



EUGENE A. TIGHE MIDDLE SCHOOL 2025-2026 STUDENT/PARENT HANDBOOK

Mrs. Samantha Dulude, Principal

Dear Parents, Guardians, and Students:

Welcome to a new school year! We are thrilled to embark on this educational journey together and are committed to fostering an environment where your child can thrive both academically and personally. During the 2025-26 school year, we are looking forward to continuing our outstanding educational programs, exceptional clubs and extracurricular offerings, and differentiated services for all our students. Contained in this handbook is information to help guide you during this year and answer questions you may have on a wide variety of school-related topics. Please take the time to review it carefully with your child. Your support and involvement are crucial to their success. If you desire more details, please consider checking our school website or the district's policy site. Of course, you can always reach out to anyone on our staff or call our main office with specific questions.

We are a unique and special small community school. On behalf of the staff at Tighe, we welcome you to a promising new year and are excited and proud to share this school family with all of you!

Sincerely yours,

Mrs. Samantha Dulude

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MARGATE CITY BOARD OF EDUCATION

The Margate City Board of Education has adopted a Mission Statement. The Mission Statement is based on the beliefs and values of the Margate City Board of Education and is the standard by which decisions are made which affect the Educational Enterprise of Margate City.

MISSION STATEMENT

The Margate City School District is committed to immersing our students in 21st century skill sets aligned with the New Jersey Core Curriculum Content and National Educational Technology Standards at all grade levels. Our mission is to prepare and inspire each student to realize his or her fullest potential and to be:

Motivated

Achieving

Responsible

Global

Aspiring

Tolerant

Empowered Citizens

EDUCATIONAL GOALS

The following goals signify the educational aspirations of our school system. Their purpose is to provide a sense of direction for the educational programs of our schools. Assessment of progress towards the goals should provide the basis for planning for their attainment.

The Board believes it is important to recognize that a child's learning is affected by many experiences beyond the school day. The family and, more generally, society share in the responsibility for a child's education. To cultivate a vibrant and inclusive middle school community where strong relationships, a deep sense of belonging, and comprehensive social-emotional learning empower every student to thrive academically, socially, and emotionally, preparing them to confidently navigate a changing world with respect, resilience, and a lifelong love for learning.

We thrive on Strong Relationships and a Sense of Community:

Positive student-teacher relationships are foundational. When students feel respected, cared for, and supported by administration and teachers, they are more likely to be engaged in learning and have positive academic outcomes. This involves teachers demonstrating genuine care, building rapport, and creating a safe space for students to express themselves.

Peer relationships and social connections. A positive culture fosters healthy peer interactions, promotes inclusivity, and addresses issues like bullying and social exclusion. This can be achieved through initiatives that promote collaboration, teamwork, and positive social skills. Students need to feel like they belong and are valued members of the school community. This is fostered through school-wide events, extracurricular activities, and opportunities for student voice and leadership.

PROCESS GOALS

- To ensure that each child has a right to have the opportunity for success in school each day.
- To foster the type of environment which encourages two-way communication among parents, teachers, pupils, and administrators.
- To ensure that instruction bears a meaningful relationship to the present and future needs of the student.
- To have an instructional program which is flexible enough to take into account the interests of students.
- Recognize that a school is a social institution; thus, relationships among various groups and individuals which comprise a school have a direct effect upon its climate for learning.
- Ensure that specialized and individualized kinds of educational experiences are available for meeting the particular needs of every student.
- Ensure that teachers have significant opportunities for participating in the decisions affecting the operations for the schools in which they work.
- Provide comprehensive guidance and counseling services of high quality for the use of our students.
- Ensure that the resources available for education are used with maximum efficiency.
- Ensure that instruction, administrative, and supportive staffs are of high quality in every respect.

SCHOOL-WIDE ENRICHMENT FOR ALL THROUGH PROJECT-BASED LEARNING

At Tighe School, we believe that children of every ability level should be given opportunities to stretch their learning as far as they can take it. Our enrichment program is designed to encourage divergent and critical thinking that will reach beyond the classroom and span different subject areas. Project-based instruction is an authentic instructional model or strategy in which students plan, implement, and evaluate projects that have real-world applications beyond the classroom. Learning activities that are interdisciplinary, long term, and student centered are emphasized as opposed to short, isolated lessons.

All of our students will be participating in enrichment projects within each of their specific subjects. The classroom embedded enrichment projects will be placing special emphasis on problem solving, working together, and incorporating a multi-disciplinary approach.

Each teacher will complete enrichment projects in their classrooms during the 2024-25 school year. The students will be assessed through various types of teacher assessments. The finished products will vary with each project. Final projects will be on display during our annual STEM/Enrichment Project Showcase event.

DISTRICT DIRECTORY

BOARD OF EDUCATION Phone: 822-1447

8103 Winchester Avenue, Margate, NJ 08402

Mr. Joseph Pepe..... Board President
Mr. Jack Sorensen Board Vice President
Mrs. Amy Brog Board Member
Mrs. Danielle Gomes-Chapman Board Member
Mrs. Shannon Wray-Norris..... Board Member
Mr. Nicholas Palmisano Board Member
Mr. Steve Swift..... Board Member
Mr. Clete Schwegman..... Longport Board Member
Mrs. Melina Skwarek Board Secretary

BOARD OFFICE STAFF- Phone: 822-1447

Mr. Ryan Gaskill Superintendent
Mrs. Melina Skwarek..... Business Administrator
Mrs. Lirene Turner Secretary to the Superintendent/Payroll/Health Benefits Clerk
Mrs. Colleen Culmone..... Accounts Payable/Transportation
Dr. Jeffrey Gong Medical Inspector
Mr. Joe Cacia Bus Driver
Mrs. Jennifer Michener..... Food Service Director
Mr. Matthew Burton..... Director of Facilities and Maintenance

CHILD STUDY TEAM - Phone: 822-2080

Mr. Ryan Gaskill Director of Special Education
Dr. Jacque Jones..... School Psychologist
Mrs. Kaitlin Roselli..... Social Worker
Mr. Mark Winterbottom Learning Disabilities Teacher/Consultant
Mrs. Nicolette Harden Speech/Language Therapist
Mrs. Stephanie Moran Speech/Language Therapist
Mrs. Cynthia Gresham Secretary to the Child Study Team

CURRICULUM - Phone: 822-2353

Mrs. Samantha Dulude Director of Curriculum

AFFIRMATIVE ACTION OFFICER - Phone: 822-2080

Mrs. Bonnie Marino Principal

COMMUNITY EDUCATION/RECREATION - Phone: 823-6658

Mr. Andrew Miles Director/ Athletic Coordinator
Mr. Jesse Weiner..... Recreation Assistant

FOOD SERVICE - Phone: 703-4100

Mrs. Jennifer Michener.....Director

TECHNOLOGY - Phone: 822-2353

Mr. Michael Morris Coordinator

PERFORMING ARTS CENTER - Phone: 822-1686

Mr. Ryan GaskillDirector of the Performing Arts Center
Mrs. Debbie Roland Theater Manager/ Rental Coordinator

EUGENE A. TIGHE MIDDLE SCHOOL (Grades 5-8) – Phone: 822-2353

7804 Amherst Avenue, Margate, NJ 08402

Mrs. Samantha Dulude Principal
Mrs. Cynthia Gresham Secretary to the Principal

WILLIAM H. ROSS, III ELEMENTARY SCHOOL (Grades K-4) – Phone: 822-2080

101 N. Haverford Avenue, Margate, NJ 08402

Mrs. Bonnie Marino Principal
Mrs. Carol Gitto..... Secretary to the Principal

EUGENE A. TIGHE MIDDLE SCHOOL (Grades 5-8) - Phone: 822-2353, x100
7804 Amherst Avenue, Margate, NJ 08402

