANT PHONE NUMBERS:

Glassboro Board of Education.....856-652-2700
Child Study Team Offices.....856-652-2700 ext. 6401

WE'RE ON THE WEB:

www.gpsd.us

**Thomas E. Bowe Middle School
2026-27 Student/Parent Handbook
Acknowledgement Form**

This form **MUST** be signed by the parent/guardian and returned to the student's homeroom teacher no later than September 15, 2026. Signing this form means you have read this handbook and are aware of its contents.

_____	_____	_____
Student's Name (please print)	HR Teacher	Grade

_____	_____
Signature of Parent/Guardian	Date

If you have additional children in this school, please complete the following information.
Use additional lines if necessary.

_____	_____	_____
Student's Name (please print)	HR Teacher	Grade

_____	_____	_____
Student's Name (please print)	HR Teacher	Grade

_____	_____	_____
Student's Name (please print)	HR Teacher	Grade

**PLEASE PRINT AND RETURN THIS PAGE TO YOUR CHILD'S
HOMEROOM TEACHER.**

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MESSAGE TO PARENTS

The staff of Thomas E. Bowe Middle School would like to welcome you to a new and exciting school year and encourage you to keep active in your child's education. We have prepared this handbook as a guide so that parents will have essential information, such as important contact information, faculty names, and a brief overview of our programs and routines. The handbook should enhance communication and be a source of helpful information.

Bowe Middle School is home to approximately 400 students in grades 6, 7, and 8. Our faculty strives to develop each individual student's strengths and talents. It is our aim to ensure that all our students have access to high-quality, content-rich instruction that will address the unique needs of all learners. The Bowe staff is active in its pursuit for professional growth and development. Our teachers take part in workshops and sit on committees that have a direct impact on our students' growth and learning.

Bowe Middle School is proud to be a Professional Development School in partnership with Rowan University. Through this partnership, we work collaboratively with Rowan to provide support for novice and experienced teachers in the effort to ensure that educational professionals have the tools necessary to deliver high quality learning experiences for our students.

We are committed to high educational goals for ALL our students. Students experience engaging and challenging instruction in all content areas. Instruction is differentiated to meet the needs of all learners. A variety of elective offerings are designed to meet unique interests, as are a host of extra-curricular offerings, including performing arts ensembles and athletic teams. At Bowe, we want to enhance your child's instructional experience by supporting his/her academic and extra-curricular pursuits, as well as social and emotional development.

Bowe Middle School welcomes your involvement in the education of our children! Do not hesitate to contact us. We have a PTO, whose members would be happy to discuss the many opportunities available for you to become involved. Working together, we can ensure that the students at the Thomas E. Bowe Middle School have an outstanding educational experience!

Here are a few quick tips and requests to ensure a successful school year:

- Review with your child the expectations for each of their courses. Teachers will share these expectations on the opening day of school.
- Use the PowerSchool Parent Portal to keep up to date on your child's academic progress.
- For safety and security reasons, children may NOT be dropped off at school prior to 7:45 am.
- Attendance is directly connected to academic success. We ask that all parents and guardians continue to work with us to ensure that students attend school and participate in the irreplaceable educational experiences created by our staff.
- Please refrain from picking your child up from school prior to 2:30 pm, if at all possible. If you are picking up your child early for an appointment, we ask that you complete a Change to Dismissal form (available on the website – Information/Bowe Forms) in advance and have your child submit it to his/her homeroom teacher.
- We certainly welcome all parents/guardians who wish to speak to a member of the Bowe team to reach out and schedule an appointment. All visitors to Bowe must show identification upon arrival.

BOWE SCHOOL FACULTY/STAFF – 2026-27

English/Language Arts

Anthony Appel
Andrianna Fennimore
Jordan Hess
James Lord
Michelle Meehan
Ilisa Noble
Diane Villec
Diane Villone

Math

Mark Bridges
Saadiqa Chestnut
Allison Deschler
Vanessa Poggioli
Erica Quiles
Jennifer Rickert

Science

Shannon Batten
Gin Keefer
Stacy Smith

Social Studies

Stephen Cross
Andrea LoCastro
Matthew Schwarz

Health & PE

Steve Belh
Jessica Parto
Joseph LaFiora

Music

Wilfredo Rodriguez
Sean McCarrick
Arthur Myers

Special Education

Jennifer Budmen
Emily Conaway
Anthony Corma
Kimberly DiMeo
Jennifer DiLorenzo
Suzanne Henehan
Stephen LaRue
Karin Pescatore
Charlotte Richardson
Amrita Saini

ESL

Madeline Horner

Art

Tyler Monaco

Business

Monroe Willis II

Computer Literacy

Lori McNeill

Foreign Language

Ambbar Marrero

Paraprofessionals

Ahmed Ahmed
Marie Altieri
Kathleen Herring
Vasiliki Ofidas
Lori Otto
Karen Milou
Meghan Stauffer
Monae Williams

Security Aides

T.E. BOWE SCHOOL BELL SCHEDULES

Regular Schedule

7:45 – 8:00 am	Student Arrival Window
8:00 – 2:30 pm	Instructional Window*
2:30 pm	Dismissal

Early Dismissal Schedule

7:45 – 8:00 am	Student Arrival Window
8:00 – 12:00 pm	Instructional Window*
12:00 pm	Dismissal

2-Hour Delay Schedule

9:45 – 10:00 am	Student Arrival Window
10:00 – 2:30 pm	Instructional Window*
2:30 pm	Dismissal

*Specific instructional schedules within the window identified vary from student to student and from day to day. For specific information regarding your child's schedule, access PowerSchool.

NOTE: Keep in mind that attendance is a key to the success of all students. If possible, avoid pulling your child out from instructional time for appointments.

SCHOOL CLOSING, EARLY DISMISSAL, AND 2-HOUR DELAYED OPENINGS FOR ALL STUDENTS

School Closing, Early Dismissal, and 2-Hour Delay days for staff professional development are noted on the district calendar. **Early dismissal at Bowe School is 12:00 P.M.** Closings due to inclement weather are communicated by the Superintendent via a phone message and posting on the district website. Please do not call the school as there is no telephone coverage prior to school hours.

Scheduled Early Dismissals

- November 25, 2026
- December 1-4, 2026
- December 23, 2026
- February 12, 2027
- March 9-12, 2027
- May 28, 2027
- June 14-18, 2027

Scheduled 2-Hour Delayed Openings

- November 16, 2026
- January, 2027
- February 5, 2027
- April 16, 2027

BOWE REGULAR BELL SCHEDULE

Thomas E. Bowe Middle School			
2026-27			
Period	Start Time	End Time	Duration/Minutes
Staff Arrival	7:40		
Student Arrival/Breakfast	7:45		15 minutes
HR (Period 1)	8:00	8:05	5 min
Period 1	8:05	8:45	40 min
Period 2	8:47	9:27	40 min
Period 3	9:29	10:09	40 min
Period 4	10:11	10:51	40 min
Period 5A	10:53	11:13	20 min
Period 5B	11:15	11:35	20 min
Period 6A	11:37	11:57	20 min
Period 6B	11:59	12:19	20 min
Period 7A	12:21	12:41	20 min
Period 7B	12:43	1:03	20 min
Period 8	1:05	1:45	40 min
Period 9	1:47	2:27	40 min
Prepare for Dismissal	2:27	2:30	3 min
Student Dismissal		2:30	6.5 hours
Teacher Dismissal		2:40	7 hours

HR occurs in students Period 1 class

Lunch Periods

EARLY DISMISSAL SCHEDULE

Early Dismissal Bell Schedule

Thomas E. Bowe Middle School			
2026-27			
Period	Start Time	End Time	Duration/Minutes
Staff Arrival	7:40		
Student Arrival/Breakfast	7:45		15 minutes
HR (Period 1)	8:00	8:05	5 min
Period 1	8:05	8:25	20 min
Period 2	8:27	8:47	20 min
Period 3	8:49	9:09	20 min
Period 4	9:11	9:31	20 min
Period 5A	9:33	9:48	15 min
Period 5B	9:50	10:05	15 min
Period 6A	10:07	10:22	15 min
Period 6B	10:24	10:39	15 min
Period 7A	10:41	10:56	15 min
Period 7B	10:58	11:13	15 min
Period 8	11:15	11:35	20 min
Period 9	11:37	11:57	20 min
Prepare For Dismissal	11:57	12:00	3 min
Student Dismissal		12:00	4 hours

2-HOUR DELAYED OPENING SCHEDULE

Thomas E. Bowe Middle School			
2026-27			
Period	Start Time	End Time	Duration/Minutes
Staff Arrival	7:50*		
Student Arrival/Breakfast	9:45		15 minutes
HR (Period 1) **	10:00	10:02	2 min
Period 1	10:02	10:26	24 min
Period 2	10:28	10:52	24 min
Period 5A	10:54	11:11	17 min
Period 5B	11:13	11:30	17 min
Period 6A	11:32	11:49	17 min
Period 6B	11:51	12:08	17 min
Period 7A	12:10	12:27	17 min
Period 7B	12:29	12:46	17 min
Period 3	12:48	1:12	24 min
Period 4	1:14	1:38	24 min
Period 8	1:40	2:04	24 min
Period 9	2:06	2:30	24 min
Student Dismissal		2:30	4.5 hours
Teacher Dismissal		2:40	7 hours

HR occurs in students Period 1 class

Lunch Periods

EMERGENCY SCHOOL CLOSING

Parents should make arrangements with neighbors or other responsible individuals to receive and care for their children in the event of an early dismissal. (Children are to be instructed by the parents exactly what they are to do if this should occur).

