

# REGULATION

## 2624. GRADING SYSTEM

### A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the adopted New Jersey State Standards, and/or locally established learning goals and objectives:
  - a. Active participation in and attention to daily lessons,
  - b. Frequent contribution to discussions,
  - c. Prompt, thorough, accurate, and neat preparation of assignments,
  - d. Thorough preparation and performance on tests and assessments,
  - e. Display of an eagerness to learn and an inquisitive approach to lessons,
  - f. Attention to the need for proper materials,
  - g. Cooperation with the teacher's efforts, and
  - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

### B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
4. Pupils should be encouraged to evaluate their own achievements.

5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

#### C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year.
2. Progress reports will be provided to pupils and parents of students in grades 3-8 at mid-point of each marking period.
4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

#### D. Basis for Grading

The teacher responsible for assigning a grade should take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral and written reports on materials read by the pupil;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;
9. Other evidences of the pupil's constructive efforts and achievements in learning; and
10. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460.

#### E. Meaning of Grades

1. The following grades will be given in each academic subject at the end of each marking period:
  - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above and/or exceeds or meets grade level standards; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.

- b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is meeting or exceeding grade level standards; whose work frequently excels; and who generally demonstrates strength in the subject.
- c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency, who is developing proficiency on grade level standards.
- d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject, who developing and/or not meeting proficiency on grade level standards.
- e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study, is not meeting grade level proficiency standards.

2. The following grading scales and indicators shall be used:

Pre-School: Narrative and/or Skill Based

Kindergarten through Eight: Scales

- 4 = Exceeds grade level standards
- 3 = Meets grade level standards
- 2 = Developing proficiency on grade level standards
- 1 = Not yet meeting grade level standards
- NA = Not assessed

Grades One through Eight: Grading Scale (Percent)

- 93 – 100 = A
- 85 – 92 = B
- 75 – 84 = C
- 65 – 74 = D
- 64 and below = F

Special Areas: Expectations Scale

- O = Outstanding – Exceeding and/or meeting expectations
- S = Satisfactory – Meeting and/or developing expectations
- N = Needs Improvement – Developing and/or not yet meeting expectations
- U = Unsatisfactory – Not meeting expectations

Rubric Scores - Custom Grades

- 4 = 100%
- 3.5 = 95%
- 3 = 90%
- 2.5 = 85%

- 2 = 80%
- 1.5 = 75%
- 1 = 70%
- 0.5 = 65%
- 0 = 60%

Grades K through Eight: Categories (Percent)

Categories	K	1	2	3	4	5	6	7	8
Homework	5%	5%	5%	10%	10%	15%	15%	15%	15%
Assessments/Projects	55%	55%	55%	50%	50%	50%	50%	50%	50%
Classwork	40%	40%	40%	40%	40%	35%	35%	35%	35%

F. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to pupils. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded.

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
6. Any referrals for guidance, discipline, and the like; and
7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

G. Appeal

1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.
2. Each teacher may be required to furnish reasons, supported by evidence (see paragraph E above) to substantiate any grade earned.
3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt

to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.

5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

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TEACHING STAFF MEMBERS

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In Service Training

Jun 16

M

# ABOLISHED

[See POLICY ALERT Nos. 172 and 209]

## 3244 IN-SERVICE TRAINING

~~The Board of Education believes that the continuing improvement of the professional skills of teaching staff members is essential to the provision of a thorough and efficient system of education. The Board accepts the responsibility for providing training for staff members in order to encourage and foster their professional growth and improve the instructional and support services of this district. Staff training shall include district wide and school wide programs as well as individual personal improvement programs.~~

~~The Superintendent shall plan and present to the Board a program of in service training that is consistent with the assessed needs and goals of the district. The in-service training program will be developed in consultation with appropriate teaching staff members and shall include the demonstrable results by which the effectiveness of the program will be evaluated.~~

~~The Superintendent shall report \_\_\_\_\_ (monthly, annually, periodically, other) to the Board on the conduct of the in service training program and the results of its evaluation.~~

~~N.J.A.C. 6A:9-15.1 et seq.~~

Adopted:



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TEACHING STAFF MEMBERS

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In-Service Training

Jun 16

M

## ABOLISHED

[See POLICY ALERT Nos. 117 and 209]

