

ATTACHMENT C-A

**SAYREVILLE
BOARD OF EDUCATION
POLICY**

FILE CODE: 5131.1
 X **Monitored**
 X **Mandated**
 X **Other Reasons**

HARASSMENT, INTIMIDATION OR 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 Sayreville Public 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 Superintendent 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 Superintendent 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 Superintendent has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or

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emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The Board directs the Superintendent or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. "Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

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

Students

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

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

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

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

B. Remedial Measures

1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;

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- i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Student counseling;
 - l. Parent conferences;
 - m. Student treatment; or
 - n. Student therapy.
2. Environmental (Classroom, School Building or School District)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Adjustments in hallway traffic;
 - h. Modifications in student routes or patterns traveling to and from school;
 - i. Supervision of students before and after school, including school transportation;
 - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
 - k. Teacher aides;
 - l. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - m. General professional development programs for certificated and non-certificated staff;
 - n. Professional development plans for involved staff;
 - o. Disciplinary action for school staff who contributed to the problem;
 - p. Supportive institutional interventions, including participation of the intervention and

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- referral services team;
- q. Parent conferences;
- r. Family counseling;
- s. Involvement of parent-teacher organizations;

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

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

Staff

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

- A. Consequences
 - 1. Admonishment;
 - 2. Temporary removal from the classroom;
 - 3. Deprivation of privileges;
 - 4. Referral to disciplinarian;
 - 5. Withholding of Increment
 - 6. Suspension;
 - 7. Legal action; and
 - 8. Termination
- B. Remedial Measures
 - 1. Personal
 - a. Restitution and restoration;
 - b. Mediation;

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- c. Support group;
 - d. Recommendations of behavior or ethics council;
 - e. Corrective action plan;
 - f. Behavioral assessment or evaluation;
 - g. Behavioral management plan, with benchmarks that are closely monitored;
 - h. Involvement of school disciplinarian;
 - i. Counseling;
 - j. Conferences;
 - k. Treatment; or
 - l. Therapy.
2. Environmental (Classroom, School Building or School District)
- a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Supervision;
 - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - i. General professional development programs for certificated and non-certificated staff;
 - j. Professional development plans for involved staff;
 - k. Disciplinary action;
 - l. Supportive institutional interventions, including participation of the intervention and referral services team;

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m. Conferences;

n. Counseling;

Reporting Harassment, Intimidation and Bullying Behavior

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

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

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

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

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

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

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

District Anti-Bullying Coordinator

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

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

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

School Anti-Bullying Specialist

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

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

School Safety/School Climate Team

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

The school safety/school climate team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

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The school safety team shall:

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

No parent/guardian who is a member of the school safety team shall:

- A. Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal;
- B. Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident;
- C. Identify and address patterns of harassment, intimidation or bullying of students; or
- D. Participate in any other activities of the team which may compromise the confidentiality of a student.

Investigating Reported Harassment, Intimidation and Bullying

[To protect the victim, the Superintendent shall take into account the circumstances of the incident when communicating with parents/guardians and when following the investigation procedures.](#)

[All reported incidents of harassment, intimidation and bullying. The principal, or his or her designee, in consultation with the anti-bullying specialist, shall make a preliminary determination prior to initiating an investigation, as to whether a reported incident or complaint, assuming all facts presented are true, is a report that qualifies as harassment, intimidation and bullying](#)

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[according to the law \(within the scope of N.J.S.A. 18A:37-14\).](#)

[If the principal, or his or her designee, in consultation with the anti-bullying specialist, determines that the incident or complaint is a report outside the scope of the law \(N.J.S.A. 18A:37-14\) and does not qualify as harassment, intimidation and bullying, this determination may be appealed to the Board of Education according to the appeal process detailed below. The determination of the Board may be appealed to the commissioner of education in accordance with law \(N.J.A.C. 6A:3\).](#)

[When the principal, or his or her designee, in consultation with the anti-bullying specialist, determines that the reported incident qualifies as harassment, intimidation and bullying, the report shall be investigated promptly and in accordance with law and the following procedures:](#)