PARENTS ARE TO ENSURE THEIR EMERGENCY CONTACT INFORMATION IS UP TO DATE IN POWERSCHOOL. PLEASE CONFIRM THROUGH THE POWERSCHOOL PARENT PORTAL.

IMPORTANT DATES AND EVENTS

Important dates and events are noted in the District Calendar which is accessible on the website. Printed calendars can be obtained from the Board of Education Office. Important dates are also noted in monthly newsletters sent from the principal's office. We recommend using the district/school website to keep track of important dates and events.

SCHOOL ATTENDANCE

"Attendance at school is required by all children between the ages of 6 and 16" (N.J.S.A. 18:A38-25 and 26). Regular attendance and punctuality is encouraged and is essential to maintain high academic standards. However, a child who has any sign of fever, chills, sore throat, severe coughing, or earache should not be sent to school. The child must also remain fever-free for 24 hours before returning to school. Undocumented absences may result in retention. For extended absences, arrangements may need to be made with the administrator to make up missed classroom instructional time.

It is understood that occasional school absences will occur. Therefore, the following may be considered as documented "excused" absences:

- Illnesses as verified by a doctor's note.
- Certified hospital stay.
- Periods during which bedside instruction is received.
- Approved religious holidays. (N.J.S.A. 18:36-16)
- School approved reasons (as confirmed legal appointments, field trips, suspension, death in family, or other school-initiated reason). Documentation will be required.

*****Documentation for the above reasons must be submitted within 5 days from the time the student returns to school or the absences will be deemed "unexcused."**

Our office is required by law to refer to the municipal court the names of students (and their parents) who have acquired a cumulative of 10 or more absences during any time during a school year.

In the event your child is going to be absent from school, please call the school by 7:45 A.M. Since the district operates a voice-mail message recording system, messages can be left as soon as it is known that a child will be absent. If we do not receive a phone call by 8:00 A.M. on the morning of the absence, you will receive a phone call from our school secretary to determine the reason why your child is absent. A written note is required from a parent to explain an absence or late arrival. This ensures your child's safety and helps us to curb truancy.

Please note that your child is responsible for any missed work due to an absence. They should reach out to their teachers via email (or in person as soon as they return from an absence) to make arrangements to complete missed assignments.

CREDIT COMPLETION-

Any student accumulating more than six (6) unexcused absences will be required to complete credit completion. Credit completion sessions will be held after school from 2:45pm-4:30pm with a late bus available to transport home. Two credit completion sessions will recover one unexcused absence. Starting at six (6) unexcused absences and every two (2) additional absences thereafter will result in credit completion. Failure to fulfill this requirement may result in the student being required to attend summer school.

TARDINESS

Repeated lateness can disrupt classroom activity as well as affect the normal flow of events occurring in the school. Continued student tardiness can precipitate unacceptable building and classroom interruptions as well as cause a student to miss an unreasonable amount of instruction and schoolwork. Parents need to make every effort to ensure that their children arrive at school in a punctual manner. Any student not seated at 8:00 AM in his/her classroom will be considered tardy (unless arriving on a delayed GPSD bus).

****After every 5 unexcused latenesses, students will receive an afterschool detention.**

TRANSPORTING STUDENTS TO AND FROM SCHOOL

BUS TRANSPORTATION INFORMATION

Transportation is provided in accordance with state guidelines and school district policy. Any problems concerning pick-ups and/or schedules should be discussed with the GPSD transportation department - 856-652-2700 ext. 6701.

Students must go home on their assigned bus. Temporary switching of buses is not permitted. To request a permanent bus change, a form must be submitted to transportation.

We require and expect responsible behavior on the bus, as it is essential to the welfare of all students who ride to school. Safety measures **MUST** be followed, and rules

enforced. Misbehavior on the bus will result in disciplinary action, **which may include suspension from the bus.**

Transportation is provided as a privilege to students who follow proper bus behavior. Please take a moment to review these bus safety rules with your child.

Bus Safety Rules:

1. Students must adhere to the bus schedule. Arrive at the bus stop approximately ten minutes before the scheduled time.
2. Wait safely off the roadway until the bus comes to a full stop.
3. Board and leave the bus without pushing or crowding.
4. Only board your assigned bus. Always sit in your assigned seat.
5. Students are required to conduct themselves in an orderly well-behaved fashion. Violations of rules may result in suspension of bus privileges.
6. Always cooperate with the bus driver.
7. Respect property at all times. This includes the property around you while waiting for the bus, the bus seats, seat belts, and other student's belongings.
8. Buckle your seat belt! It's the law. You should never leave the seat while the bus is in motion.
9. Be courteous, speak softly, and always use appropriate language.
10. Food and/or drinks are not permitted on the bus.
11. Keep book bags, lunch, and hands on your lap.
12. In case of emergency, remain in your seat, and wait for directions.
13. Report any student problems or bus damage to the driver.
14. Always take all your belongings and your trash with you when you leave the bus. Do not throw anything out the windows of the bus.

Buses are available to transport children home after taking part in after-school activities at the Thomas E. Bowe School.

PARENT RESPONSIBILITIES:

1. Parents are not permitted to board or ride the bus at any time.
2. Parents are responsible for students' safety and discipline at bus stops. (However, students who violate the Code of Conduct at bus stops are subject to consequences as per the Code.)

WALKERS INFORMATION

Students should **NOT** arrive on campus before 7:40 A.M. They will not be permitted to enter the building until 7:45 A.M. They should use caution and cross streets only where crossing guards are on duty. Walking along the railroad tracks is not permitted. Those students riding bikes to school must wear safety helmets. When riding on school property, refrain from entering parking lot or bus areas. Ride behind the school on the cafeteria side to park bicycles.

STUDENT DROP-OFF GUIDELINES

Students who are being transported to school by car should be dropped off and picked up at the rear entrance of the building. All vehicles are to then follow the turn around to exit. Pick up for students participating in after school activities (4:00 PM) will follow the same pattern. Students arriving late (after 8:00 AM) must be dropped off in front of the building. **NOTE:** During arrival and dismissal time, all parents and students are asked to please follow the directions of any staff member who may be directing traffic and/or the flow of students into the building.

Student pick-up/drop off guidelines:

1. All parents picking up (PM) or dropping off (AM) students will proceed to the rear of the school and be limited to **parking on the right side of the roadway (not adjacent to the grassy island)**
2. Students should enter and exit from the passenger's side of the vehicle.
3. Parents will also be limited to use the first inner loop at the rear of the building.
4. Parking in the southeast lower parking lot will be limited to faculty members only.
5. Late arrivals will be dropped off at the front entrance (after 8:00 AM).
6. Pick up for after school activities will follow the same procedure as that followed for regular dismissal.
7. Monitor your speed when driving on campus to ensure the safety of all.

Your child's safety is our utmost concern. Please call the main office if you have any questions or concerns.

EARLY DISMISSAL FOR INDIVIDUAL STUDENTS

When a change to the normal dismissal procedure for your child is necessary, we ask that you use the Change to Dismissal form that is available on our website (Information/Bowe Forms) to notify the school of the change to your child's regular dismissal procedure. Please send the form in with your child the morning the dismissal change is to occur. The form should be given to your child's homeroom teacher. All students being dismissed early must be picked up by a parent or guardian from the office. Parents should make every attempt to schedule medical and dental appointments so that they do not conflict with school hours. Taking students out of school before the end of the day is discouraged as it adversely impacts their learning.