Mrs. Samantha Dulude Principal
 Mrs. Cynthia GreshamSecretary to the Principal

Mr. Christopher Andersen6th Grade Math
 Ms. Jaime Bean Physical Education/Health
 Mr. Christopher Bruscato 7th & 8th Grade Science
 Mrs. Kristie Cafiero 5th Grade English Language Arts
 Mrs. Jennifer Carey 5th & 6th Grade Social Studies
 Ms. Michelle Cossaboon8th Grade English Language Arts
 Mrs. Natasa Coughlin Special Education
 Ms. Kelly Crawford7th Grade Math
 Mrs. Chelsi Crompton 5th & 6th Grade Science
 Mr. Pete DavisTechnology
 Mrs. Lisa Drexler Special Education
 * Mrs. Barbara Farrell Visual Arts
 Ms. Amber Fitzgerald5th Grade Math
 *Mrs. Chauncey Iannone Media Specialist
 * Dr. Jacque Jones School Psychologist/Counselor
 Mrs. Kalliopi Kounis Educational Assistant
 * Ms. Tracy Magel5th & 6th Grade Spanish/ESL
 Mr. Michael McMenamin 7th & 8th Grade Social Studies
 Mrs. Jennifer Miller Special Education
 Mr. Brian Pasternak8th Grade Math & Special Education
 Ms. Stephanie Patterson School Nurse
 Mrs. Debbie Roland Performing Arts
 * Mr. Mauricio Saavedra 7th & 8th Grade Spanish
 Mr. Louis Sanchez Special Education
 Mrs. Sherry Scott 8th Grade Math
 Mrs. Sherry Stolarski Special Education
 Mrs. Colleen Thomas 7th Grade English Language Arts
 Mrs. Danielle Ujcich Special Education
 Mrs. Veronica Valencia 6th Grade English Language Arts
 * Mr. Mark Winterbottom Learning Disabilities Teacher/Consultant

* Works at both schools

BACK-TO-SCHOOL NIGHTS

Eugene A. Tighe Middle School – Thursday, September 18, 2025 – 6:00 to 8:00 p.m.
William H. Ross Elementary School – Tuesday, September 16, 2025 – 6:00 to 8:00 p.m.

CHILD STUDY TEAM

The Child Study Team consists of a school psychologist, learning disability teacher/consultant (outside consultant), a social worker, and two speech/language therapists. The services of a psychiatrist and other consultants are contracted as needed. It is the function of this team to analyze the learning difficulties of children and recommend procedures to teachers and parents to help the children succeed in school. School professionals or parents may refer a student to the Child Study Team for evaluation through a written request if they believe the student is experiencing physical, sensory, emotional, communication, cognitive, or social difficulties. The request may be submitted to the building principal, classroom teacher, or directly to the Child Study Team.

INTERVENTION AND REFERRAL SERVICES

The mission of the Margate School District's Intervention and Referral Services (I&RS) Team is to assist students with academic, behavioral, and/or health concerns. The I&RS Team works collaboratively with colleagues and parents to develop action plans, utilizing school and community resources in order to ameliorate the issues identified. The I&RS Team is committed to facilitating student potential.

SPECIAL EDUCATION ADVISORY MEETINGS

Parents/guardians are welcome to participate in the District's Special Education Advisory Meetings along with teachers and Child Study Team members. The main goals of the committee are (1) to provide information to parents and community members about the special education programs and services offered in the Margate Schools; (2) to promote positive dialogue between parents and teachers in efforts to improve existing educational programs and develop new ones; (3) to offer parents and teachers opportunities to gain additional information in the field of Special Education. Should you have specific questions concerning the Special Education Advisory meeting, please call Mr. Ryan Gaskill, Director of Special Education at 609-822-2080, x363.

DISTRICT CURRICULUM MEETINGS

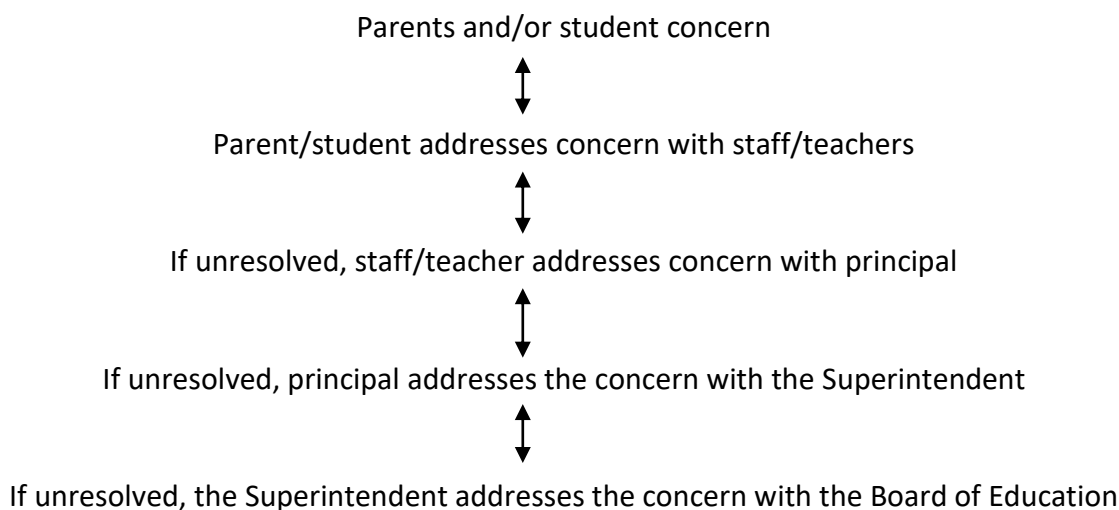
Parents/guardians are welcome to participate with the administration and other district professional staff. Mrs. Samantha Dulude, Director of Curriculum articulates the meetings and topics for presentation that cover district-wide curriculum and instruction, assessment, technology, and professional development. The meetings are open to any parent/guardian interested in learning more about the K-8 curriculum, and all educational topics are open for discussion. Should you have any questions or concerns regarding the curriculum meetings or the district curriculum in general, please contact Mrs. Dulude at 609-822-2353 or sdulude@margateschools.org.

COMMUNICATION GUIDELINES FOR PARENTS AND STUDENTS WITH CONCERNS

The following guidelines are incorporated so that students and their parents may bring their concerns to the attention of appropriate parties so that their concerns may be expressed, considered, and handled fairly.

- Students or parents are first requested to discuss their concerns with the classroom teacher.
- If the parties concerned feel that the discussion with the teacher has not led to a satisfactory conclusion, they may proceed to discuss the matter with the building principal in an attempt to reach an amicable conclusion in terms of all parties concerned.
- If the matter is not satisfactorily resolved it may be appealed to the Superintendent of Schools. The appeal to the Superintendent should be in writing specifying the nature of the problem.
- The Superintendent shall attempt to resolve the matter as quickly as possible and shall communicate his/her decision in writing with reasons to the parties concerned.
- If the parties involved do not deem the decision rendered by the Superintendent satisfactory, they may request a review by the Board of Education. Such a request shall be submitted in writing. A committee for the Board of Education shall review the appeal and may in its discretion conduct a hearing. The Board of Education shall render a written decision.