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

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4. Other action taken or recommended by the Superintendent.
- F. The Superintendent or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
1. The nature of the investigation;
 2. Whether the district found evidence of harassment, intimidation, or bullying; or
 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The Board of Education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials. In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

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

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

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

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

Retaliation and Reprisal Prohibited

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

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

A. Students

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

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B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

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

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

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

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

A. Consequences

1. Admonishment;
2. Temporary removal from the classroom or school;
2. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people);
5. Classroom or administrative detention;
6. Referral to disciplinarian;
7. In-school suspension during the school week or the weekend;
8. After-school programs;

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9. Out-of-school suspension (short-term or long-term);
10. Legal action;
11. Withholding of Increment;
12. Suspension;
13. Expulsion;
14. Termination;
15. Termination of service agreements or contracts (vendors, volunteers);
16. Public sanction (board members);
17. Ethics charges (some administrators, board members).

B. Remedial Measures

1. Personal
 - a. Restitution and restoration;
 - b. Mediation;
 - c. Peer support group;
 - d. Recommendations of a student behavior or ethics council;
 - e. Corrective instruction or other relevant learning or service experience;
 - f. Supportive student interventions, including participation of the intervention and referral services team;
 - g. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate;
 - h. Behavioral management plan, with benchmarks that are closely monitored;
 - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
 - j. Involvement of school disciplinarian;
 - k. Counseling;
 - l. Conferences;
 - m. Treatment; or

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- n. Therapy.
- 2. Environmental (Classroom, School Building or School District)
 - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying;
 - b. School culture change;
 - c. School climate improvement;
 - d. Adoption of research-based, systemic bullying prevention programs;
 - e. School policy and procedures revisions;
 - f. Modifications of schedules;
 - g. Supervision;
 - h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
 - i. General professional development programs for certificated and non-certificated staff;
 - j. Professional development plans for involved staff;
 - k. Disciplinary action;
 - l. Supportive institutional interventions, including participation of the intervention and referral services team;
 - m. Conferences;
 - n. Counseling;

Appeal Process

The parent or guardian may request a hearing before the Board after receiving the information from the Superintendent regarding the investigation. The hearing shall be held within 10 days of the request. The Board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

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

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

Approved Private Schools For Students With Disabilities (PSSDs)

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

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

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

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

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

Parents or guardians of students who are parties to a harassment, intimidation, or bullying investigations conducted by this district or an approved PSSD in which their child is placed may request a hearing before the Board of Education concerning the information received about an

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investigation. Any request for a hearing before the Board of Education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the Board shall be scheduled in collaboration with the approved PSSD and held by the Board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

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

Training

A. School Leaders

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

B. Teaching Staff Development

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

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school district shall:

HARASSMENT, INTIMIDATION OR BULLYING (continued)

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

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

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

Reporting to the Board

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

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

HARASSMENT, INTIMIDATION OR BULLYING (continued)

Reporting to the Department of Education

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

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

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

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

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

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

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

Program Assessment and Review

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

Policy Development and Review

HARASSMENT, INTIMIDATION OR BULLYING (continued)

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

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

Publication, Dissemination and Implementation

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

The Superintendent shall take the following steps to publicize this policy:

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

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the home page of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the home page of the school's website. The information concerning the district antibullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

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

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

HARASSMENT, INTIMIDATION OR BULLYING (continued)

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

HARASSMENT, INTIMIDATION OR BULLYING (continued)

Possible

<u>Cross References:</u>	3541.33	Transportation safety
	5114	Suspension and expulsion
	5124	Reporting to parents/guardians
	5131	Conduct/Discipline
	R5131	Student Behavior on School Bus
	5131.5	Vandalism/violence
	5131.7	Weapons and dangerous instruments
	5145.4	Equal educational opportunity
	5145.6	Student grievance procedure
	5145.11	Questioning and apprehension
	5145.12	Search and seizure
	6145	Extracurricular activities
	6164.4	Child study team
	6171.4	Special education
	6172	Alternative educational programs

Key Words

Conduct, Discipline, Student Conduct, Student Conduct, Student Behavior on School Bus, Bullying, Intimidation, Harassment, Bus Driver, Weapons and Dangerous Instruments

Date Adopted: 08/23/2005

Date Revised: 11/21/2007, 12/16/2008, 08/18/2009, 12/15/2009, 08/16/2011, 02/20/2018

Rationale: Changes allow the principals to review the initial complaint and determine whether the circumstances presented are an HIB matter or if the investigation and any required consequence should be applied as matter of the broader Student Code of Conduct.