If someone other than a parent or legal guardian is to pick up the child, the information must be specified in the Change to Dismissal form. **Adults picking up students from the office will be required to provide proper identification.**

Students, without prior notice through the Change to Dismissal form, will not be dismissed from any class after 2:05 pm. After 2:05 pm parents will have to wait until 2:30 to pick up students from school. This procedure is put into place to make sure that all students are accounted for during dismissal.

In order for a child to be considered present for **a complete day**, they must be in school **a total of four hours not including lunch.**

VISITOR GUIDELINES

We certainly encourage any parent/guardian or community member to reach out if you wish to speak to a member of the Bowe team. Please be mindful that the safety of our students and staff is of the utmost importance. If you wish to meet with a member of the Bowe team, we ask that you call and schedule an appointment in advance. When arriving for a meeting, be prepared to show identification to our main office staff. All visitors must register at the main office to receive a visitor's pass.

TEACHERS CANNOT CONSULT WITH PARENTS DURING CLASS TIME. If a conference is desired, we ask that you call ahead and make an appointment. This would also apply to meetings desired with the principal or other staff members.

When visiting in the building, **NO SMOKING/VAPING** and other regulations designed for the safety of our students and staff must be followed.

VISITOR PARKING INFORMATION

Visitor and substitute parking is designated in the upper parking lot next to the JV baseball field. There is no parking permitted in the bus drop off loop in front of the school, in the teacher's parking lot or adjacent to the grassy island in the rear of the school next to the playground.

LUNCH PROGRAM

Prices are set in accordance with district policy and state guidelines.

Monthly menus are available on the Bowe MS website- [Cafeteria Menu](#) If a lunch from home is brought to school, milk, other drinks and/or snacks may be purchased. Parents may set up an account with the lunch supervisor. Money can be put into the account and as the student uses the money it reflects its activity.

Free or reduced lunches are available to eligible families. Applications for these programs must be applied for and reviewed each new year. **Applications can be accessed on our website - <https://mealapp.lunchtimesoftware.net/>.** Any questions regarding this program should be directed to Mrs. Deneen Molloy (dmolloy@gpsd.us).

Breakfast is available for all children at no charge. We encourage all children to have breakfast at home or school so that they are sufficiently fueled to perform to their potential. For students to participate in the breakfast program, they must arrive by 7:55 a.m.

HEALTH OFFICE

MEDICATIONS

If possible, all medication should be given at home. However, there are some students with chronic illnesses or special needs which may require medication during the school day.

Medication cannot be brought into school by a student (whether the medication is over the counter or prescription). It is recommended that if you have a need in this area, you must contact the school nurse. The Board of Education has developed very specific rules regarding medications regarding their handling and use.

HEALTH SCREENINGS

All students will have their height, weight, and blood pressures checked annually. Sixth and eighth grade students will have vision and scoliosis screenings while the seventh grade students will have a hearing screening done. Below is a brief explanation of these screenings, as well as the referral process.

Weight referrals are sent if your child's weight is above the 95th percentile, or below the 5th percentile on the growth chart. Significant weight loss or a dramatic change in your child's growth pattern warrants an evaluation by your healthcare provider. You will also be notified if your child's blood pressure is higher than normal for his/her age.

Annual scoliosis screening is mandated by the state for students ages ten and older. Scoliosis is a curvature of the spine that involves a visual inspection of the student's back, both in standing and a forward bending position. A referral is sent if there is any question that a further evaluation might be necessary. An x-ray is needed to both confirm scoliosis, and to determine the degree of curvature. Your child will be excused from scoliosis screening in school **only** if a note is received from you requesting that the screening be done by your healthcare provider. The results of the screening would then need to be provided to the nurse.

Vision screening is only an indicator of a suspected visual problem. If a referral is sent home, it means that a more thorough eye examination is needed.

Hearing screening is probably the most difficult in the school setting as there are many factors involved in obtaining an accurate indication of the student's hearing ability. There are very specific state mandates for hearing referral that include at least one re-test, and possibly two re-tests, before a hearing referral can be made. This is very prudent since recent ear infections and upper respiratory illnesses can cause false readings.

These screenings are very important since problems in these areas can greatly affect a student's school success. Please call the nurse if you receive a referral notice for any of the above areas and have a question or concern.

SCHOOL COUNSELING

Two full-time school counselors are available to students and/or parents to discuss challenges which affect a student's academic, social, and emotional wellbeing. Your child's counselor can be a resource person to assist in dealing with any academic, social, and/or emotional issues/challenges. Our counselors have contacts with outside agencies and can be very helpful in resolving problems or finding the appropriate help for the student and family.

SAFETY DRILLS

Procedures are in place to ensure the safety of our students during an emergency. The procedures are practiced frequently, and all staff members are trained on following the safety drill protocols. Fire drills or other safety drills are held twice a month (at a minimum), as prescribed by law. If a school evacuation and reunification is deemed necessary, student release protocols will be followed to ensure the safety and security of all students being picked up. Protocols include the requirement that anyone picking up a child from the relocation site will be required to show identification. Reunification protocols are carefully reviewed and revised on an annual basis. Their purpose is to keep all students safe and to reunite parents with their children in a secure, organized manner.

SCHOOL PHONE & PERSONAL CELLPHONE USAGE

Cell phone usage in school often has a negative effect on the educational environment. The state of New Jersey has enacted a "bell-to-bell" phone-free mandate (P.L.2025, c. 195), signed in January 2026. To promote a healthy learning environment with limited distractions, the following procedures apply to the use of school phones/personal cellphones during the school day:

- As of January 2025, Thomas E. Bowe MS and Glassboro HS have implemented the use of YONDR pouches. Students are required to put their cell phones, airpods/earphones, and SMART watches in these pouches for the duration of the school day. If students forget their YONDR pouches, their phones/airpods/SMART watches are placed in a labeled envelope and kept in the office until the end of the day when they are returned.
- Failure to follow these procedures with cellphones will result in disciplinary action as outlined in the Thomas E. Bowe School Code of Conduct included in this handbook.

EXPECTATIONS FOR STUDENT CONDUCT/BEHAVIOR

It is our expectation that the students of Thomas E. Bowe Middle School arrive to school each day ready to learn and contribute to the positive learning environment we strive to cultivate. We expect them to be always respectful to our faculty/staff, visitors, and one another. We also expect them to take pride in their school by respecting the building

itself and striving to keep our school beautiful and conducive to an exceptional learning environment.

Here are a few general and simple guidelines regarding behavioral expectations for students:

- In hallways, the cafeterias, and other common spaces, conduct yourself in a respectful manner by using a polite, quiet voice and following instructions from staff members.
- Arrive to classes on time and prepared to learn.
- Respect the personal space of your peers.
- Treat faculty, staff, visitors, and peers with respect.
- Whether in the classroom, cafeteria, or any other common space, clean up after yourself and support the effort to keep our school clean and safe.

GENERAL DISCIPLINE

Discipline is the responsibility of the school, the students, and the parents/guardians. The Code of Conduct's most important purpose is to support maintaining a safe and healthy school. We aim to develop a sense of self-discipline in our students and to provide an environment which is safe and conducive to learning.

To accomplish the above, behavioral guidelines must be established and consistently administered. If the home and school work together, behavior problems are usually kept to a minimum. However, students should recognize that when expectations are not met, consequences occur. Disciplinary consequences will be administered in accordance with the severity of the misbehavior and/or the frequency of misbehavior. (Please review very carefully the Code of Conduct in this Handbook).

Disciplinary actions may include:

- verbal warning
- parent notification by letter or telephone
- loss of privileges
- parent conference
- detention (lunch or after school)
- extended school day
- suspension

SCHOOL DRESS CODE

Parents have the primary responsibility for determining appropriate dress and grooming for their children. While it is not the intent of these regulations to intrude on the selection of clothing styles, which frequently change and reflect personal taste, it is necessary to establish guidelines and limits of what will be permitted within the school environment.

The purpose of the school dress code is to establish standards for what is acceptable dress within the school setting with particular concern for the health and safety of the

students. The code is designed to encourage a mode of dress that is conducive to establishing a healthy, safe, and effective learning environment.

Clothing

The following items of clothing shall **NOT** be permitted:

- Pants that are not secured at the waist.
- Messages on clothing by picture or word that are lewd, obscene, drug/alcohol/tobacco oriented, profane, infer violence/weapons, and/or cause a disruption to the educational environment.
- Shirts in which the shoulders are not covered or that expose the midriff.
- Shorts that do not fall below the extended fingertips; if torn pants are worn, the tears must fall below the extended fingertips
- Clothing that is excessively ripped and/or see through.
- Jewelry that poses a safety hazard such as: spike bracelets or necklaces or heavy chains are not permitted. No jewelry is permitted in physical education class.
- Footwear with wheels.
- No blankets/No stuffed animals/No slippers

Hoods & Hats

Hoods and hats must be removed prior to entry into the building and should remain off for the entire school day. The purpose of this protocol is for safety & security reasons. (NOTE: Hats may be permitted on designated spirit days which are approved at the administrative level.)