Below is the communication system in effect for all concerns:



MARGATE EDUCATIONAL FOUNDATION (MEF)

The MEF is a community-wide, cooperative effort to identify, secure, and distribute resources to enhance the quality of education in the Margate Public Schools.

PUPIL INFORMATION

REGISTRATION AND TRANSFERS

Registration of new students and transfer of students to other districts is completed for parents or guardians at the school the child attends. Appointments are highly suggested to register and transfer students. Any questions about registration, please contact the school directly.

ONCOURSE PORTAL

Students and parents/guardians have a username and password to access assignments, grades, attendance, and discipline referrals through the online Oncourse portal using the website www.oncourseconnect.com during the school year. This site should be checked frequently, as it provides immediate access to current data on student performance. If you have difficulty logging in, please contact the school for assistance.

PROGRESS REPORTS/REPORT CARDS/CONFERENCE DATES

We have two scheduled conference periods for parents to discuss their child's school progress in grades 5-8. We encourage all parents to attend both conferences. These are open-format sessions, allowing parents to meet with specific teachers for 5-10 minutes, as needed. To help you plan, this year's conference dates are listed below, so please keep your schedule flexible. **SCHOOLS ARE ON ABBREVIATED SESSIONS DURING CONFERENCES; STUDENT DISMISSAL TIME IS 12:45 PM ON ALL CONFERENCE DAYS.**

2025-2026 CONFERENCE SCHEDULE

EUGENE A. TIGHE MIDDLE SCHOOL - Grades 5 through 8

December 10, 11, and 12, 2025 (Evening 6:00-8:00, December 11, 2025)

March 11, 12, and 13, 2026 (Evening 6:00-8:00, March 11, 2026)

Times for Conferences:

- Day Conferences: 1:30 p.m. to 3:00 p.m.
- Evening Conferences: 6:00 p.m. to 8:00 p.m.

Report cards are sent home with each child three times a year on December 10, 2025, March 18, 2026, and June 16, 2026. **Interim progress reports** should be viewed **electronically** through the parent portal website at www.oncourseconnect.com on October 15, 2025, January 21, 2026 and April 22, 2026. **Interim progress reports will NOT be mailed home.**

Parents are always welcome to discuss the progress of their children with the teacher at any time during the school year. Please make appointments with the teachers in advance, so that they will be sure to be here when you come. We must keep in mind that all children differ and require individual thought in making the report to parents, whether it is conference or report card. It is recommended that you inquire about your child's progress especially if he/she appears to be failing.

TIGHE GRADING SCALES

For Interim Progress Reports and Marking Period Report Cards, the following averages will be assigned the associated grades to measure performance:

A = 93-100%

B = 85-92%

C = 75-84%

D = 65-74%

F = Below 65%, did not meet course requirements

P = Passing, met course requirements

HONOR AND MERIT ROLL RECOGNITION

At the completion of each Marking Period, students will be recognized for high achievement in all their classes with Honor or Merit Roll Awards. To achieve **Honor Roll**, a student must have all A's in every class. For **Merit Roll**, a student must have an overall GPA average of 3.5 or higher (number of A's \geq number of B's), with all A's and B's (no C's or below) in every class.

COUNTY ACADEMIC EXCELLENCE AWARD

Each spring, the Atlantic County Office of Education recognizes the top academic students from every district. The number of honorees from each school is determined by the county. At Tighe School, we use the following procedures to select our eighth-grade award recipients:

Step 1: Determine students that have all A's for the 8th grade completed marking periods at the time of the request (typically it will be MP 1 and MP 2).

Step 2: Determine overall numerical average for 8th grade of students from step 1. Select top students based on their averages.

In the event of a tie: Look back at 7th grade and eliminate any students that did not have all A's every marking period, then calculate the overall numerical average for 7th grade. Select top students based on average. If necessary, continue process with 6th grade and then 5th grade.

PROMOTION

Students shall be promoted after demonstrating reasonable progress in the mastering of appropriate instructional objectives as defined by the district.

The decision to retain a student will be made by the building principal after consultation with the child's teacher, parents and superintendent. Retention should occur after other appropriate means have been investigated such as compensatory education, counseling, or Child Study Team services. In addition, the student may be required to attend summer school and be placed on activity restriction (loss of reward activities like class trips, dance or walking in graduation) if they do not meet the requirements of promotion. See district policy and regulations for more information.

RECORDS

Our district has the responsibility to compile and maintain pupil records and to regulate access to and security of such records. The records shall contain only such information as is relevant to the education of the pupil. Parents/guardians are advised that they do have the right to examine their child's cumulative folder. Any parent/guardian wishing to examine the records is invited to call the school office to arrange for an appointment.

When a student permanently departs from our school system, a complete set of his/her records will be forwarded to the transferring school upon request. Board of Education policy concerning pupil records is available on the district's web page. It comprehensively addresses all the procedures and regulations concerning pupil records.

HOMEWORK

Homework should provide the opportunity to reinforce classroom instruction and experience some independent achievement, responsibility, and effort on the part of the student. The assignment of homework and the evaluation that it is completed in an acceptable manner will help greatly in the continued learning of the child.

No specified amount of homework will be mandated, but teachers should use discretion in the quality and quantity of homework assigned. The suggested maximum as outlined here will serve as a good guide and lend some uniformity. Please keep in mind that each child works at a different rate, so these amounts are established as guidelines only. If you feel your son or daughter is struggling to complete his or her assignments in a reasonable amount of time or having difficulty with one particular class, please contact the teacher directly to discuss his or her performance.

Grade 5	1 hr. each day
Grade 6	1-1½ hrs. each day
Grade 7	1-2 hrs. each day
Grade 8	1-2 hrs. each day

Homework assignments should be designed to meet the needs of the individual. Therefore, different children in the class may receive different assignments as determined by the instructor. Long-term assignments may be given, but the teacher should regularly check on and monitor its progress. Please use the Oncourse Parent Portal Information in order to access your child's grades, attendance, discipline, and homework.

STEM Mission Statement

It is our goal to prepare students to meet the 21st Century challenges they will face in a changing global economy with confidence and success. We believe that current science education should be focused on the elements of STEM, shifting from rote memorization and text driven instruction to an active, hands-on, team-based approach. Simply put, STEM is the practice of unifying Science, Technology, Engineering, and Mathematics as students solve problems related to real world issues.

The skills of a STEM education embedded in our science program are meant to help prepare students for the competition they will face in the modern workforce by engaging them in challenges involving problem solving, teamwork, creativity, innovation, and the application of science and mathematics concepts.

BEHAVIOR

(A complete version of the Discipline Code of Conduct can be found on the school website.)

All schools promote the idea of a safe and orderly climate to facilitate a positive learning environment. Accordingly, students are held accountable for their behavior. To this end, each school has developed a comprehensive discipline code of conduct which is available on our school website. We respectfully request that parents/guardians review this code with their children as appropriate.

At Tighe School, there are three basic rules to guide student behavior in all situations.

School Rule #1 - Follow the directions of any school staff member as soon as you are told.

School Rule #2 - Respect yourself, others, and property.

School Rule #3 - Keep your hands, feet, and objects to yourself.

CELL PHONES AND SOCIAL MEDIA

Students are NOT permitted to use their cell phones during school hours. Cell phones and other personal electronic devices should be silenced and securely locked in the student's locker during the school day. If a student is seen using a cell phone, it will be taken from him or her as per the Discipline Code of Conduct.