ATTACHMENT C-B

**SAYREVILLE
BOARD OF EDUCATION
POLICY**

FILE CODE: 6147.1
 X **Monitored**
 Mandated
 Other Reasons

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Board of Education encourages the certified staff, under the direction of the Superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, and the use of cumulative pupil records. Recognized standardized achievement tests may also be used in grades designated by the Board.

The Superintendent shall have the right to review disputed grades and with Board approval to adjust them. The Board shall not approve the adjustment of any grades when such adjustment is not recommended in writing by the Superintendent to the Board of Education.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist pupils in achieving the New Jersey Student Learning Standards;
- B. Measure the needs and progress of individual pupils;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district pupils with national or other norms;
- E. Aid in evaluation of programs.

EVALUATION OF INDIVIDUAL
STUDENT PERFORMANCE (continued)

The district testing program shall embody at least the tests required by state and federal law at grades K-12. The administration shall continually scrutinize the applicability and effectiveness of assessments being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, gender, gender identity or expression, affectional or sexual orientation, disability, nationality, marital status, familial status, pregnancy, religion, sex, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the Superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the Superintendent shall obtain written consent from parents/guardians of the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Determining Class Rank

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for students in grades 11 and 12 as follows:

Numerical Grade	Letter Grade	Standard Grade Points	Honors Grade Points	AP Grade Points
97-100	A+	4.3	4.8	5.3
93-96	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	3.4
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
65-69	D	1.0	1.5	2.0
64 or below	F	0.0	0.0	0.0

EVALUATION OF INDIVIDUAL
STUDENT PERFORMANCE (continued)

- A. All students shall be ranked together.
- B. Class ranks shall be computed by the grade in all subjects.
- C. In recognition of the heavier burden of certain work, grade point averages shall be weighted by awarding extra credit for each honors or Advanced Placement (AP) course in accordance with the chart above
- D. The Board may, but is not required to, appropriate funds in a school/budget year which will provide for the administration of the Advanced Placement exam to all pupils enrolled in an advanced placement course without cost to the pupil. If the Board elects to make such an appropriation, all pupils enrolled in an advanced placement course shall be required to complete the advanced placement examination in order to earn the advanced placement grade point credit. Failure of a pupil to complete the advanced placement examination for any reason shall result in only the award of honors grade point credit for the course .
- E. When two or more students have all A's, ranking will be as follows:
 - 1. The student having the greatest number of honors courses, even with more total courses, will rank number one, regardless of the numerically lower grade point average.
 - 2. Students having an equal number of honors courses, will share the same numerical standing in class regardless of the number of courses taken.

A student's grade point average and rank in class shall be entered in his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on students' records and on all transcripts, where they will be available for review by authorized persons.

Grades earned in summer school programs shall not be included for calculation of class rank.

EVALUATION OF INDIVIDUAL
STUDENT PERFORMANCE (continued)

Possible

<u>Cross References:</u>	1000/1010	Concepts and roles in community relations; goals and objectives
	1120	Board of education meetings
	5113	Absences and excuses
	5120	Assessment of individual needs
	5124	Reporting to parents/guardians
	5125	Pupil records
	5141.3	Health examinations and immunizations
	6142.6	Basic skills
	6146	Graduation requirements
	6146.2	Promotion/retention
	6147	Standards of proficiency
	R6147.1	Student Assessment, Grading, and Reporting of Grades