Headphones/Ear buds

Per the school's use of YONDR pouches, all earbuds/airpods must be placed inside the pouch for the duration of the school day. **BEATS or larger headphones must be placed inside backpacks or bags and cannot be worn at school.**

Miscellaneous Information Related to Dress Code

Students are required to place coats, jackets, and hats in appropriate locations designated by the homeroom teacher. These articles may not be worn in any way inside the school without administrative approval.

In situations in which health and/or safety factors become critical such as temperature variations in the building, temporary modifications of the dress code may be necessary and will be established before the activity by the classroom teacher and/or building administration such as: special events, in physical education classes or on field trips.

Clothing worn specifically for religious purposes will be permitted after the religious principle of faith is shared with the building administration.

VALUABLES/PERSONAL BELONGINGS

Students are discouraged from bringing valuables to school. Please be advised that students, not the school, are responsible for their property if lost, stolen or damaged.

In addition, laser pens (pointers), electronic games, toys, skateboards, roller blades, scooters, etc. are not permitted for use in school without written approval by an administrator. Any of these items brought to school will be confiscated and returned only to a parent or guardian. **Any other objects that interfere with classroom learning (i.e. squishies, stuffed animals), with the overall safety of children, or with the operation of the school will also be confiscated.** Parents may make appropriate arrangements to pick up such confiscated items from the office.

The school is also not responsible for cell phones. As stated in this handbook, cell phones must be turned off and placed in the YONDR pouch for the full duration of the school day. Failure to follow this protocol will result in disciplinary consequences and possible confiscation of the phone.

STUDENT RECOGNITION PROGRAMS

These awards are available for all students to receive for consistently demonstrating high character and academic excellence.

BULLDOG PRIDE/BULLDOG OF CHARACTER AWARD

The Thomas E. Bowe School is proud to recognize students who routinely demonstrate the six pillars of character. The BULLDOG PRIDE/Bulldog of Character Award recognizes one student per grade level each month for being outstanding students and citizens and for demonstrating the virtue of that particular month: wisdom, integrity, self-control, justice, fortitude, positive attitude, humility, respect, love, and charity.

RENAISSANCE

Renaissance is a program that encourages academic excellence, personal achievement, and citizenship. It is the glue that binds schools together. It is a program that empowers students, educators, parents, business and community organizations to work together to celebrate the academic successes of our young people.

It is based on the belief that academic excellence, personal achievement, citizenship, and creativity must be recognized and promoted. Renaissance creates an environment that increases performance and improves productivity by promoting enthusiasm for learning and positive self-esteem.

THOMAS E. BOWE SCHOOL RENAISSANCE PROGRAM

CARD HOLDER REQUIREMENTS

GOLD CARD

- Principal's List

- NO Discipline Code Violations resulting in Administrative Action
- No unexcused absences

MAROON CARD

- Honor Roll
- NO Discipline Code Violations resulting in Administrative Action
- No more than 1 unexcused absence

WHITE CARD

- C'S (70+) or higher
- Maximum of ONE Discipline Code Violations resulting in Administrative Action
- No more than 2 unexcused absences

CARD HOLDER REWARDS

- Students who achieve the criteria for gold, maroon or white cards will be issued the specified card at the close of each marking period.
- At the end of each marking period, a “celebration” will be planned and cardholders will be invited to attend. Additional rewards will be distributed throughout the year.

END OF YEAR CELEBRATION:

Criteria needed to receive an invitation to the END OF YEAR celebration:

7th and 8th grade students – 3 ½ cards (**a “half” card is obtained during the 4th marking period of the school year- teachers can recommend a “half” card for a student by the time Progress Reports are issued during this marking period, based on their academic standing.**)

6th grade students – 2 ½ cards – 6th grade students have the 1st marking period to make the adjustment to a new school, a new grade level (and academic expectations) in addition to the Renaissance Program. Therefore, ONE less card is required for the End of Year celebration.

THANK YOU FOR SUPPORTING RENAISSANCE!

HONOR ROLL

The goals and objectives of Bowe School are to provide the best in education for all students. Expectations are that all pupils will succeed to their potential. The following criteria will be used to establish the Thomas E. Bowe Middle School Honor Roll:

Principal's List – Student earning “A’s” in all subject areas.

Honor Roll - Student earning all “B’s” or better in all subject areas.

Grades lower than “B’s” eliminates a student from obtaining Principal's List or Honor Roll.

GRADING SCALES/POLICIES

Bowe Grading Scale

The Thomas E. Bowe Middle School will use the following percent system of marking:

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = Below 59

*Grades which fall 0.4 and below must be rounded down, while grades 0.5 and above will be rounded up.

Teacher judgement always plays a role in the grading of students. The most essential element of any grading policy is to be fair and consistent. Students must be made responsible for earning their grade.

GRADE WEIGHTING & GRADING POLICIES

District-wide grading weights and protocols have been established and Board approved.

- For all grade levels and courses, the weighting will be as follows: 60% summative and 40% formative. All graded assessments/assignments will fall into one of these categories.
- Formative assessments and assignments will be accepted late with a 10% penalty per school day of final scored work until the assignment is submitted (up to 10 school days and/or by the last day of the marking period OR until unit assessment, whichever occurs first).
- No grades of below 50% will be given for the 1st or 2nd Marking Periods for full-year courses or 1st or 3rd Marking Periods for semester courses.

HOMEWORK

It is the philosophy of the Glassboro Public Schools that one of the best ways of reinforcing skills, developing responsibility, and laying the foundation for parent participation in the learning process is to encourage a reasonable amount of homework and study through appropriate assignments. These are to be directly related to classroom work so parents can reinforce concepts being taught. It is hoped that you will ensure that your child has a scheduled time for completing these assignments as well as a quiet space to work. Please reach out to your child’s teachers for any questions regarding homework expectations.

ELIGIBILITY FOR ACTIVITIES/SPORTS

In order to be eligible to participate in co-curricular activities, including clubs and athletics, a student in grades 6 through 8 must have earned passing grades in seven (7) out of nine (9) courses from the preceding marking period. All 6th grade students are automatically eligible during the first marking period. Transfer students are automatically eligible during the first marking period of their enrollment in middle school. Continued eligibility is based on the provisions of this policy. Any student eligible at the beginning of the marking period must maintain eligibility during the activity/sport season or they could miss games/practices/club meetings. (See “Good Student Standing” policy on page 32 of the Handbook)

T.E.B. SCHOOL AMBASSADOR PROGRAM

Student Ambassadors are a small group of students dedicated to the positive promotion of Thomas E. Bowe Middle School. They will work on a volunteer basis to serve as liaisons between the current Bowe community and prospective students. The Student Ambassador’s main job is to be a helpful, friendly face for new 6th grade students and prospective or transfer students on their first day of school and for the rest of the school year. The application process for student ambassador occurs at the end of each school year.

Student Ambassadors may be asked to volunteer for the following events:

- End of summer Open House
- 6th grade Transition Camp (summer of 2026)
- Back to School Night
- Career Day, Disability Fair, and various activities throughout the school year

The Student Ambassadors duties include:

- Assisting students to find classrooms and major areas of middle school
- Teaching them how to navigate the building
- Answering questions about activities, classes, building facilities and school rules
- Positively representing the Bowe Middle School student body
- Act as an ambassador to our community as well as to prospective students and families at school events

Rewards:

- Sharpen communication and public speaking skills
- Improve interpersonal and conversational skills
- Enhance confidence when speaking and interacting with many members of the Bowe Middle School community
- Develop networking skills through participation at exciting events
- Develop leadership to use in college and beyond

The Student Ambassadors are invited to participate in the program by administration because they have proven to be positive, responsible, respectful students.

AFFIRMATIVE ACTION/NONDISCRIMINATION

The Glassboro Board of Education guarantees each student equal educational opportunity and each employee job opportunity regardless of race, color, creed, religion, gender, ancestry, national origin, sexual orientation, English proficiency, socio-economic status or disability. For information regarding Affirmative Action, including plans and grievance procedures and issues of equal access, contact Mr. Craig Stephenson.