### R 3244 IN-SERVICE TRAINING

~~In-service programs shall be the responsibility of the \_\_\_\_\_.  
He/She shall solicit from teachers and staff input on the need for in-service instruction and shall develop an appropriate program, establish a schedule and notify the appropriate individuals and inform the Superintendent of Schools, who shall apprise the Board of Education regarding the in-service program for teachers and staff.~~

N.J.A.C. 6:8-2.8(a)4

Issued:



**New Jersey Department of Education  
School Self-Assessment for Determining Grades  
under the *Anti-Bullying Bill of Rights Act***

<b>Core Element #1: HIB Programs, Approaches or Other Initiatives (N.J.S.A. 18A:37- 17a)</b>		
<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<b>A. The school annually <u>establishes</u> HIB programs, approaches and initiatives.</b>	<input type="checkbox"/> Does Not Meet the Requirements	No HIB programs, approaches or initiatives are established.
	<input type="checkbox"/> Partially Meets the Requirements	HIB programs, approaches and initiatives are being established.  The annual establishment of programs, approaches and other initiatives involves some, but not all, of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.
	<input checked="" type="checkbox"/> Meets All Requirements	HIB programs, approaches and initiatives are established.  The annual establishment of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.
	<input type="checkbox"/> Exceeds the Requirements	HIB programs, approaches and initiatives are imbedded throughout the educational program for the purpose of improving school climate and fostering a culture of high expectations for safe, civil, and supportive student and staff behavior.  The annual establishment and imbedding of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.
	Sample Documentation	<ul style="list-style-type: none"> <li>• School calendar</li> <li>• Meeting minutes</li> <li>• Meeting sign-in sheets</li> <li>• Grade-level meeting minutes</li> <li>• Agendas</li> <li>• Curriculum scope and sequence</li> <li>• Lesson plans</li> </ul>



		<ul style="list-style-type: none"> <li>• Action plans</li> <li>• Purchase orders</li> </ul>
<p><b>B. The school annually implements and documents HIB programs, approaches or other initiatives.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>No programs, approaches and other initiatives are implemented.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>Plans are underway to implement programs, approaches or other initiatives (e.g., training has been scheduled or completed, but the programs, approaches or other initiatives either have not been implemented or have not been fully implemented).</p> <p>The annual implementation of programs, approaches and other initiatives involves some, but not all, of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input checked="" type="checkbox"/> Meets All Requirements	<p>Programs, approaches or other initiatives are implemented.</p> <p>The annual implementation of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input type="checkbox"/> Exceeds the Requirements	<p>Evidence-based programs, approaches or other initiatives are implemented throughout the year.</p> <p>There is evidence that the programs, approaches and other initiatives have been implemented according to the program design.</p> <p>HIB programs are implemented with concrete start dates and are well documented.</p> <p>Programs are implemented district-wide, school-wide and classroom-wide.</p> <p>The annual implementation and documentation of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.</p> <p>Program and policy information is made easily accessible to the community.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• Programs from special events</li> <li>• Agendas with dates</li> </ul>

		<ul style="list-style-type: none"> <li>• Sign-In sheets/Roster with dates</li> <li>• Classroom and/or school observation forms</li> <li>• Staff and student interviews</li> <li>• Use of websites, newsletters, announcements or other informative materials and media</li> </ul>
<b>C. The school annually assesses HIB programs, approaches or other initiatives.</b>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of assessment of any programs, approaches or other initiatives.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>Programs, approaches or other initiatives are evident but there is no evidence of assessment.</p> <p>The annual assessment of programs, approaches and other initiatives involves some, but not all, of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input type="checkbox"/> Meets All Requirements	<p>Programs, approaches or other initiatives are annually assessed.</p> <p>The annual assessment of programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>Survey and other data are used to assess and track the effectiveness of HIB programs, approaches or other initiatives.</p> <p>The HIB programs, approaches or other initiatives are a part of staff members' performance evaluations on general standards related to school climate, culture and conditions for learning.</p> <p>The evaluation includes information on the degree of implementation fidelity and findings to guide improvements in the programs, approaches or other initiatives.</p> <p>The annual assessment of the programs, approaches and other initiatives involve all of the following groups: school staff, students, administrators, volunteers, parents, law enforcement and community members, and involve others, as needed.</p>
	Sample Documentation	<ul style="list-style-type: none"> <li>• Survey reports.</li> <li>• Student and staff member assessments.</li> <li>• Evaluation reports</li> <li>• Assessment component of a program action plan</li> </ul>
<b>D. The school's HIB programs, approaches or other initiatives</b>	<input type="checkbox"/> Does Not Meet	<p>There is no evidence of HIB programs, approaches or other initiatives designed to create school-wide conditions to</p>