Key Words

Evaluation, Pupil Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

Date Adopted: 08/23/2005

Date Revised: 07/15/2014, 05/19/2015

Rationale: Made various typographical corrections and also updated to reflect Student Learning Standards based upon district committee recommendations

ATTACHMENT C-C

**SAYREVILLE
BOARD OF EDUCATION
REGULATION**

FILE CODE: R6147.1
 Monitored
 Mandated
 Other Reasons

STUDENT ASSESSMENT, GRADING, AND REPORTING OF GRADES

Purpose

To publish the procedures for grading and reporting student progress

Definitions

- A. Instructional objectives are general statements of what the student should attain and represent the purposes of instruction for all students in a course.
- B. Assessment Measures are indicators that are used to provide evidence of the attainment of instructional or performance objectives. The degree to which each student has attained these objectives is determined by performance on assessment measures. The nature and numbers of these measures necessary to demonstrate attainment are an integral part of evaluating student progress and planning instruction.
- C. Performance objectives are specific statements of what the student should be able to do. These objectives, contained in curricula guides or formulated by teachers, assist the student in the attainment of the instructional objectives. Performance objectives are used for planning classroom instruction and are assigned based on a student's progress in the subject. Those appearing in the curriculum guides are suggestions of ways to attain the instructional objectives.
- D. Grading, in accordance with the policy on Grading, is used in these procedures in a broad sense to include the assignment of any symbols for evaluation as well as the related comments, conferences, and reports. Where emphasis is on the comments or the conference or the report, the word "evaluation" is sometimes used.

Procedures

The Sayreville school district recognizes that no one method of student assessment and grade reporting system can be all encompassing. The information outlined below is a starting point for the multi-faceted, comprehensive reporting system that we strive to achieve because it is a critical piece for students, parents, and staff in the overall educational process.

Student assessment and grade reporting is considered a positive tool to measure growth,

STUDENT ASSESSMENT, GRADING AND
REPORTING OF GRADES (continued)

progress, and the development of the student. One of several important components of student assessment and grading systems is the student's report card. This is mentioned specifically because it is the traditional and most often used format for providing information about student progress and performance. One of the goals of this grading regulation is to allow for consistency of grading practices between teachers teaching the same course, among all teachers within a school, and between teachers in the different schools in the district.

A. Criteria for Grading and Reporting Student Progress

The Sayreville Public Schools Curricula, New Jersey Student Learning Standards, and supporting materials represent the basic framework or reference source for the validation of student reporting practices. Grading and reporting of student progress are based on performance on assessment measures identified for the instructional and performance objectives in accordance with the Sayreville Public School curricula documents that are appropriate to the subject offering, grade, or age level. Students will be informed of the general objectives of each course or unit and of the basis upon which students' performance will be evaluated. Parents will be informed of the general objectives by the school.

B. Grading Practices

Grading is based on performance on assessment measures identified for the instructional objectives of the curriculum. All assessment measures for the objectives of the unit of instruction in the course will be considered when a grade is determined. At all grade levels, assessment activities selected by teachers for each objective will be used to establish standards of acceptable performance for students in their schools or departments. Grades should not be used as a behavior/discipline consequence. For students with disabilities receiving special education services, grading is based on instructional and performance objectives assigned to the student. All appropriate and documented curricula modifications and accommodation for both instruction and assessment will be available and implemented.

Each teacher is charged with the responsibility of using valid and reliable grading procedures. All teachers must have a clearly defined and written grade system that is approved by their supervisor and/or principal within the first two weeks of school. Teachers should assess outcomes beyond the routine recall of facts. The professional staff should work together to develop common and fair standards for evaluating student work.

Teachers are to grade students on mastery of objectives. When relatively large numbers of low grades are noted in the distribution of grades for a class group, the instructional program should be reexamined and/or there should be a consultation with the immediate supervisor to find ways of improving the learning experience of students who are not achieving.

In special education programs, K-12, the evaluation of student progress by teachers and specialists will be based on the attainment of the Individualized Education Program (IEP) objectives.

STUDENT ASSESSMENT, GRADING AND
REPORTING OF GRADES (continued)

C. Assessment

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, age, disability, marital status, ancestry, national origin, or socio-economic status.