The Title IX regulations at 34 C.F.R. 106.9 require that each recipient publish a statement (notice) that it does not discriminate on the basis of sex in the education programs or activities it operates. The notice must state, at a minimum, that the recipient does not discriminate on the basis of sex in admission to or employment in its education programs or activities. The notice must further state that inquires to recipients concerning the application of Title IX and its implementing regulations may be referred to:

Craig Stephenson
Title IX Coordinator
560 Joseph Bowe Blvd.
Glassboro, NJ 08028
(856) 881-0123

NONDISCRIMINATION/AFFIRMATIVE ACTION HARASSMENT/INTIMIDATION/BULLYING

State and federal statutes and regulations prohibit school Districts from discriminatory practices in employment or education opportunity against any person by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

HARASSMENT/INTIMIDATION/BULLYING

Harassment, by reason of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, atypical genetic information, disabilities, social or economic status, Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, actual or potential parenthood or family status of staff or students interferes with the learning process and will not be tolerated. Harassment by Board members, employees, parents, students, vendors and others doing business with the District is prohibited. Administrators and supervisors shall make it clear to all staff, pupils, vendors and volunteers that harassment is prohibited. Harassment shall be addressed in the affirmative action in-service programs required by law for all staff.

"Harassment, intimidation or bullying" means 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 [handicap]disability, or by any other distinguishing characteristic, that takes place on school property*, at any school-sponsored function [or], on a school bus, or off school grounds* as provided for in section 16 of P.L.2010, CHAPTER 122, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that: a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property; [or]has the effect of insulting or demeaning any student or group of students [in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school]; or creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

- A. A reasonable person should know, under the circumstances, will have the effect of harming an individual's property or placing the individual in reasonable fear or harm to his or her person or damage to his or her property; or
- B. Has the effect of insulting or demeaning any individual or group of individuals in such a way as to cause substantial disruption in or substantial interference with the orderly operation of the school.

Sexual Harassment

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- A. Submission to the conduct or communication is made a term or condition of employment or education;
- B. Submission to, or rejection of, the conduct or communication is the basis for decisions affecting employment and assignment or education;
- C. The conduct or communication has the purpose or effect of substantially interfering with an individual's work performance or education; or
- D. The conduct or communication has the effect of creating an intimidating, hostile or offensive working or educational environment.

School and Classroom Practices

In implementing affirmative action/nondiscrimination, the District shall:

- A. Identify and correct the denial of equality of educational opportunities for pupils solely on the basis of any classification protected by law;
- B. Continually reexamine and modify, as may be necessary, its school and classroom programs; location and use of facilities; its curriculum development program and its instructional materials; availability of programs for children; and equal access of all eligible pupils to all extracurricular programs.

Disabled

In addition to prohibiting educational and employment decisions based on non-applicable disabling conditions, the District shall, as much as feasible, make facilities accessible to disabled pupils, employees and members of the community as intended by Section 504 and as specified in the Administrative Code.

Reporting Harassment/Discrimination

Any student, staff member, or volunteer of any other individual who has knowledge of or feels victimized by harassment, bullying or discrimination must immediately report his/her allegation to his/her supervisor, building principal, building multi-equity representative, the Affirmative Action Officer or the Superintendent. Anyone else who has knowledge of or feels victimized by harassment or discrimination should immediately report his/her allegation to the Superintendent.

Any student, staff member, volunteer or any other individual who has knowledge of or feels victimized by harassment, bullying or discrimination may file a formal grievance related to a single serious incident of or repeated acts of harassment/intimidation/bullying/discrimination on any of the grounds addressed in this policy. The Affirmative Action Officer or his/her designee will receive all complaints and carry out a prompt and thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.

Following an investigation, employees whose behavior is found to be in violation of this policy may be disciplined, up to and including dismissal, and students whose behavior is found to be in violation of this policy may be disciplined, up to and including suspension/expulsion. Other individuals whose behavior is found to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the Superintendent/Board. Law enforcement shall be summoned when appropriate.

The Superintendent shall develop appropriate procedures addressing:

1. A mechanism for reporting acts of harassment, intimidation, or bullying including a means of anonymous reporting.
2. A prompt investigation of reports of such acts, identifying either the principal or the Affirmative Action Officer or their designee as the person responsible for the investigation.
3. The range of ways in which a school will respond once an incident of discrimination, harassment, intimidation, or bullying is identified; and
4. Consequences, discipline, and remedial action for a person who commits an act of discrimination, harassment, intimidation, or bullying; who engages in an act of reprisal or retaliation against a person who reports such action; or who falsely accuses another of such action as a means of harassment, intimidation, or bullying.

Consequences may range from a conference with the perpetrator or discipline up to an including exclusion from the school building or vendors or volunteers, termination of employees or suspension/expulsion for students. Progressive discipline shall not be required. Law enforcement shall be summoned when appropriate.

Retaliation

The Board shall not tolerate an act of reprisal or retaliation against any person who reports acts of discrimination, harassment, intimidation, or bullying.

Be advised that school authorities have a right to discipline students for conduct away from school grounds where such is reasonably necessary for student's physical or emotional safety and well-being, or for reasons relating to safety and well-being of other students, teachers or public-school property.

Harassment Complaint Form

Complainant's Name: _____

School: _____

Complainant's Relationship to District: _____

Home Address: _____

Home Phone: _____

Name(s) of Alleged Harasser(s): _____

Harasser's Relationship to the District: _____

Date(s) of Incident(s): _____

Describe the incident(s), including any statements made (*e.g.*, offensive or suggestive comments, threats, demands, etc.), any gestures made; physical contact made, if any, materials or objects shown or given to you, if any. (Attach additional pages if necessary)

Did anyone witness the incident(s)? _____

Have you discussed the incident(s) with anyone? ____ Yes ____ No

If yes, with whom have you discussed the incident? _____

I certify that the information I have provided in this complaint is true and correct to the best of my knowledge and belief.

Complainant or Staff Member's Signature

Date _____

Received by (Building or District

Date _____

Administrator or Affirmative Action Officer)

STUDENT CODE OF CONDUCT OVERVIEW

Philosophy & Intent

This section of the handbook has been developed by Glassboro Schools for the purpose of delineating school rules, practices & consequences. **It is meant to be a general guide for students, teachers, and administrators. Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail.**

Bowe Middle School would like to provide the best educational environment possible for your children. Cooperation of staff, parents and students is essential in obtaining our goal. Structure and discipline are needed to ensure that all students are given the opportunity to learn in a safe, healthy environment. Consistent rules and consequences will help students learn that there are logical consequences for not following expectations and are used to help students to better solve their problems through character building interactions with our school faculty. Parental support is also critical in teaching appropriate school behavior; therefore, parent communication is expected from all staff to ensure that children receive the same message from both home and school.

It is our hope that this guide will assist parents, students and teachers in the identification of unacceptable behaviors and provide a clear and consistent explanation of consequences such behavior will merit. **As a listing, it is not intended to be all-inclusive.** The intent is to identify commonly recognized behaviors that are unacceptable in the educational setting. The school administration and/or Board of Education have the right to administer discipline for any other offense that is in violation of the law of school district policy or procedures, or in violation of acceptable standards of conduct for our students.

Student Rights & Responsibilities	Expectations for Student Behavior
• Equal opportunity & equal treatment are provided for every student without discrimination. • No disciplinary action will exceed the degree of seriousness of the offense and will take into consideration the history & background of each student. • Standards of conduct forbid injury to persons or property. • The teaching & learning process takes place in an orderly educational environment with open communication, self-discipline, and clearly understood lines of authority and control.	<i>Students are expected to:</i> • Come to school ready to learn. • Show respect for people and property. • Take responsibility for their own behavior and learning • Use time and other resources responsibly. • Share responsibilities when working as members of a group. <i>In “student-friendly” terms all students are expected to:</i> <i>Take care of yourself, your friends & your school.</i>

Expectations for Parent Involvement

The **Code of Conduct** is meant to be a general guide for students, teachers, and administrators. **Certain situations may warrant measures different from those prescribed herein. In such instances, administrative discretion will prevail. Parents are expected to:**

- Review & discuss the *Code of Conduct* with their children.
- Understand and support the need for appropriate rules and regulations with regard to safety and conduct.
- Understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student’s age, maturity level, and behavioral history/background.
- Participate in conferences as requested by teacher(s) and/or administration

Teacher Statement of Responsibilities

Teachers are responsible for treating each instance with fair and impartial judgment reflecting their age, maturity level and behavioral history/background of their students. Teachers have a responsibility to make sure that every student understands his/her obligation to the school community by instilling social responsibility and self-governance. Students must be given the necessary information in order to understand the need for rules and the application of them. In the enforcement of the policies, the teacher must make every effort to apply the *Code of Conduct* with consistency, reasonableness and common sense. Once a student has been referred to the office, the administrator's discretion will prevail. **Rules of confidentiality must be followed in all circumstances.** Teacher expectations and responsibilities include:

- Conferencing with parents and/or principal. **It is essential that parents are made aware of the problem in a timely fashion and are asked for their help in eliminating the problem.**
- Teachers understand that all students are expected to adhere to the *Code of Conduct* and that interventions will reflect that student's age, maturity level, and behavioral history/background. Harsh or unusual punishment will not be implemented.
- Teachers must notify the administration of repeated violations of the *Code of Conduct* as well as prior intervention efforts (including parent contact) via Office Discipline Referral forms.
- All staff will model positive and professional behaviors.