Students should not be accessing or posting to social media sites during school hours, whether it is from their own devices or school computers. To do so would be a violation of the Acceptable Use Agreement. Consequences for this behavior will be imposed, as technology should only be used for educational purposes while in school. Instruction on appropriate use of the Internet and social media is delivered each year through the curriculum and during special assembly programs to help our students understand how to communicate responsibly with technology.

LOCKERS

Each student will be assigned a locker to use during the school year. It is recommended that the child use a combination lock to secure his/her items kept in the locker. The combination must be given to the child's homeroom teacher in the event the school needs access or if the child forgets the code. **The principal or his/her designee may periodically inspect school lockers.**

DRESS CODE

The purpose of our dress guidelines is not to tell a student what to wear to school but rather to explain what clothing is not appropriate in an effort to promote a positive school climate. Consequently, these basic guidelines foster the vision of a safe and orderly school environment:

- A. Pants and jeans must be worn appropriately. In particular, pants may not be worn below a student's natural hip and undergarments must be fully covered.
- B. Nothing that is made for outdoors or exercise may be worn on a student's head. This includes sunglasses, hats, bandanas, sweatbands, etc. (Traditional barrettes, headbands, etc. may be worn).

- C. T-shirts must have slogans, pictures, etc. which are school appropriate. Therefore, beer logos, foul language, drug references, sexual innuendoes, demonic messages, etc. are unacceptable.
- D. Any clothing style which promotes, represents, or symbolizes a gang or gang mentality is strictly prohibited.
- E. Skirts, shorts and tops must properly cover a student's body. A general rule for skirt/short length is a student with their hands by their side must touch the garment, not skin. A 3" inseam rule is also a good guideline for shorts. Tops must fully cover the chest, shoulder and midriff area. Tank tops with spaghetti straps or strapless tops are not permitted.

Failure to comply with the school appropriate dress guidelines will result in disciplinary action as per the Eugene A. Tighe discipline code.

SAFETY TO AND FROM SCHOOL

Parents are advised that Winchester, Monmouth, Huntington, Essex, Amherst and Douglas Avenues have been identified as the major routes for children to use. Along with the Margate City Police Department, we urge our children to use these routes at all possible times. The assistance of parents is vital in helping to instill good safety habits.

The crossing guards are supervised by the Margate City Police Department. Please review the crossing guard locations with your child. The crossing guards are on duty at the following times:

*Morning: 7:45 a.m. to 8:20 a.m.

*Afternoon: 2:45 p.m. to 3:15 p.m.

Essex & Amherst
Jerome & Winchester
Gladstone & Amherst

Jerome & Amherst
Granville & Monmouth
Haverford & Monmouth

Haverford & Winchester
Granville & Winchester
Huntington & Amherst

All students are dismissed from the school building at either 2:55 or 12:45 p.m., as per the school calendar. Supervision of children is only provided until they leave the building. Children are required to walk to and from school on the sidewalks in a safe manner, especially when crossing streets. Children are not to disturb or destroy private property. Children behaving in an unsafe manner to and from school will be identified and their parent/guardian will be notified.

Children riding bicycles are required by law to (1) wear a helmet, (2) keep to the right of the street as close to the curb as possible, (3) ride in a single file with only one child on each bicycle, (4) refrain from trick riding, (5) remain astride the bicycle when riding and have both hands on the handlebars and both feet on the pedals.

School safety rules require that bicycles are not to be ridden on the schoolyard or school property at any time. The same rule applies to skateboards or any other wheeled device. Children shall dismount before entering school property or the schoolyard. When leaving the schoolyard, riders must walk their bicycles or skateboard to the sidewalk where they may mount them upon leaving school property. Any child violating the bicycle law will not be permitted to remove the bicycle from school property unless a parent or guardian accompanies the child from school. The principal of the building will secure the bicycle with a lock and only release the bicycle in the presence of a parent or guardian.

It is advisable that **each bicycle be locked** in the bicycle rack to prevent theft and unlicensed use of their bicycles.

SCHOOLYARD ALONG MONMOUTH AVENUE

Parents/guardians are reminded that students are not permitted to bring dangerous toys or items to school that could cause harm. It is important that students not arrive at the schoolyard prior to 8:00 a.m., as there is no adult supervision before that time. **Only students should be on the schoolyard**, so we ask all parents/guardians to drop-off along the sidewalk and not enter the school grounds. **Please do not bring any pets into the schoolyard** either, as some children are fearful and it causes a potential disruption in student behavior.

EMERGENCY SCHOOL CLOSING – STORMY WEATHER

In the event of stormy weather or other unforeseen reasons causing the close of school, announcements will be posted on the district web site, distributed through an automated call message sent to all households via the computerized phone system, and when possible, posted on local news websites, radio, and television programs. If no announcement is made, please assume school will operate under the usual schedule.

To prevent unnecessary loss of school time, there may be a delayed opening. When an early morning storm strikes or an ice storm makes walking or driving hazardous, we may open school two hours later at 10:15 a.m. By then, weather conditions may make it safer to walk or drive to school. Please refer to the same means of communication listed above (school closings).

SAFETY DRILLS

Schools are required to carry out periodic fire drills, as well as lockdown, evacuation, bomb threat, or security drills every month. Some drills are completed in the presence of local fire or police personnel. **Parents will be informed via SchoolStatus Connect on the day a safety drill occurs.** In the event of a genuine crisis, an automated call will be made to all parents/guardians with information.

ATTENDANCE PROCEDURE SUMMARY

(A complete version of the Attendance Policy can be found on the district website.)

School attendance is the basic responsibility of the student toward the learning process. Parent/guardian is responsible for notifying the school each morning when the child is absent. It is the responsibility of the parent/guardian to maintain a personal written record of each absence, lateness, or early release as verification data to be provided to the school in the event of an attendance appeal.

Absence from school or classes due to **approved religious** holidays (**NJSA 18A:36-16**), school-sponsored field trips, and other school-sponsored activities for which the student has obtained appropriate permission shall count as days of being in attendance under this policy.

No pupil in grades Kindergarten through eight shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

FULL DAY CREDIT: A student shall be considered absent from school for participation in less than 4 instructional hours (excluding lunch) during the school day, including all early dismissal days. Students who arrive after 10:15 a.m. are recorded as absent (since they are not meeting the 4-hour minimum excluding 40 minutes for lunch and recess). On regular school days, students who arrive by 8:15 a.m. but leave prior to 12:55 p.m. (less than 4 hours, excluding lunch) must be recorded as absent. On early dismissal days students must be in attendance the entire time in order to be considered present for that day.

ABSENCES AND EXCUSES

As addressed under our district policy (5200), all absences must be explained in writing by a parent/guardian upon the child's return, either via email or an absence note signed by a parent/guardian. Any absence note signed by a parent/guardian is to let the school know the reason for the absence and **must be received within three days of the absence**. Such notes only verify parent/guardian awareness of the students' absence and will not be interpreted as an automatic excused absence. Any medical absences require a parent's note upon return to school. The following absences are excusable:

- Illness or Injury (Doctor's note required after 3 or more consecutive days)
- Quarantine (with a doctor's note)
- Death in the Immediate Family
- Medical or Dental Appointments (with a doctor's note)
- Approved Religious Holiday by NJSA 18A:36-16
- School-Sponsored Activities
- Required Court Appearance (with court documentation)
- Extenuating Circumstances (as determined by the principal)
- Short -term Suspension

All other absences not outlined above shall be marked as unexcused. Student absences due to family vacations or travel are **not** considered as "excused" under state guidelines. **FULL-DAY CREDIT: A student shall be considered absent from school for participation in less than 4 instructional hours (excluding lunch) during the school day, including all early dismissal days.** Students who accumulate excessive unexcused absences (more than twenty [20] per year) are subject to serious consequences including (1) a possible court complaint for truancy or (2) possible retention at their present grade level for non-attendance. The principal has the right to review and make all determinations on a case by case basis. **Excessive absences will be subject to disciplinary action as indicated:**

5 Days - A letter will be sent home by the Principal to warn parents/guardians of consequences if absences continue.

10 Days - The Principal or his/her designee may file a court complaint for truancy. The Principal will send a letter home detailing each absence containing documentation accumulated by the school office. The Principal or his/her designee will contact the parent/guardian to set up a conference in order to explain policy and warn of possible court proceedings. The Principal may refer to the New Jersey Division of Child Protection and Permanency (DCP&P) for possible services to alleviate absences.