The frequency and appropriateness of student assessment is crucial to fairness in the grading of students and has direct implications for their graduation. Types of assessment devices may include, but is not limited to, tests, quizzes, homework, written reports, notebooks, projects, portfolios, and group work.

Grades K – 5

The purpose of standards based grading (SBG) is to have students' grades reflect their understanding of the academic content outlined in the New Jersey Department of Education's Student Learning Standards. SBG bases a student's grade on concept understanding, not on homework, class participation, or practice. This means that grades will be based solely on assessments which will provide a more accurate picture of a student's learning, and will promote a dialogue of how the student can master the material in the class. Courses using standards based grading will identify major standards for each trimester. The number of standards for each course will vary. These targets are aligned with state accountability benchmarks and will be used to track student performance. In addition, classroom activities and assessments will be aligned with these targets.

The marks which appear on the report cards are not averaged. These marks reflect the student's achievement level at the end of each trimester on the individual standards.

The following assessment guidelines should be adhered to:

1. Students will receive formative and summative evaluations that measure their progress on each learning target and standard. A student's academic grade at the end of each trimester will be based on his/her level of mastery as evidenced on the appropriate rubric.
2. Assessments, formal and informal, are a measure of student understanding of materials, and therefore will make up 100% of a student's grade. Assessments may include, but are not limited to, quizzes, tests, classwork assignments, anecdotal notes, teacher observation, and projects. Assessments are aligned to the New Jersey Student Learning Standards and reflect the district approved curriculum.
3. Learning behaviors (collaboration, work ethic, personal responsibility), homework and class participation are reported separately and are not to be factored into academic grades.
4. All teachers who teach the same subject/grade level should use approximately the same number and similar types of assessment devices during a trimester.

STUDENT ASSESSMENT, GRADING AND
REPORTING OF GRADES (continued)

Grades 6-12

1. Students should be graded on the basis of a minimum of eight assessment devices per marking period for those classes that meet daily. The issuance of assessment devices should be fairly evenly distributed throughout the marking period.
2. Student evaluation and marking period grades should be arrived at through the use of a variety of assessment devices.
3. All teachers who teach a particular subject should use approximately the same number and similar types of assessment devices within a marking period.
4. Assessment devices should be aligned to the Common Core and/or the New Jersey Student Learning Standards in both content and wording whenever possible.
5. Homework will account for a maximum of 5% of each marking period grade in core curriculum courses. Homework should be meaningful and be of an appropriate length determined as described in Policy 6154.
6. Extra credit should be issued judiciously, if at all. Extra credit must be connected to a learning standard and integrated in a specific assessment or assignment. Extra credit points may account for a maximum of 5% of an assessment grade. Extra credit will not take the place of missed assignments, nor is it added as a separate entry in calculating a final marking period grade.
7. Class participation and preparedness are behavioral and should not be calculated in a marking period grade.
8. Formative assessments in classes that require active demonstration of knowledge and skills may include participation as an integral part of the grade. These classes may include physical education, music, performing and visual arts and practical arts.
9. Students should be provided the opportunity to complete assignments after the due date. However, this may result in a reduction of the overall grade for that particular assignment.

D. Evaluation Feedback

1. Student
 - a) Course objectives and the teacher's grading system should be made clear to each student, and he/she should be given continuous feedback on the quality of his/her work. The purpose of such feedback should be to assist the student in attaining each objective of the unit of instruction, not to tell the student where he/she ranks in relation to others. When the student is experiencing learning difficulties, the teacher should confer with the student in advance of the end of the reporting period to bring about improvements and minimize the chances of a continuing problem. At that time, teachers should reexamine instructional strategies, request specialist consultation, or refer the student to the educational management team, as appropriate.

STUDENT ASSESSMENT, GRADING AND
REPORTING OF GRADES (continued)

- b) Evaluation activities will be based on materials covered in the subject.
- c) All graded work will be routinely returned to students within a reasonable amount of time for reviewing achievement and progress. Any unreturned graded student work will be kept on file by the teacher for possible review for a minimum of one year.
- d) Students have the right and responsibility to be informed of their grade at all times. Teachers will be given reasonable time to respond to the student.