Consequences for most behaviors are addressed by classroom teachers at the classroom level. Teacher-imposed consequences may include (but are not limited to) the following:

- Reinforce desired behaviors
- Conference w/teacher
- Apology
- Reteach rule/expectation
- Loss of privilege
- Return room/materials to original condition
- Parent contact
- Time-out/Reset
- Teacher lunch detention

In the case of more extreme behaviors that interfere with safety, general well-being, or the learning of our students, more serious consequences may be necessary. In these cases, the school Principal and/or his/her designee will work directly with the student and their family to help ensure appropriate conduct. Consequences for "office managed behaviors" include (but are not limited to) the following:

- Parent contact
- Loss of privilege
- Time in office
- Conference w/the principal and/or assistant principal
- Individualized instruction
- Time out/Reset
- Return room/materials to original condition
- Lunch or administrative detention
- Bus suspension
- Out-of-school suspension
- HIB investigation

(when applicable, as defined by the Anti-bullying Bill of Rights Act)

*Our School Resource Officer (SRO) and the Glassboro Police will immediately be contacted in the event that a disciplinary infraction elevates to the level of posing a threat to the safety and security of the student and/or others.

Procedure for Suspension from School

Pupils may be suspended by the building administration for violations listed in the *Code of Conduct*.

In most cases, **suspension** time begins at the end of the school day on the day that the suspension is issued. However, the administration has the right to suspend a pupil from school immediately when it is determined that waiting until the end of the school day will jeopardize the safety and well-being of the student and/or other pupils. If this is the case and a parent/designated adult cannot be reached, police and/or DCP&P contact may take place.

Parents will be notified of the suspension by telephone (if available in the home) and in writing. In cases that result in suspension from school, a parent conference with the principal and/or his/her designee may be required upon the child's return to school.

Disciplinary Chain of Command

In the event that the principal and assistant principal are out of the building, another staff member is designated as the building lead and is authorized to handle any disciplinary issues that may arise. This person is granted discretionary power to handle the situation until the administrator returns or is able to act.

1. Principal
2. Assistant Principal
3. District Administrator/Supervisor
4. Guidance Counselor

Disciplining Students with an IEP (Individualized Education Program)

For any student who misbehaves, a school should decide what action is most likely to correct the misconduct. In the case of a student with an IEP, the decision may need to take into account the student's disability. For students whose disabilities have behavioral aspects, for example, preventative measures (such as behavior modification plans) should be considered and facilitated through the IEP. It is essential to work cooperatively to address concerns when signs of misconduct by students with disabilities first appear, before more serious responses become necessary.

If these steps are not successful, the appropriate use of measures such as time-outs or restrictions in privileges should also be considered, provided they are not inconsistent with a student's IEP. No prior determination of whether the misconduct was a manifestation of the student's disability is required before any of the above measures can be implemented.

When a student is suspended or is to be suspended, the case manager will be notified. A copy of the suspension letter sent to parents/guardians should be sent to the Director of Special Services. This letter should contain the reason for the suspension and the number of days of the suspension.

If the misconduct is such that more significant measures would be called for, the case manager should review the student's current program/placement and consider whether a change in placement would be an appropriate measure to address the misconduct.

Where educators believe that more significant measures are called for, a student with an IEP may be removed from the school for more than ten days only if the following steps are taken: First the case manager is informed. The case manager convenes a “manifestation determination” meeting with a group of professionals knowledgeable about the student. The group could consist of the case manager, other members of the CST, principal & student’s teacher. The parent must also be invited to the meeting. At the meeting, this group will *determine* whether the student’s misconduct was a *manifestation* of his/her disability.

If the group determines that the misconduct was not a manifestation of the student’s disability, the student may be expelled or suspended from school for more than ten days, provided applicable procedural safeguards have been followed and educational services continue during the period of disciplinary removal.

If the group determines that a student’s misconduct was a manifestation of his/her disability, the student may not be expelled or suspended from school for more than ten school days. Educators can still address the misconduct through appropriate instructional and/or behavioral management strategies, students and teacher training initiatives (measures such as study carrels, time-outs or other restrictions in privilege, for example), so long as they are not inconsistent with the student’s IEP, or (as a last resort) through change of placement procedures in accordance with IDEA. Moreover, the school district has the option of seeking a court order at any time to remove the student from school or to change the student’s placement if it believes that maintaining the student in the current educational placement is substantially likely to cause injury.

ALTERNATIVE EVENING MIDDLE SCHOOL PLACEMENT

The Alternative Evening Middle School program is designed to meet the needs of students who are unable to navigate within the traditional school setting and who face academic, behavioral and/or attendance challenges that limit his/her success. The decision to place students into our AEMS is made in cooperation with Guidance and Administration, Child Study Team (if necessary), and/or recommendation by a parent or guardian.

Students attending our AEMS report to school from 2:30 PM to 6:30 PM. **Please note, that our AEMS course offerings are limited available.**

Students are placed into the AEMS for reasons including, but not limited to:

1. Specific Tier III and Tier IV disciplinary infractions could result in AEMS placement for a designated period ranging from two weeks to two marking periods depending on the infraction's severity. Tier IV infractions could result in a minimum of two marking period placement in AEMS.
2. A principal’s hearing will be held for any students who accumulate OSS totaling more than eight (8) days. The outcome may be placement in AEMS.

THOMAS E. BOWE MIDDLE SCHOOL CODE OF CONDUCT

The Code of Conduct applies in all settings and schedules.

CONSEQUENCES, HOURS, AND LOCATIONS

ALD - Administrative Lunch Detention (During Scheduled Lunch)	FTS - Failure to Serve/Appear
ASD - After School Detention: 2:45pm–4:00pm	OSS - Out of School Suspension
ESD - Extended School Day 2:45pm-4:30pm	

LOSS OF GOOD STUDENT STANDING / CONSEQUENCES

All students will begin the school year with "Good Student Standing." A student with "Good Student Standing" may attend or be eligible for any extracurricular activity offered by Thomas E. Bowe Middle School.

If a student receives a discipline referral, in addition to the discipline code, the student may lose their "Good Student Standing." "Loss of "Good Student Standing" means the student will be denied the privilege to attend all extracurricular activities for the number of calendar days explained in this policy.

Activities in this policy include: all clubs and sports, school sponsored tournaments, dances, plays, musicals, non-curricular field trips, and any other special extracurricular activity that may be scheduled

Loss of "Good Student Standing" five times or more in a school year renders the student ineligible to attend the end of year field trip/activity and after school activities for the remainder of the school year.

Loss of "Good Student Standing" that eclipses the end of the school year will also lead to exclusion from promotion ceremonies.