<p>are designed to create <u>school-wide conditions</u> to prevent and address HIB.</p>	<p>the Requirements</p>	<p>prevent and address HIB.</p>
	<p><input type="checkbox"/> Partially Meets the Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives, but there is no evidence or incomplete evidence indicating that they are designed to create school-wide conditions to prevent and address HIB.</p>
	<p><input checked="" type="checkbox"/> Meets All Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives that are designed to create school-wide conditions to prevent and address HIB.</p>
	<p><input type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence of HIB programs, approaches or other initiatives designed to create positive school-wide conditions designed to prevent and address HIB is observable in classrooms and throughout the school building.</p> <p>HIB prevention themes are integrated into the instructional program.</p> <p>The school district's core ethical values, expected student behaviors and options and resources for preventing and addressing HIB acts are visible and readily identified by students and staff.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• Staff, student and/or parent interviews</li> <li>• Conditions for learning/school climate checklists</li> <li>• EVVRS incident Data</li> <li>• Mission/Vision statement</li> <li>• Program goals and objectives</li> <li>• Use of evidence-based programs (e.g., identified by SAMHSA - <a href="http://www.nrepp.samhsa.gov/">http://www.nrepp.samhsa.gov/</a>; OJJDP - <a href="http://www.ojjdp.gov/mpg/">http://www.ojjdp.gov/mpg/</a>; or CASEL - <a href="http://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-self-programs/">http://casel.org/publications/safe-and-sound-an-educational-leaders-guide-to-evidence-based-self-programs/</a>)</li> <li>• Needs assessment data supporting the program used</li> <li>• Evaluation data regarding the effects of the program on school-wide conditions</li> </ul>
<p>E. The school safety team (SST) has <u>identified patterns</u> of HIB and <u>reviewed school climate and school policies</u> for the prevention of HIB.</p>	<p><input type="checkbox"/> Does Not Meet the Requirements</p>	<p>There is no evidence of a SST.</p>
	<p><input type="checkbox"/> Partially Meets the Requirements</p>	<p>There is evidence of a SST, but there is no evidence of the SST's identification of patterns of HIB or a review of school climate policies for the prevention of HIB.</p>
	<p><input type="checkbox"/> Meets All</p>	<p>There is evidence of a SST and the SST's identification of</p>

Requirements	<p>patterns of HIB and a review of school climate policies for the prevention of HIB.</p> <p>There is evidence of collaboration with the district anti-bullying coordinator in the collection of district-wide data and in the development of policies to prevent and address HIB.</p> <p>There is evidence of education to the school community (i.e., students, staff, administrators and parents) to prevent HIB.</p>
<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence of a SST.</p> <p>The SST used multiple data sources to identify patterns of HIB and used multiple strategies to review school climate policies and practices.</p> <p>There are written recommendations regarding the reduction of the identified HIB patterns and the improvement of school climate policies that are based on the review, and there is evidence that the recommendations have been or are being implemented.</p> <p>There is evidence of collaboration with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address HIB.</p> <p>There is evidence of multiple education programs planned with and provided to the school community (i.e., students, staff, administrators and parents) to prevent HIB. The programs address both HIB and the social, emotional and character development of students.</p>
Sample Documentation	<ul style="list-style-type: none"> <li>• Meeting minutes/notes</li> <li>• Reports of findings from reviews of HIB complaints and investigation reports</li> <li>• Reports of findings from focus group discussions and/or or interviews</li> <li>• Reports on the analysis of data (e.g., survey, program evaluation, student records)</li> <li>• Written recommendations based on the findings</li> <li>• School and district program plans</li> <li>• Agendas</li> <li>• Sign-in sheets</li> <li>• Letters of invitation</li> <li>• The findings are reflected in the school's program action plans</li> </ul>