2. Parents

Parents will be informed of the general objectives of each subject by the school. Parents will be apprised of learning difficulties through the reporting system and by conferences as needed. A conference with the parent is encouraged when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade. Conferring with parents is encouraged beyond the minimum conference provisions of this regulation so that parents may be aware of the student's progress at all levels.

3. Progress Report

Progress reports for all students will be issued mid-marking period. In addition, student assessment information will be available to all parents in the Parent Portal.

E. Grade Reporting System

The philosophy of the Board is to utilize a grade reporting system in which there is continuity between grade levels while ensuring a strong standards based reporting approach at the earliest stages of a pupil's education. Beginning in the 2016 – 2017 school year, the Board established a standards-based grade reporting system in grades K – 5. The achievement levels for pupils in grades K-5 shall be reported as: Needs Support, Approaching Standards, Meets Standards, or Exceeds Standards as assessed by district defined rubrics.

In grades 6-12, the Board will utilize an adopted letter grade reporting system that is based upon set numerical grade ranges. The grades of sixty-five (65) to one hundred (100) are passing grades. While it is the primary purpose of a reporting system to reflect accurately pupil achievement and progress, the system is also intended to be motivational. The Board therefore has established that for the first two marking periods only; the minimum failing average of 50 would be used in calculating the final average. Each numerical marking period grade shall be weighted evenly and averaged into a final grade for each course.

STUDENT ASSESSMENT, GRADING AND
REPORTING OF GRADES (continued)

Possible

<u>Cross References:</u>	1000/1010	Concepts and roles in community relations; goals and objectives
	1120	Board of education meetings
	5113	Absences and excuses
	5120	Assessment of individual needs
	5124	Reporting to Parents
	5125	Pupil records
	5141.3	Health examinations and immunizations
	6142.6	Basic Skills
	6146.2	Promotion/Retention
	6147	Standards of Proficiency
	6147.1	Evaluation of Individual Student Performance

Key Words

Parents/Guardians; Reporting to Parents/Guardians; Role of Parents/Guardians; Grading; Student Assessment; Reporting of Grades

Date Adopted: 08/23/2005

Date Revised: 10/15/2013, 09/15/2015, 09/20/2016, 02/20/2018

Rationale: Implement the changes proposed by the district committee studying homework and assessment. Reduce overall grade impact of homework. Better align regulation to standards based report cards at the K-5 level.

ATTACHMENT C-D

**SAYREVILLE
BOARD OF EDUCATION
POLICY**

FILE CODE: 6154
 Monitored
 Mandated
 Other Reasons

HOMEWORK/MAKEUP WORK

The Board of Education defines homework as student learning activities conducted outside of school hours not under the direct supervision of the professional educator. The Board of Education believes that homework is an essential part of an effective and well-planned instructional program. Homework serves as an extension of learning beyond the classroom and the school day that supports the development of students' life-long skills and attitudes toward learning from kindergarten through twelfth grade.

The Board of Education acknowledges that students have many opportunities to engage in personal learning activities and that sufficient time must be allowed for these and other family activities. Excessive homework could have negative consequences on some children, which may lead to undue stress and fatigue and deny access to leisure time. Such consequences depend in large part on the child's age, ability and other personal factors.

The purposes of this policy are as follows:

- A. To provide specific guidelines on homework for teachers, parents and students
- B. To help promote continuity and consistency with homework practices across grade levels and subject areas throughout the district
- C. To help promote and poster positive attitudes/experiences about homework
- D. To help increase the level of communication between home and school, especially as it relates to home assignments

In establishing a philosophy for homework, the teacher committee, administrators, and the Board of Education Policy Committee primarily looked at its purpose. The committees have established that homework may serve many of the following purposes:

- A. Provide independent practice of skills and concepts taught in the classroom.
- B. Provide preparation for a new concept or a preview of material that will be studied in the future.
- C. Provide a review of previously taught materials.