15 or more Days - The Principal or his/her designee will send a parent/guardian notification letter (cc: Superintendent) as well as schedule a conference with the parent and students. The child may be placed on an attendance contract as well as any activity restriction. The principal may file a court complaint with consultation from the Superintendent.

After 20 days of unexcused absences, a second court complaint will be filed for truancy with consultation from the Superintendent.

Any pupil, who for any reason fails to attend 165 days of school within any academic year, shall be subject to an administrative review by the principal of his/her school before the student can be considered for course credit or promotion. The following individuals may assist the principal in this administrative review: administrators, teachers, parents/guardians, students themselves, as well as other school personnel such as supervisors, guidance counselors, child study team members, etc.

LATE ARRIVAL AND EARLY DISMISSAL

Late arrivals and early dismissals are as disruptive to the educational process as absenteeism. Only the reasons listed previously shall be held valid for a late arrival or early dismissal. The parent/guardian shall inform the school in advance whenever possible. A written explanation from the parent/guardian must be supplied to the school. A student to be dismissed early must be met in the school office by the parent/guardian or an authorized agent.

TARDINESS, CLASS CUTTING, AND TRUANCY

Parents/guardians who fail to comply with the compulsory attendance laws are subject to the penalties prescribed by law. Out-of-school suspensions must be counted as excused.

Number of Tardies – Action Taken

- **Fifth Tardy:** Parent/Guardian notification letter
- **Tenth Tardy:** Parent/Guardian notification letter. A parent conference with student and parent will be scheduled. *Student may be placed on an Attendance Contract with an ACTIVITY RESTRICITON (AR).*
- **Fifteenth and Subsequent Tardies:** Parent/Guardian notification letter. A parent conference with student and parent will be scheduled. Student will be referred to I&RS and student may be placed on an Attendance Contract that will include ACTIVITY RESTRICITON (AR).
The principal has the right to review and make determinations on case-by-case basis.

2025-2026 BELL SCHEDULE FOR CLASSES AND LUNCH PERIODS

This year we will switch periods each week (Blue weeks PDs 1-9, Gold weeks PDs 9-1)

Regular Day (40 min)		Half Day (25 min)	
HR	8:15 - 8:35	HR	8:15 – 8:35
1 st Per	8:37 - 9:17	1 st Per	8:37 - 9:02
2 nd Per	9:19 -9:59	2 nd Per	9:04 - 9:29
3 rd Per	10:01 -10:41	3 rd Per	9:31 - 9:56
4 th Per	10:43 - 11:23	4 th Per	9:58 - 10:23
5 th Per	11:25 -12:05	6 th Per	10:25 - 10:50
6 th Per	12:07 - 12:47	7 th Per	10:52 - 11:17
7 th Per	12:49 - 1:29	5 th Per	11:19 -11:50
8 th Per	1:31 - 2:11	8 th Per	11:52 - 12:17
9 th Per	2:13 - 2:53	9 th Per	12:19 - 12:44
Dismissal	2:55	Dismissal	12:45

Long A.M. Assembly (33 min)

HR	8:15 - 8:25		HR	8:15 - 8:25
Assembly	8:30 - 9:30		Assembly	8:30 - 8:55
1 st Per	9:32 - 10:05		1 st Per	8:57 - 9:35
2 nd Per	10:07 - 10:40		2 nd Per	9:37 - 10:14
3 rd Per	10:42 - 11:15		3 rd Per	10:16 - 10:54
4 th Per	11:17 - 11:50		4 th Per	10:56 - 11:33
5th Per (Lunch)	11:52 - 12:32		5th Per (Lunch)	11:35 - 12:15
6 th Per	12:34 - 1:07		6 th Per	12:17 - 12:55
7 th Per	1:09 - 1:42		7 th Per	12:57 - 1:34
8 th Per	1:44 - 2:17		8 th Per	1:36 - 2:14
9 th Per	2:19 - 2:52		9 th Per	2:16 - 2:53
Dismissal	2:55		Dismissal	2:55

Short A.M. Assembly (37 min)

Long P.M. Assembly (31 min)

HR	8:15 - 8:35		HR	8:15 - 8:35
1 st Per	8:37 - 9:08		1 st Per	8:37 - 9:12
2 nd Per	9:10 - 9:41		2 nd Per	9:14 - 9:49
3 rd Per	9:43 - 10:14		3 rd Per	9:51 - 10:27
4 th Per	10:16 - 10:47		4 th Per	10:29 - 11:04
6 th Per	10:49 - 11:20		6 th Per	11:06 - 11:41
5th Per (Lunch)	11:22 - 12:02		5th Per (Lunch)	11:43 - 12:23
7 th Per	12:04 - 12:35		7 th Per	12:25 - 1:01
8 th Per	12:37 - 1:08		8 th Per	1:03 - 1:38
9 th Per	1:10 - 1:41		9 th Per	1:40 - 2:15
Assembly	1:42 - 2:53		Assembly	2:17 - 2:53
Dismissal	2:55		Dismissal	2:55

Short P.M. Assembly (35 min)

Two Hour Delayed Opening (27 min) Talent Show/Special Event (28 min)

HR	<u>10:15 - 10:25</u>		HR	8:15 - 8:25
1 st Per	10:27 - 10:55		Event	8:30 - 10:00
2 nd Per	10:57 - 11:25		1 st Per	10:02 - 10:31
3 rd Per	11:27 - 11:55		2 nd Per	10:33 - 11:02
4 th Per	11:57 - 12:25		3 rd Per	11:04 - 11:33
5th Per (Lunch)	12:27 - 12:55		4 th Per	11:35 - 12:04
6 th Per	12:57 - 1:25		5th Per (Lunch)	12:06 - 12:46
7 th Per	1:27 - 1:55		6 th Per	12:48 - 1:18
8 th Per	1:57 - 2:24		7 th Per	1:20 - 1:50
9 th Per	2:26 - 2:53		8 th Per	1:52 - 2:22
Dismissal	2:55		9 th Per	2:24 - 2:53
			Dismissal	2:55

All grades eat in cafeteria together

Abbreviated Session dates: See district calendar at the back of this handbook.

MAKE-UP WORK AND EXAMINATIONS

Students are responsible for making up all work missed to the satisfaction of his/her teacher. Whenever possible, the teaching staff will develop meaningful alternate make-up assignments in lieu of guest speakers, films, and other experiences that cannot be duplicated.

FAMILY LIFE EDUCATION POLICY

The Margate City Board of Education shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the New Jersey Core Curriculum Content Standards.

The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials. An outline of the curriculum and list of instructional materials for the grades of their children shall be sent to parents/guardians annually at their request. The Superintendent of Schools shall ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all pupils.

Any pupil whose parent/guardian presents to the school principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with their conscience, moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given, and no penalties as to grade calculation shall result.