**Core Element #2: Training on the BOE- approved HIB Policy (N.J.S.A. 18A:37-17b and c)**

Indicators	Rating Categories	Criteria
<p><b>A. School employees, contracted service providers and volunteers are provided <i>training</i> on the HIB policy.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of training on the HIB policy, adopted subsequent to January 2011, being provided to school employees, contracted service providers and volunteers.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>Not all school employees, contracted service providers or volunteers have been provided with training on the HIB policy adopted subsequent to January 2011.</p> <p>OR</p> <p>HIB policy materials have been distributed to school employees, contracted service providers or volunteers, but no training has been provided.</p>
	<input type="checkbox"/> Meets All Requirements	<p>All school employees, contracted service providers and volunteers have been provided with training on the HIB policy adopted subsequent to January 2011.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>Training on the HIB policy, adopted subsequent to January 2011, has been provided to community members as well as to all school employees, contracted service providers and volunteers who enter the building.</p> <p>All school employees, contracted service providers and volunteers have signed statements of assurances indicating their understanding of the policy and agreement to implement the policy.</p> <p>HIB policy information and clarifications are provided at staff meetings or in memos, circulars, newsletters or other forms.</p> <p>Ongoing technical assistance is provided on effectively implementing the HIB policy.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• Sign-in sheets</li> <li>• Training evaluations</li> <li>• School calendar</li> <li>• Invitations/announcements</li> <li>• Training or related materials</li> <li>• Student hand books</li> <li>• Statement of assurances</li> </ul>

<p><b>B. The HIB policy training includes instruction on preventing HIB on the basis of <u>protected categories</u> enumerated in the ABR and <u>other distinguishing characteristics</u> that may incite incidents of discrimination or HIB.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of training on the HIB policy.
	<input type="checkbox"/> Partially Meets the Requirements	<p>All school employees, contracted service providers and volunteers have been provided with training on the HIB policy, but there is no evidence that the training included instruction on preventing HIB based on the protected categories and other distinguishing characteristics.</p> <p>OR</p> <p>Materials on the protected categories and other distinguishing characteristics have been distributed to school employees, contracted service providers and volunteers, but no training has been provided.</p>
	<input type="checkbox"/> Meets All Requirements	All school employees, contracted service providers and volunteers have been provided with training on the HIB policy that included instruction on preventing HIB based on the protected categories and other distinguishing characteristics.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>All school employees, contracted service providers and volunteers have been provided with training on the HIB policy that included instruction on preventing HIB based on the protected categories and other distinguishing characteristics.</p> <p>Staff members are provided with concise written procedures to follow to implement the school's formal system for implementing the HIB policy.</p> <p>Ongoing technical assistance and policy clarifications are provided at staff meetings or in memos, circulars, newsletters or other forms.</p>
	Sample Documentation	<ul style="list-style-type: none"> <li>• Training or related materials (e.g., agendas, PowerPoint presentations, handouts)</li> <li>• Policy or guidance documents</li> <li>• Written procedures for staff</li> </ul>
<p><b>C. The HIB policy was <u>discussed</u> with students, in accordance with the district's process for these discussions.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of the establishment and implementation of a process for student discussions on the HIB policy.
	<input type="checkbox"/> Partially Meets the Requirements	<p>The policy has been discussed with some but not all students.</p> <p>OR</p>

		There is no evidence of a process being established for the policy discussions, but there is evidence of discussions of the policy with some or all students.
	<input type="checkbox"/> Meets All Requirements	There is evidence of the establishment and the implementation of a process for HIB policy discussions with all students.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence of the establishment and the implementation of a process for HIB policy discussions with all students that included large and small group discussions, explanations of practical implementation of the policy, supportive resources for preventing and intervening with HIB, and the establishment or reinforcement of staff and student behavioral norms characterized by safety, civility and support.</p> <p>There is evidence that the HIB policy discussions are reinforced and continued throughout the school year in classrooms, throughout the school building and with parents.</p>
	Sample Documentation	<ul style="list-style-type: none"> <li>• Written process for the discussions.</li> <li>• Agendas</li> <li>• Schedules/calendar</li> <li>• Evidence of staff assignments (e.g., memos, agendas)</li> <li>• Lesson plans</li> <li>• PowerPoint presentations</li> <li>• Media center or library material usage</li> <li>• Classroom or other materials used in the discussions</li> <li>• Public address announcements</li> <li>• Notes from discussions</li> <li>• Evidence(e.g., program action plans, goals and objectives, assessment data) that the discussions are part and integrated part of the school's HIB prevention strategy</li> <li>• Materials used in communicating "themes" regarding the HIB policy</li> <li>• Newsletters, announcements or other informative materials</li> <li>• Discussions at grade-level meetings</li> </ul>