Administrative Discipline Per Code (Total Cumulative Days)	
Discipline	Days Loss of Good Student Standing
4 to 10 days of ASD	5 calendar days per offense
11 or more days of ASD	10 calendar days per offense
1–4 days of OSS	30 calendar days per offense
5 or more days of OSS	60 days per offense

RESTORATIVE PRACTICES & TIER FRAMEWORK

Tier One: Non-Violent, Uncooperative, Non-Compliant Behaviors

Teacher implements classroom-based student support interventions (re-state classroom expectations, verbal warnings, loss of privilege) Teacher/staff member holds individual conference with student
Teacher contacts parent/guardian via phone and/or email Record of behavior on infraction tracker for anecdotal records

Tier Two: Non-Violent, Disruptive, Disorderly Behaviors (or >5 Tier 1 Incidents)

Teacher reviews classroom-based interventions and implements additional supports and/or loss of privilege If additional supports are needed: referral to counselor/nurse/case manager/I&RS Team
Teacher/staff member holds conference with parent/guardian Possible in-school disciplinary consequences (lunch detention, administrative detention, denial of extracurricular activities) Possible Restitution

Tier Three: Injurious, Harmful, and/or Habitual Behaviors

Teacher/staff member refers incident to administration (not sent through email) Mandatory referral to counselor/nurse/case manager Parent/guardian contact by administration Record of parent/guardian contact in PowerSchool Possible in-school disciplinary consequences or suspension Referral to guidance for mediation or restorative conference Restitution Return from OSS may require a hearing with the principal

Tier Four: Infractions that are Highly Serious or Cause Imminent Danger to Self or Others

Immediate referral to administration (not sent through email) STAR Threat Assessment completion by administration or guidance Parent/guardian contact by administration Record in PowerSchool by administration Disciplinary consequences (depending on infraction) Contact SRO officer per Memorandum of Agreement Referral to mediation if appropriate and/or restorative conference Restitution Possible suspension If drugs or alcohol are suspected, a drug screening will be required Possible threat and/or psychiatric evaluation may be required for return to school

***The level of discipline may vary depending upon the nature of the offense.**

VIOLATIONS BEYOND THE CODE-Unfortunately, violations can occur in the middle school setting beyond what is described below. When these violations occur, they need to be dealt with more severely because of the implications they can have and for the safe, orderly operation of our school.

Tier I – INFRACTIONS RELATING TO ATTENDANCE, SCHOOL RULES & PROCEDURES				
REPEAT OFFENDERS WARRANT A HEIGHTENED RESPONSE		1st Offense	2nd Offense	3rd Offense
A. Improper use of a Hall Pass		Warning	1 ALD	2 ALD
B. Dress Code Violation		Warning	1 ALD	2 ALD
C. Littering		Warning	1 ALD	2 ALD
D. Unauthorized use of Earbuds/Headphones (Hallway, assemblies, etc.) Note – Classroom violations see Tier I.P		Warning	1 ALD	2 ALD
E. Riding an Unauthorized Bus without Administrative Approval		Warning	1 ALD	2 ALD
F. Solicitation/Sale of Goods and Services without Administrative Approval. Note – For Drugs and Alcohol see Tier IV		Warning	1 ALD	2 ALD
G. Eating in Non-Designated Areas		Warning	1 ALD	2 ALD
H. Academic Integrity (See Plagiarism/Academic Integrity Code) Pursuant to District Policy 5701.		Zero on assignment. Students who distribute copies of assessment questions/answers: 2 ASD, zero on assignment, LGSS for 10 days.		
I. Late to Class (LTC) – 3 LTC = 1 offense. Student referred after 3 occasions and teacher has already addressed the issue with teacher consequence and call home.		2 ALD	1 ASD	2 ASD
J. Late to School (LTS) – Every 5 latenesses = 1 ASD		1 ASD	1 ASD	1 ASD
K. Cutting Class (leaving without permission or missing from class for over 10 minutes)		2 ALD	1 ASD	2 ASD
L. Teacher Detention – Failure to Serve		1 ALD	2 ALD	1 ASD
M. ALD – Failure to Serve		2 ALD	1 ASD	2 ASD
N. ASD – Failure to Serve		2 ASD	1 ESD	2 ESD
O. Inappropriate Use of Technology – Including but not limited to cell phones, smart watches, airpods, handheld gaming devices, etc. Devices may be confiscated and parental pickup may be required.		1 ALD	1 ASD	2 ASD
(4th offense: 1 ESD. 5th offense: 2 ESD. 6th offense: 1 OSS (parental pickup required). Students who refuse to turn in devices will be sent home (1 OSS).				
P. Violation of Technology Acceptable Use Policy		2 ALD	1 ASD (After 2nd, laptop must remain in school)	2 ASD

Q. Failure to Follow Rules on School Transportation		2 ALD	1 ASD	2 ASD / Bus Suspension
R. General Misconduct [Including but not limited to: profanity, loitering, running in halls, public display of affection]		2 ALD	1 ASD	2 ASD
(4th: 1 ESD. 5th: 2 ESD. 6th: 1 OSS (parental pickup required)).				
S. Failure to Follow SMART PASS Procedures		2 ALD	1 ASD	2 ASD
T. Out of Class for Longer than Allotted SMART PASS Time		2 ALD	1 ASD	2 ASD

Tier II – INFRACTIONS RELATING TO SAFETY AND SECURITY				
*Level of discipline may vary depending on the nature of the offense. If students exceed the number of offenses, they could be suspended from school.				
REPEAT OFFENDERS WARRANT A HEIGHTENED RESPONSE		1st Offense	2nd Offense	3rd Offense
A. Restricted Area/Unauthorized Entry – Including but not limited to failure to report to office and/or being in an unauthorized area without permission.		2 ASD*	1 ESD*	2 ESD*
B. Disturbance to the School and/or Learning Environment – Larger Population (Ex: Misconduct, Lunchrooms, Assemblies, etc.)		2 ASD*	1 ESD*	2 ESD*
C. Disturbance to the Learning Environment – Classroom		2 ALD	1 ASD	2 ASD
D. Failure to Follow Directions – Including but not limited to the academic environment/classroom, after school activities, school sponsored events.		2 ASD*	2 ASD*	2 ESD* / 4th = OSS
E. Falsification of Records/Altering of Documents		2 ASD*	2 ASD	1 ESD*
F. Inappropriate Language or Actions toward Student		2 ASD*	1 ASD*	2 ASD*
G. Inappropriate Language or Actions toward Faculty/Staff		2 ASD*	1 ESD*	1 OSS*
H. Leaving School Grounds without Proper Authorization/Cutting School		2 ASD*	2 ASD*	1 OSS*
I. Inappropriate, Rude, and/or Disrespectful Comments that cause a disruption to the school or learning environment. For comments related to race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical, or sensory disability – See Tier III.C.		2 ASD*	2 ASD*	1 OSS*
J. Gambling		1 ASD*	1 ESD*	2 ESD*
K. Breach of Security – Violation of regulations, requirements, procedures, or guidelines that compromise the safety and security of staff and students (Ex: opening perimeter doors without authorization)		2 ASD*	1 ESD*	2 ESD*
L. Tampering with Locks and/or Magnetic Strips – Including but not limited to theft of lockdown magnet		2 ASD*	1 OSS*	2 OSS*
M. Destruction/Damage of School Property (Under \$25 in value) Note – For graffiti or damage over \$25, see Tier III.R – Vandalism.		2 ASD	2 ESD	1 OSS*
N. Trespassing		1 ESD*	1 OSS*	2 OSS*

O. Distribution/Possession of Pornographic Material. For incidents relating to child pornography see Tier IV.	2 ASD*	1 ESD*	1 OSS*
P. Theft and/or Possession of Stolen Goods (Less than \$10 in value)	2 ALD*	1 ASD*	2 ASD*
Q. Use of School Computers for Activities Unrelated to Academics – Including but not limited to gaming, shopping, social media, music, movies, or internet hangout/chats	2 ALD*	1 ASD*	2 ASD*
R. Filming, Recording, Facetiming/Video Chatting, and/or Live Streaming, as well as making or accepting phone calls without prior authorization from administration	2 ALD*	1 ASD*	2 ASD*
S. Filming/Recording/Facetiming/Use of Electronics During School Emergency	2 ASD*	1 ESD*	2 ESD*
T. Out of Area: Including but not limited to using the wrong bathroom, being in the wrong hallway or classroom when assigned to another location	2 ASD	2 ASD	1 ESD
U. Failure to Disperse – Refusal to disperse when ordered to do so by staff due to engagement in behaviors that are disrupting, inappropriate, and/or likely to cause alarm and/or harm. Including but not limited to failure to follow directives during a fight or safety drill.	2 ASD*	2 ESD*	1 OSS*
V. Inappropriate Physical Contact – Including but not limited to intentional and non-consensual use of physical force against another person (i.e., one-sided pushing or slapping someone).	2 ASD*	1 ESD*	1OSS*