HOMEWORK/MAKE-UP WORK (continued)

- D. Provide an opportunity to complete unfinished tasks.
- E. Provide elaboration, enrichment, and/or extension of material studied in the class.
- F. Provide parents with an opportunity to become involved in their child's learning
- G. Provide opportunities for students to reinforce proper study habits and skills in self-discipline and time-management.

Homework should be assigned with specific instructional purposes and related to the instructional objectives and desired student outcomes. Homework will not be punitive.

All tasks should be explained clearly, keeping in mind the varying ability levels of children within a class. As appropriate, concise written instructions should be included to ensure parents have a clear understanding of the tasks involved.

As appropriate, the consistent use of agenda books/planners should be encouraged to record daily homework assignments. It is recommended that parents/guardians sign/initial the agenda book/planner each evening, especially in the younger grade levels.

New concepts should not be introduced as homework tasks. Exceptions to this could include work assigned due to absence from school or pre-reading activities assigned prior to new units being introduced in class.

Homework should be assigned Monday through Thursday. When a test/task is due on Monday, sufficient notice should be provided.

A clear statement of expectations for homework at each grade level should be included in the packet shared at Parent Orientation sessions, Parent/Student Handbooks, individual school websites, etc.

When homework assignments are consistently not being completed, parental contact is essential (phone calls, notes in agenda, emails, etc). An appropriate plan of action should be developed between the student, parent, counselor and teacher.

Time should be made each day for students to record homework tasks and prepare materials for homework assignments. Consistent routines for recording homework are essential. Students need to be made aware of the schools' expectations and procedures.

The following timeframes are recommended as a guideline for assigning homework:

General Time Allotments per School Night

Grade K	10 - 20 minutes (not including 10 – 20 minutes per school night of reading)
Grades 1 – 3	20 - 30 minutes (not including 10 – 20 minutes per school night of reading)
Grades 4 – 5	40 - 50 minutes (not including 10 – 20 minutes per school night of reading)
Grades 6 - 8	60 - 80 minutes *
Grades 9 - 12	90 – 120 minutes *

HOMEWORK/MAKE-UP WORK (continued)

* Honors, Advanced and Advanced Placement (AP) courses may require an additional time commitment

Summer Work

Summer work is designed to foster independent practice and prevent summer regression.

- A. At the elementary level (students entering grades 1-5) summer work is optional and may include the completion of a reading log and the use of suggested mathematics resources.
- B. In grades 6 – 12 summer work is prescribed by the department and grade level.
- C. Honors, Advanced and Advanced Placement (AP) courses may have additional summer assignment requirements as defined by the teachers.

Homework-Free Times

The committees and the Board of Education believe that holidays and weekends are a time for rest and rejuvenation and a time for families to be together. Homework-free times will include the following:

- A. Weekends, Winter and Spring breaks
- B. No long-term projects will be due and no tests will be given immediately upon return from these breaks
- C. Teachers' Convention in November

The Superintendent, in collaboration with principals and teachers, will establish individual schools' homework expectations and procedures consistent with the Board of Education Homework Policy. Pupils absent for any reason must make up assignments, classwork, and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Pupils being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class. Incompletes

Students who have not completed missed work prior to the end of the marking period due to excused absences or extenuating circumstances may receive an incomplete for the marking period. Pupils will be given 10 school days, following the end of the marking period to make up the missed work. Additional time, if warranted, may be granted by the building principal on a case by case basis.

HOMEWORK/MAKE-UP WORK (continued)

Possible

<u>Cross References:</u>	1322	Contests for pupils
	5020	Role of parents/guardians
	5113	Absences and excuses
	5124	Reporting to parents/guardians
	6145	Extracurricular activities
	6153	Field trips
	6174	Summer school

Key Words

Homework, Makeup Work

Date Adopted: 08/23/2005

Date Revised:

Rationale: Adopt the recommendations of the district committee which studied the matter of homework to adopt recommended quantities of homework, homework free times, and clarify the purposes of homework.