**Core Element #3: Other Staff Instruction and Training Programs (N.J.S.A. 18A:6-112, N.J.S.A. 18A:37-22d, N.J.S.A. 18A:37-26a, N.J.S.A. 18A:37-21d, N.J.S.A. 18A:26-8.2)**

Indicators	Rating Categories	Criteria
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<p><b>A. Each teaching staff member completed at least 2 hours of <u>instruction in suicide prevention that included information on HIB</u>, in each five-year professional development period.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that any teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that some, but not all teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB.</p> <p>OR</p> <p>Some or all teaching staff members have received less than 2 hours of instruction in suicide prevention that included information on HIB.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that all teaching staff members completed 2 hours of instruction in suicide prevention that included information on HIB.</p> <p>The instruction is provided by a licensed health care professional with training and experience in mental health issues.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that all teaching staff members received more than 2 hours of instruction in suicide prevention that included information on HIB.</p> <p>The instruction is provided by a licensed health care professional with training and experience in mental health issues.</p> <p>The instruction included applications of the information to the implementation of the district's HIB policy and comprehensive at-risk behavior prevention program.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• Documentation of completion</li> <li>• Agendas</li> <li>• PowerPoint presentations</li> <li>• Purchase orders</li> <li>• Staff interviews</li> <li>• Confirmations of completion of webinars</li> <li>• Personnel files or professional development tracking system</li> </ul>
<p><b>B. Each teaching staff member completed at least 2 hours of <u>instruction on HIB prevention</u>, in each five-year professional</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that any teaching staff members completed 2 hours of instruction in HIB prevention.</p>
	<input type="checkbox"/> Partially Meets	<p>There is evidence that some, but not all teaching staff</p>



development period.	the Requirements	members completed 2 hours of instruction in HIB prevention.  OR  Some or all teaching staff members have received less than 2 hours of instruction in HIB prevention.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all teaching staff members completed 2 hours of instruction in HIB prevention.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that all teaching staff members received more than 2 hours of instruction in suicide prevention that included information on HIB.  The instruction included applications of the information to the implementation of the district's HIB policy, HIB intervention procedures and comprehensive HIB prevention program.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• Documentation of completion</li> <li>• Agendas</li> <li>• PowerPoint presentations</li> <li>• Purchase orders</li> <li>• Staff interviews</li> <li>• Confirmations of completion of webinars</li> <li>• Personnel files or professional development tracking system</li> </ul>
C. The school anti-bullying specialist (ABS) was given time during the usual school schedule to participate in in-service training in preparation to act as the ABS.	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the ABS was given time during the usual school schedule to participate in in-service training in preparation to act as the ABS.
	<input type="checkbox"/> Partially Meets the Requirements	Plans are underway to provide the ABS with training during the usual school schedule.
	<input type="checkbox"/> Meets All Requirements	The ABS was given time during the usual school schedule to participate in in-service training.
	<input checked="" type="checkbox"/> Exceeds the Requirements	The ABS was given time during the usual school schedule to participate in in-service training prior to acting as the ABS, and has received additional or ongoing training since the initial training.  Participation in training is a component of the ABS' scope of responsibility.

	Sample Documentation	<ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• Documentation of completion</li> <li>• Agendas</li> <li>• Schedules</li> <li>• Purchase orders</li> <li>• Job descriptions</li> </ul>
<b>D. The members of the school safety team (SST) were provided with professional development in effective practices of successful school climate programs or approaches.</b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that SST members were provided with professional development in school climate improvement practices, programs or approaches.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some or all SST members were provided with professional development in school climate improvement practices, programs or approaches. There is no documentation that the practices, programs or approaches will improve school climate.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all SST members were provided with professional development in school climate improvement practices, programs or approaches. There is documentation that the practices, programs or approaches will improve school climate.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that all SST members were provided with more than one professional development opportunity in school climate improvement practices, programs or approaches. There is documentation that the practices, programs or approaches have been or will be applied for the improvement of school climate and culture. There is evidence that school climate and culture have improved as a result of the implementation of the practices, programs or approaches.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• Documentation of completion</li> <li>• Agendas</li> <li>• Schedules</li> <li>• Purchase orders</li> <li>• SST meeting minutes</li> <li>• Plans for improving school climate and culture</li> </ul>
<b>E. School leaders* have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.</b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that school leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some school leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school