The Margate City Board of Education alone, upon recommendation of the Superintendent of Schools, shall determine the content, sequence and materials of family life education.

STUDENT SURVEYS

Consent Required Before Student Participation in a Federally Funded Survey, Analysis, or Evaluation

The Protection of Pupil Rights Amendment (PPRA) mandates that a student will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—those concerns:

- Political affiliations or beliefs of the student or the student's parent;
- Mental or psychological problems of the student or the student's family;
- Sex behavior or attitudes;
- Illegal, antisocial, self-incriminating, or demeaning behavior;
- Critical appraisals of individuals with whom the student has a close family relationship;
- Legally recognized privileged relationships, such as with lawyers, physicians, and ministers;
- Religious practices, affiliations, or beliefs of the student or parent; or
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program.

A parent can inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey, analysis, or evaluation.

“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Any survey concerning protected information, regardless of funding.
- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others.
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student.

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law.

CURRICULUM ACCESS

Right of Access to Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered. The request must be made in writing and be scheduled to take place in the school building with a member of the school staff. A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day. A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

ASSESSMENT

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to his or her child’s participation in required assessments.

Students in grades 2-8 take LinkIt! standardized benchmark assessments each year as a way to determine achievement growth in reading and mathematics. Each spring, on dates specified by the state, students in grades three through eight will take the New Jersey Student Learning Assessments (NJSLA) in English and mathematics. In addition, students in grades five and eight will take the New Jersey Student Learning Assessment - Science (NJSLA-S). Both tests are mandated by the State of New Jersey. Any student who misses a section of either of these tests will be required to do a makeup test.

STUDENT WELLNESS PROGRAMS TO REDUCE SUICIDE IDEATION

Students face a wide range of academic, social, and emotional challenges and changes during middle school. Through our health curriculum, Pride programs, and special building events, we strive to provide students with skills to develop resiliency and to make healthy life choices. The topic of teen suicide is taught in eighth grade health class, but it may sometimes arise at other times during teachable moments in class or privately in conversations with a student. Research has shown that clear communication from a trusted adult about mental illness and the thoughts that may lead one to consider suicide is the best way to help young people feel safe and empowered to seek support. The principal or the school psychologist will contact guardians immediately if their child expresses any intent or desire to harm him or herself.

HEALTH PROGRAM

The Board of Education employs a medical inspector, Dr. Jeffrey Gong and two nurses, Ms. Julie Bergman, William H. Ross III Elementary School and Ms. Stephanie Patterson, E.A. Tighe Middle School.

The school nurse's duties include checking the height and weight of each child annually. Each child in grades K-6 and grade 8 is given an annual hearing screening with the aid of a calibrated audiometer. Children ages 10 years through 18 years will have an annual examination for the detection of scoliosis. The nurse will screen the eyes of children in grades K-8 annually.

STUDENT MEDICAL EXAMINATIONS POLICY

Pupils who enter the Margate City School District for the first time shall have a medical examination conducted at the medical home of the student, and a full report sent to the school. If a student does not have a medical home, the district shall provide this examination at the school physician's office or other appropriately equipped facility. "Medical home" means a health care provider and that provider's practice site chosen by the student's parent/guardian for the provision of health care. As the school physician is also a health care provider, the parent/guardian may request that the school physician provide the medical examination.

A pupil shall be exempt from mandatory immunization if the parent/guardian objects to immunization in a written statement submitted to the principal, signed by the parent/guardian, explaining how the administration of immunizing agents, conflicts with the pupil's exercise of bona fide religious tenets or practices. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.

Every pupil who enters the district schools for the first time shall present an immunization record as required by law. At the parent/guardian's request, these immunizations may be administered by the school physician. NOTE: THIS IS PERMISSIVE, NOT REQUIRED.

In order to protect the health of the children and staff in district schools, all regulations of the state department of education, the state department of health and the local board of health shall be scrupulously observed, particularly those dealing with contagious/infectious diseases or conditions.

Pupils seeking to enter school who have been identified as having a communicable/infectious disease or condition shall not be enrolled unless they qualify under the above agencies' rules pertaining to periods of incubation, communicability, quarantine, and reporting.

The Superintendent of Schools or his/her designee shall formulate regulations that ensure immunization records are reviewed and updated annually pursuant to N.J.A.C. 8:57-4.1 through 4.16. The Superintendent of Schools shall also formulate regulations for this policy and for regular pupil health examinations at appropriate grade levels; before participation in sports programs; and for tuberculosis, scoliosis, hearing loss, visual acuity and any other physical examinations required by law. Any health defects revealed by any examination given by the school health services must be reported to the parent/guardian. The board shall review the regulations and adopt those required by law.

IMMUNIZATION REQUIREMENTS FOR MIDDLE SCHOOL STUDENTS

Public schools in New Jersey are required by N.J.A.C. 8:57-4 to maintain a summary record of student immunizations on form A-45, the New Jersey Student Health History and Appraisal Form. The following minimum immunizations are required of middle school students (subject to review and approval by the School Physician and School Nurse):

- DTaP (Diphtheria, Tetanus, acellular Pertussis)
- Polio Inactivated Polio Vaccine (IPV)
- MMR (Measles, Mumps, Rubella)
- Varicella (Chickenpox)
- Hepatitis B
- Hib - Haemophilus influenzae type b
- **Meningococcal - Grade 6 Vaccine Required**
- **Tdap (Tetanus, Diphtheria, acellular Pertussis) - Grade 6 Booster Required**

The school nurse will keep parents and guardians informed of required health requirements. Students without the necessary immunizations may be excluded from attendance.

CHILD ABUSE POLICY

(A complete version of BOE Policy 5141.4 CHILD ABUSE AND NEGLECT can be found on the district website.)

The Board of Education believes that the physical and mental well being of all children in its charge must be maintained as a prerequisite to achievement through the formal education process. The school district will cooperate with the New Jersey Division of Child Protection and Permanency (DCP&P) in identifying and reporting all suspected cases of child abuse or neglect.

The Board of Education directs the Chief School Administrator to make available to DCP&P confidential district records of any student alleged, either by school personnel or DCP&P, to be the recipient of abuse or neglect as defined by law. The Board further directs the Chief School Administrator to develop procedures for compliance with statutory requirement that instances of child abuse be reported. Such procedures shall:

- Inform all staff members having contact with students of their responsibility to report all cases of abuse, abandonment, cruelty or neglect resulting in physical or mental injury by other than accidental means.
- Require all school personnel to report suspected instances of child abuse to the building principal.
- Require prompt action to secure treatment of such injuries as result from abuse, so as to protect the health of the child.
- Require that a report of each suspected case of child abuse including unexplained absence, be reported to the child study team, and to DCP&P as the law provides.
- Require that the Child Study Team follow the progress of the child and maintain communication with DCP&P on his/her behalf.

COMMUNITY EDUCATION & RECREATION PROGRAM

Margate Community Education & Recreation offers a wide variety of social, education, cultural, and athletic programs for residents of all ages. Program brochures are distributed during the summer, fall, and winter/spring with a detailed description of upcoming events and activities. For additional information, contact Mr. Andrew Miles, Director, at 823-6658.

PERFORMING ARTS CENTER

The Margate Performing Arts Center, a function of the Margate Board of Education, is a state-of-the-art theater with a stage size of 48 ft. x 27 ft., and a seating capacity of 438. The center is home to the annual Tighe School play, Summer Performing Arts Camp, and the Margate Players Community Theater. The theater is used for all of the Tighe School assemblies, talent show, and graduation exercises. We are eager to have the theater in use as much as possible and to celebrate the arts in Southern New Jersey. For more information on the Dominick A. Potena Performing Arts Center, please visit the district website at www.margateschools.org for handbook and contract. If you are interested in using the theater, please call Mr. Ryan Gaskill, Director of the Dominick A. Potena Performing Arts Center, at 609-822-1686.