Tier III – Misdemeanors			
*Level of discipline may vary depending on the nature of the offense. Possibility of complaint filed with Glassboro PD, restitution, and board action.			
REPEAT OFFENDERS WARRANT A HEIGHTENED RESPONSE	1st Offense	2nd Offense	PD / Hearing
A. Theft, Distribution, and/or Possession of Stolen Goods or Counterfeit Funds (More than \$10 in value)	2 ESD*	1 OSS*	X / X
B. Jeopardizing the Safety of Others and/or Hazardous, Reckless, or Physically Dangerous Conduct – Including but not limited to misuse of staff and security/administrative resources, putting others in danger of harm, or failure to report hazardous/reckless conduct	2 OSS*	4 OSS*	X / X
C. Violating the Rights of Others [physically, sexually, and verbally (spoken, written or electronic)] – Including but not limited to physical contact, hazing, harassment, ridicule, embarrassment, inflammatory statements, hate speech, slurs, and derogatory comments	2 OSS*	4 OSS*	X / X
D. Incitement to Fight – Verbal or electronic threats and/or battery (unwanted physical contact, i.e. one-sided pushing/shoving of another student)	2 OSS*	4 OSS*	X / X
E. Inciting Others to Fight – Prompting others to fight before, during, or after staff/administrative intervention	1 OSS*	2 OSS*	X / X
F. False Accusations. Pursuant to District Policy 5512.01.	1 OSS*	2 OSS*	X / X
G. Possession of a Look-a-Like Weapon (i.e., paintball gun, water gun), Fireworks, or Hazardous Materials	2 OSS*	4 OSS*	X / X

H. Fighting (Physical Altercation) – Including but not limited to mutual physical altercations	4 OSS*	8 OSS* / Possible AEMS	X / X
I. Filming a Fight	2 OSS*	4 OSS* / Possible AEMS	
J. Filming an Assault	4 OSS*	8 OSS* / Possible AEMS	
K. Distribution of Over the Counter Medicine (OTC medications improperly used to cause intoxication, stupefaction, or dulling of the brain/nervous system)	4 OSS*	8 OSS*	N/A / X
L. Unauthorized Pictures/Video/Social Media Posting – Including but not limited to images taken within the school and/or postings that are defamatory, harassing, or create a hostile environment	2 OSS*	4 OSS*	X / X
M. Vandalism (Damage over \$25 in value or graffiti) Note: Vandalism charges carry serious consequences under N.J.S.A. 2C:17-3.	4 OSS*	8 OSS*	X / X
N. Smoking on School Grounds and/or Possession of a Vape/Cigarette/Cigar. Note: Possession of two or more e-cigarettes/vapes and/or a bottle of e-juice = intent to distribute (see Tier IV).	2 OSS*	4 OSS*	X / X
Minimum 3 SAC sessions. Confiscated items turned over to law enforcement. Mandatory drug screening immediately following pickup. Medical clearance required before return. Noncompliance = DCP&P referral and possible alternative placement.			
O. Under the Influence of Alcohol or a Controlled Dangerous Substance – Including but not limited to cocaine, heroin, PCP, methamphetamines, LSD, marijuana, and ecstasy. Pursuant to District Policy 5530.	2 OSS*	4 OSS*	N/A / X
Minimum 3 SAC sessions. Mandatory drug screening immediately following pickup. Refusal to test = positive test. Medical clearance required before return. Noncompliance = DCP&P referral.			
P. Solicitation/Distribution or Possession of Alcohol, Prescription Medicine, Drugs, and/or Paraphernalia. Possession of two or more e-cigarettes/vapes and/or e-juice = intent to distribute. Pursuant to District Policy 5530.	4 OSS*	8 OSS*	X / X
Confiscated items turned over to law enforcement. Minimum 3 SAC sessions. Mandatory drug screening immediately following pickup. Medical clearance required before return. Noncompliance = DCP&P referral.			
Q. Gross Disrespect to Faculty & Staff – Including inappropriate language and gestures directed to, at, or about faculty and staff.	2 OSS*	4 OSS*	X / X
R. Physically Resisting Detainment	1 OSS*	2 OSS*	X / X
S. Discharging of an Irritant – Including but not limited to pepper spray, mace, a fire extinguisher, or any other air disruptor.	3 OSS*	5 OSS*	X / X
T. Refusal to Comply with Administration – Including but not limited to refusing to be searched, using a cell phone during or immediately following an incident, and refusing to follow directives relating to safety and security.	4 OSS	X / X	

Tier IV – MAJOR OFFENSES		
Tier IV Offenses will result in mandatory counseling sessions with the Student Assistance Counselor.		
OFFENSE	Disciplinary Action	PD Complaint / Hearing
A. Assault – Knowingly and purposely intending to cause serious bodily injury.	OSS – Minimum 8 Days Date of Return: Pending Safety Evaluation Possible AEMS Placement	X / X
B. Act of Aggression and/or Threat Towards a School Employee. Pursuant to NJ Rev Stat § 18A:37-2.1	OSS – Minimum 8 Days Date of Return: Pending Safety Evaluation Possible AEMS Placement	X / X
C. Possession of a Weapon or Weapon-Related Paraphernalia with Intent to Threaten/Harm – Including but not limited to a pocketknife and/or taser. Pursuant to NJ Rev Stat § 18A:37-7.	OSS – Minimum 8 Days Date of Return: Pending Safety Evaluation Possible AEMS Placement	X / X
D. Terroristic Threat (written, verbal, or electronic) – A threat made with reckless disregard of a third party with the intent to cause fear or panic and could conceivably be carried out.	OSS – Minimum 8 Days Date of Return: Pending Safety Evaluation Possible AEMS Placement	X / X
E. Distribution/Possession of Child Pornography	8 OSS	X / X
F. Breach of Security (Technology) – Including but not limited to installation of VPNs, tampering with web filters, adding or deleting programs, and/or hacking or altering the system and school-issued devices in any manner.	8 OSS	X / X
G. Reckless or Physically Dangerous Conduct that results in the allocation of school and/or community resources and puts staff, students, and the community at risk – Including but not limited to public disturbance, inciting a riot, and tampering with or concealing evidence.	8 OSS	X / X

H. Tampering with Fire Alarms or Cameras and/or False Public Alarm.	4 OSS*	X / X
DUE TO THE NATURE OF THESE OFFENSES, TIER IV INFRACTIONS MAY RESULT IN ALTERNATIVE PLACEMENT (e.g., AEMS or OOD).		

LATENESS POLICY

Late to School (LTS) – Cumulative Lateness Policy		
Cumulative Latenesses	Consequence	Notes
1–4 Latenesses	Warning / Staff Conference	Parent/guardian notification recommended
Every 5 Latenesses (5, 10, 15...)	1 ASD per every 5 cumulative latenesses	Applies throughout the full school year cumulatively
15+ Latenesses in a school year	Referral to Counselor, I&RS, and/or Parent Conference with Administration	Possible referral to Child Study Team or attendance officer

Late to Class (LTC) – Cumulative Lateness Policy		
Cumulative Latenesses	Consequence	Notes
1–2 Latenesses	Teacher consequence (warning, loss of privilege, etc.)	Teacher contacts parent/guardian
3 Latenesses = 1st LTC Offense	Teacher refers to administration after teacher-level consequence and parent contact	Administrative record created in PowerSchool
1st LTC Offense (3 lates)	2 ALD	
2nd LTC Offense (6 lates)	1 ASD	
3rd LTC Offense (9 lates)	2 ASD	Possible counselor/I&RS referral
4th+ LTC Offense	1 ESD and/or parent conference with administration	Escalating consequences at administrative discretion

Note: Habitual lateness to school or class may result in referral to the I&RS Team, Child Study Team, and/or attendance officer pursuant to NJ compulsory attendance laws. Administration reserves the right to escalate consequences based on patterns

ABSENCE POLICY

ABSENCE POLICY-Unexcused		
Cumulative Unexcused Absences	Consequence	Notes
1–5 Absences	Warning	Parent/guardian notified from Administration/Administration Assistant
6+ Unexcused Absence	2 Credit Completion Sessions per every 2 additional absences	Parent/guardian contacted from Administration and Guidance Counselor
10 Unexcused Absence	Truancy will be filed	Mandatory In-Person Conference
11+ Unexcused Absence	Possible removal from roll	

DUE PROCESS/APPEAL PROCEDURES

A student has the right to appeal the discipline decision of a school administrator for any infraction resulting in an Out of School Suspension (OSS) and has the right to an advocate during the appeal process. Every effort is made to reach an agreement at the lowest level possible.

Timeline:

Appeal to Principal: Within forty-eight (48) hours of the Assistant Principal's decision.

Appeal to Superintendent: Within five (5) days of the Principal's decision.

Appeal to Board of Education: Within five (5) days of the Superintendent's decision.

Note – Response time is equal to appeal time.

When requesting an appeal, the following information is required:

1. Name:
2. Date of decision and/or incident that you are appealing:
3. Briefly describe the reason you are appealing the decision in this matter. Cite relevant laws, policies, or regulations that you believe have been violated:
4. Provide a detailed statement with supporting facts and evidence to support your appeal of the disciplinary decision. The district will not consider additional evidence and/or claims at subsequent levels.
5. Please indicate the remedy or outcome you are seeking.