<p><i>*"School leaders" are school district staff members who hold positions that require the possession of a chief school administrator, principal or supervisor endorsement.</i></p>		ethics, school law and school governance.
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that all school leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that all school leaders have received information on the prevention of harassment, intimidation and bullying as part of their training on issues of school ethics, school law and school governance.</p> <p>There is evidence that the training included applications of the information to the implementation of the <i>Anti-Bullying Bill of Rights Act</i> and the school's HIB prevention practices, programs or other approaches.</p> <p>There is evidence that the HIB prevention information from the training has been applied to the school's HIB prevention practices, programs or other approaches.</p>
Sample Documentation	<ul style="list-style-type: none"> <li>• Professional development plans</li> <li>• Documentation of completion</li> <li>• Agendas</li> <li>• Schedules</li> <li>• Purchase orders</li> <li>• SST meeting minutes</li> <li>• Plans for improving school climate and culture</li> </ul>	

**Core Element #4: Curriculum and Instruction on HIB and Related Information and Skills (N.J.S.A. 18A:37-29)**

<b>Indicators</b>	<b>Rating Categories</b>	<b>Criteria</b>
<p><b>A. The school <u>provided ongoing, age-appropriate instruction</u> on preventing HIB in accordance with the Core Curriculum Content Standards.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of ongoing, age-appropriate instruction on preventing HIB in accordance with the Core Curriculum Content Standards.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence of ongoing, age-appropriate instruction on preventing HIB, but there is no evidence of a relationship to the Core Curriculum Content Standards.</p> <p>OR</p> <p>There is evidence of ongoing, age-appropriate instruction on preventing HIB to some, but not all students.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence of ongoing, age-appropriate instruction to all students on preventing HIB that is aligned with the current Core Curriculum Content Standards.</p>

		<p>The instruction is integrated into relevant subject areas, per the Core Curriculum Content Standards.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence of ongoing, age-appropriate instruction to all students on preventing HIB that is aligned with the current Core Curriculum Content Standards.</p> <p>The instruction is integrated into multiple subject areas of the curriculum.</p> <p>All staff members have been provided training and materials for the implementation of the curriculum, and ongoing technical assistance is provided to staff and updates are provided to support implementation.</p> <p>Age-appropriate lessons have been provided to parents to reinforce the curriculum at home.</p> <p>Classroom discussions ensue whenever HIB situations arise.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• Curriculum scope and sequence</li> <li>• Lesson plans</li> <li>• Output from curriculum implementation (e.g., material from class projects, bulletin board material)</li> <li>• Notes from classroom discussions</li> <li>• Training agendas</li> <li>• Logs of technical assistance provided</li> <li>• Classroom observations</li> <li>• Staff meeting agendas</li> <li>• Program summaries from staff from outside agencies who provide instruction in school to students</li> <li>• Discussions at grade-level meetings</li> </ul>
<p><b>B. The school observed the “<u>Week of Respect</u>,” during the week beginning with the first Monday in October of each year, recognizing the importance of <u>character education</u> by providing age-appropriate instruction focusing on HIB prevention.</b></p>	<p><input type="checkbox"/> Does Not Meet the Requirements</p>	<p>There is no evidence that the school observed the Week of Respect.</p>
	<p><input type="checkbox"/> Partially Meets the Requirements</p>	<p>There is evidence that the school observed the Week of Respect, but it was not observed during the week beginning with the first Monday in October of each year.</p> <p>OR</p> <p>There is evidence that the school observed the Week of Respect, but there is no evidence of activities recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.</p>
	<p><input type="checkbox"/> Meets All</p>	<p>There is evidence that the school observed the “Week of Respect,” during the week beginning with the first Monday in</p>

	Requirements	October of each year, which featured activities recognizing the importance of character education by providing age-appropriate instruction focusing on HIB prevention.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the school observed the "Week of Respect," during the week beginning with the first Monday in October of each year, which featured activities recognizing the importance of character education, both in school and in the community that included age-appropriate instruction in school focusing on HIB prevention.</p> <p>There is evidence that the Week of Respect activities were planned in collaboration with school staff, students and community members.</p> <p>The school activities were reinforced or continued throughout the school year.</p>
	Sample Documentation	<ul style="list-style-type: none"> <li>• Curriculum scope and sequence</li> <li>• Lesson plans</li> <li>• Output from activities and/or curriculum implementation (e.g., material from class projects, bulletin board material)</li> <li>• Agendas</li> <li>• Program/action plans</li> <li>• Program announcements</li> <li>• Program materials</li> <li>• Program evaluations</li> <li>• News reports</li> <li>• Board of education minutes</li> <li>• Monthly reports</li> <li>• Newsletters, announcements or other informative materials</li> <li>• Reports/involvement of school and local communications media</li> </ul>