MARTIN BLOOM COMMUNITY PAVILION

The Martin Bloom Community Pavilion is open during the day, after school, evenings, and weekends for various activities designed to benefit all of the members of our community. We welcome all suggestions, and will continue to work to ensure that all community members have the opportunity to utilize the beautiful facility. For additional information, call Mrs. Marianne Christian, Coordinator, at 609-822-2285.

AFFIRMATIVE ACTION

The Margate City Board of Education affirms its policy to ensure equal educational opportunity for all students and to prohibit discrimination because of age, gender, race, color, creed, religion, ancestry, national origin, marital status, affectional or sexual orientation, disability, or socio-economic status. Students with physical disabilities may qualify for an action plan to ensure equity under Section 504. Parents may contact their child's principal and/or school nurse for more information. Policy and grievance procedures can be obtained from Mrs. Bonnie Marino, Affirmative Action Officer, at 609-822-2080.

LUNCH PROGRAM

Students may bring their lunch to school or buy their lunch in school. The lunch menus will be sent home monthly. **STUDENTS ARE NOT ALLOWED TO LEAVE THE SCHOOL PREMISES FOR LUNCH ON THEIR OWN.**

UNPAID LUNCH POLICY

If a student comes to school without lunch money, they will be offered the option of a bagged lunch of either a cheese sandwich or a turkey sandwich (no substitutes). The food service personnel will send home an IOU notice to the parent within one school day. The parent must pay the balance within 10 days. At the 10-day mark, the food service personnel will send a final notice. At this point the parent has 5 days to pay the balance in full. If it is not paid within 5 days, the child may not receive lunch. This policy is required so that the school is in compliance with the law beginning July 1, 2018.

LOST AND FOUND

A Lost and Found Table is maintained in each school. If your child reports that he has lost something, please urge him/her to check on the table or inquire in the main office. Each year, many items are found but never claimed. Items found and not claimed are discarded after a reasonable time. Parents are urged to label all items of clothing.

DOGS ON SCHOOL PROPERTY

The walking of dogs on school property is a serious health problem. It is also against the law. Persons who walk their dogs on school property may be fined \$25.00. The cooperation of all parents and students is requested in keeping dogs away from school grounds. Please do not bring your dogs when picking up your child.

ENRICHED, ADVANCED, AND ACCELERATED MATH CLASSES

At the end of every school year, data is collected on students in Fifth and Sixth grade for placement in Advanced or Accelerated math classes for the following school year.

SIXTH GRADE ADVANCED PROGRAM DESCRIPTION

Grade 6 – (Advanced Course) Students that have demonstrated high performance in fifth grade math and that meet the district criteria for the advanced program will be offered a rigorous math course where they will complete three years' worth of content (6, 7, and 8 grade math standards) in two school years. Students must maintain an 85% or higher average to remain in the course. Exit procedures will be enforced for students in the advanced sections if they do not maintain the 85% average. The pacing will be extremely fast, so as to prepare students for the completion of Algebra I in 8th grade.

SEVENTH GRADE ACCELERATED PROGRAM DESCRIPTION

Grade 7 – (Accelerated Course) Students that have met the criteria for accelerated mathematics following regular sixth grade math will utilize a faster paced curriculum than other students in the grade. The coursework will include a rigorous combination of both seventh and eighth grade-level mathematics content. Students must continue to demonstrate successful performance by maintaining at least an 85% average each marking period to remain in the course. Exit procedures will be enforced for students in the accelerated sections if they do not maintain the 85% average. Acceleration will expand learning vertically to prepare students for the completion of Algebra I in 8th grade.

EIGHTH GRADE ALGEBRA I PROGRAM DESCRIPTION

Students who successfully complete the advanced sixth and seventh grade curriculum or the accelerated seventh grade curriculum will be placed in a high school level Algebra I course. As with the advanced and accelerated courses, students must maintain a class average of 85% or better to remain in Algebra I.

For more information on Advanced Classes and how placement is made, please refer to Regulation **2464.01: ADVANCED AND ACCELERATED MIDDLE SCHOOL MATHEMATICS COURSES**

GIFTED AND TALENTED PROGRAM

The Margate City School District creates selection criteria used to evaluate and identify students of exceptional academic ability for inclusion in the gifted and talented program. Each student's individual strengths and learning needs are monitored annually and addressed in the academic classrooms. Additionally, identified gifted students are offered a weekly enrichment opportunity to work with a teacher mentor on projects and topics of interest.

TIGHE TITAN PRIDE PROGRAM (POSITIVE SCHOOL CLIMATE AND CHARACTER EDUCATION PROGRAM)

Every year, students are exposed to instruction, special events, and guest speakers that promote the importance of a respectful school community that encourages strong personal character development. School-wide incentives are developed to encourage positive traits and reward students for high academic performance, strong school attendance, and good behavior. All staff members and students participate in the program, and each year the theme changes to keep the activities interesting and fun.

Sample events include pep rallies, movie days, breakfast treats, teacher classroom incentives, and nomination awards presented to students and staff.

EXTRA CURRICULAR AND ATHLETIC ACTIVITIES

There is a wide variety of after-school and lunchtime activities available at Tighe Middle School. Details noted below are for informational purposes, but may vary during the school year. Students should always refer to daily announcements for updated times and activities.

EXTRA CURRICULAR ACTIVITIES

Art Club - Enrichment projects in the visual arts; open to any interested student

Advisor: Mrs. Farrell

Grades: 5-8

Meeting Times: Weekly on Thursdays after school in the art room

Band Club - Group practices and instruction for instrumental students

Advisor: Mrs. Roland

Grades: 5-8

Meeting Times: Before or after school in the music room, typically once a week

Chess Club – Lessons on the strategy of chess; open to any interested student

Advisors: Dr. Jones

Grades: 5-8

Meeting Times: Periodically during lunch/recess (announced in advance at school)

Crafty Kids Club - Lessons and projects with knitting, crochet, calligraphy; open to any interested student

Advisors: Dr. Jones

Grades: 5-8

Meeting Times: Periodically during lunch/recess (announced in advance at school)

MathCounts - Competitive problem-solving math team - practices are mandatory - tryouts in the fall, competition in the spring

Advisor: Mrs. Scott

Grades: 6-8 (Students take placement exam to qualify)

Meeting Times: Periodically in the mornings before AM Homeroom (announced in advance at school)

Mathletes - Competitive problem-solving math team - practices are mandatory - tryouts in the winter, competition in the spring

Advisor: Mrs. Scott

Grades: 5 (Students take placement exam to qualify)

Meeting Times: Periodically in the mornings before AM Homeroom (announced in advance at school)

National Junior Honor Society - Selective acceptance based on academics, community service, and leadership - meetings and activity participation is mandatory - apply in the fall of 7th or 8th grade - qualified 7th grade students can run for office for their 8th grade year

Advisors: Mrs. Coughlin and Mrs. Jamie Bean

Grades: 7-8 (Students must complete application process to qualify)

Meeting Times: Periodically in the mornings before AM Homeroom or at recess (announced in advance at school), club projects/activities during school, after school, and on weekends

School Musical - Theater performance group, open to any interested student - practices and performances are mandatory - auditions in the fall and performances in the winter

Advisor: Mrs. Roland

Grades: 5-8

Meeting Times: After school, partial cast practices periodically in the mornings before AM Homeroom or at lunch/recess (announced in advance at school), performances during school, evenings, and on the weekend

Singsations - Choral performance group, open to any interested student - practices and performances are mandatory - multiple performances throughout the school year

Advisor: Mrs. Roland

Grades: 5-8

Meeting Times: Daily during lunch/recess, periodically in the mornings before AM Homeroom (announced in advance at school), performances during school

Student Council - Student leadership, citizenship, and school spirit group, open to any interested student - meetings and activity participation is mandatory - qualified 7th grade students can run for office for their 8th grade year

Advisors: Ms. Magel and Mr. Andersen

Grades: 5-8

Meeting Times: Periodically in the mornings before AM Homeroom (announced in advance at school), club projects/activities during school, after school, and on weekends

Tighe Environmental Club - Student environmental awareness group, open to any interested student - qualified students can run for office

Advisor: Mrs. Crompton

Grades: 5-8

Meeting Times: Periodically in the mornings before AM Homeroom (announced in advance at school), club projects/activities during school, after school, and on weekends

Academic Trivia Team - Competitive content knowledge team - practices are mandatory - tryouts in the fall, competition in the spring

Advisors: Mrs. Scott and Ms. Magel

Grades: 7-8 (Students take placement exam to qualify)

Meeting Times: Periodically in the mornings before AM Homeroom, sometimes at lunch/recess (announced in advance at school)

ACADEMIC SUPPORT AND TUTORING OPPORTUNITIES

Homework Club - Supervised study and work time with staff available for tutoring, open to any interested student

Monitors: Varies by day – Various staff members

Grades: 5-8

Meeting Times: Weekly on Mondays, Tuesdays, and Thursdays after school in the media center until 4:20 PM

Library Recess/Learning Lounge - Supervised study and work time with staff available for assistance, open to any interested student or students recommended to attend by a teacher

Monitors: Various

Grades: 5-8

Meeting Times: Daily during recess (students sign up daily in AM homeroom)

Peer Tutoring - Supervised peer tutoring to assist with studying and work completion, open to any interested student that volunteers or students recommended to participate by a teacher

Grades: 5-8

INTERSCHOLASTIC ATHLETICS and INTRAMURAL TEAMS

Cross Country - Co-ed - Practices and meets on the Ventnor boardwalk

Coaches: Mrs. Scott and Mr. Pasternak

Grades: 5-8

Season: fall

Field Hockey - Girls only - Practices and games on the field across from Tighe

Coaches: Mrs. Cafiero and Mrs. Cossaboon

Grades: 6-8

Season: fall

Soccer - Co-ed - Practices and games on the Jerome Avenue city field

Coaches: Ms. Crawford and Mr. McMenamin

Grades: 6-8

Season: fall

Boys Basketball - Practices alternate between Tighe and Ross, games in the Tighe gymnasium

Coach: Mr. Jimmy Hiltner

Grades: 6-8

Season: winter

Girls Basketball - Practices alternate between Tighe and Ross, games in the Tighe gymnasium

Coaches: Mr. Joe Marchiani and Mr. Jessie Weiner

Grades: 6-8

Season: winter

Volleyball -Co-ed - Practices and games in the Tighe gymnasium

Coaches: Mrs. Jennifer Carey and Mrs. Anita Grimley

Grades: 6-8

Season: late winter

HARASSMENT, INTIMIDATION AND BULLYING

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 Margate City 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.

Guardians of both the alleged perpetrator(s) and the potential victim(s) will be notified by the building principal or her designee any time an allegation of harassment, intimidation, or bullying is investigated. All parties involved will receive written notice of the outcome of the investigation according to the state mandated timelines.

HARASSMENT, INTIMIDATION and BULLYING/LEARNING DISABILITIES STRATEGIES

See the state website: [New Jersey State HIB Laws](#)

MARGATE CITY SCHOOL DISTRICT

SCHOOL CALENDAR

2025-2026

Approved -3/5/2025

<p style="text-align: center;">September</p> <p>M T W T F 8/27-28 Staff In-Service - #/* 3 4 5 8/29 Closed 8 9 10 11 12 1 LaborDay 15 16 17 18 19 2 Abbreviated days 22 - 24 25 26 for students; Staff In-Service 29 30 23 Rosh Hashanah</p> <p>Staff 22 Students 20</p>	<p style="text-align: center;">October</p> <p>M T W T F 2 Yom Kippur 1 - 3 15 Abbreviated day 6 7 8 9 10 for students; Staff 13 14 #/* 16 17 In-Service 20 21 22 23 24 27 28 29 30 31</p> <p>Staff 22 Students 22</p>	<p style="text-align: center;">November</p> <p>M T W T F 3-4 Students off; * * - - - 5 Fall Break 10 11 12 13 14 Staff In-Service 17 18 19 20 21 6-7 NJEA 24 25 X - - Convention 27-28 Thanksgiving</p> <p>Staff 15 Students 13</p>
<p style="text-align: center;">December</p> <p>M T W T F 10-12 K-8 1 2 3 4 5 Conferences; 8 9 # # # Abbreviated day for 15 16 17 18 19 students 22 X - - - 23 Abbreviated - - - 24-31 Winter ALL - - - Recess</p> <p>Staff 17 Students 17</p>	<p style="text-align: center;">January</p> <p>M T W T F 1-2 Winter Recess - - 14 Abbreviated day 5 6 7 8 9 for students; Staff 12 13 #/* 15 16 In-service - 20 21 22 23 19 Martin Luther 26 27 28 29 30 King Jr's Birthday</p> <p>Staff 19 Students 19</p>	<p style="text-align: center;">February</p> <p>M T W T F 13 Abbreviated day 2 3 4 5 6 students: Staff In- 9 10 11 12 #/* Service - 17 18 19 20 16 President's Day 23 24 25 26 27</p> <p>Staff 19 Students 19</p>
<p style="text-align: center;">March</p> <p>M T W T F 11-13 K-8 2 3 4 5 6 Conferences; 9 10 # # # Abbreviated day 16 17 18 19 20 students 23 24 25 26 27 30 31</p> <p>Staff 22 Students 22</p>	<p style="text-align: center;">April</p> <p>M T W T F 2- Abbreviated 1 X - day for ALL - - - - - 3-12-Spring 13 14 15 16 17 Break 20 21 22 23 24 27 28 29 30</p> <p>Staff 16 Students 16</p>	<p style="text-align: center;">May</p> <p>M T W T F 13 Abbreviated day; 1 Staff In-service day 4 5 6 7 8 20 Abbreviated day 11 12 #/* 14 15 for ALL, STEM/ 18 19 X 21 22 Enrichment Night - 26/ 27 28 29 25 Memorial Day</p> <p>Staff 20 Students 20</p>
<p style="text-align: center;">June</p> <p>M T W T F 15-16 Abbreviated 1 2 3 4 5 day for students; 8 9 10 11 12 15-16-Staff In- #/* X/* * 18 19 service 17- Staff last day</p> <p>Staff 13 Students 12</p>	<p>Total Student Days 180 Total Staff Days 185</p> <p>- = No School # = Abbreviated Day Students * = Staff In-service X = Abbreviated Day For ALL</p> <p>Note: No inclement weather days are included in the calendar. Make up days may include June 17(1st day), 18(2nd day), 19(3rd day), 22(4th day), 23(5th day), 24(6th day), and 25(7th day). <u>Additional make up days will come off the backend of spring break.</u></p>	