**Core Element #5: HIB Personnel (N.J.S.A. 18A:37-20a, N.J.S.A. 18A:37-20c, N.J.S.A. 18A:37-21a)**

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<b>A. The principal <u>appointed</u> a school anti-bullying specialist (ABS).</b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the principal appointed a staff member to perform the ABS duties.
	<input type="checkbox"/> Partially Meets	There is evidence that the principal appointed a staff member to perform the ABS duties, but there is no evidence

	<p>the Requirements</p>	<p>that the individual performed the duties.</p> <p>OR</p> <p>There is evidence that the ABS performed some but not all of the duties.</p> <p>OR</p> <p>There is evidence that the ABS performed the duties inconsistently.</p> <p>AND</p> <p>The name, school phone number, school address and school email address of the ABS is not listed on the school's website.</p>
	<p><input type="checkbox"/> Meets All Requirements</p>	<p>There is evidence that the principal appointed a staff member to perform the ABS duties and that the ABS performed the required duties.</p> <p>The name, school phone number, school address and school email address of the ABS is listed on the school's website.</p> <p>The name, school phone number, school address and school email address of the district anti-bullying coordinator is listed on the school's website.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence that the principal appointed a staff member to perform the ABS duties and that the ABS consistently performed the duties in accordance with the anti-bullying law and board of education (BOE) policies.</p> <p>The name, school phone number, school address and school email address of the ABS is listed on the school's website as well as in other locations or through other means</p> <p>The appointment was approved by the BOE.</p> <p>The staff member regularly coordinates HIB duties with the principal.</p> <p>The name, school phone number, school address and school email address of the district anti-bullying coordinator is listed on the school's website as well as in other locations or through other means, in addition to being on the school and the school district's websites.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• Staff assignment notices</li> <li>• BOE minutes</li> <li>• Documentation that includes the ABS' name and title</li> </ul>

		<ul style="list-style-type: none"> <li>• Incident reports</li> <li>• Website review</li> <li>• Newsletters, announcements or other informational materials</li> </ul>
<p><b>B. The ABS met at least two times per school year with the district anti-bullying coordinator (ABC).</b></p> <p>Enter the total number of meetings: <input type="text" value="3"/>.</p>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of meetings between the ABS and ABC.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that the ABS and ABC met once during the school year.
	<input type="checkbox"/> Meets All Requirements	There is evidence that the ABS and ABC met twice during the school year.
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that the ABS and ABC maintained regular contact and met regularly and as needed during the school year.</p> <p>The ABC and ABS submitted recommendations to decision makers for consideration.</p>
	Sample Documentation	<ul style="list-style-type: none"> <li>• Correspondence</li> <li>• Logs</li> <li>• Agendas</li> <li>• Meeting notes</li> <li>• Written recommendations or decisions</li> <li>• Action plans</li> </ul>
<p><b>C. The school safety team (SST) met at least two times per school year.</b></p> <p>Enter the total number of all SST meetings: <input type="text" value="3"/>.</p>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence of a SST or of SST meetings.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence of a SST, but there is no evidence of SST meetings.
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence of a SST and 2 meetings of the SST during the school year.</p> <p>There is evidence that the SST includes the principal or his or her designee, a teacher in the school, a school-anti-bullying specialist and a parent of a student in the school.</p> <p>There is evidence that the SST reviewed all HIB complaints, investigation reports and related data (e.g., EVVRS, student and staff attendance, conduct referrals and dispositions) and identified patterns of HIB in the school.</p> <p>The SST reviewed the school climate and the district's HIB</p>

		<p>policies and procedures and made recommendations to strengthen or improve school climate and the HIB policies and procedures and for educating the community (i.e., students, teachers, administrators, parents) to prevent and address HIB.</p>
	<p><input checked="" type="checkbox"/> Exceeds the Requirements</p>	<p>There is evidence of a SST and regularly scheduled SST meetings throughout the school year.</p> <p>There is evidence that the SST includes the principal or his or her designee, a teacher in the school, a school-anti-bullying specialist, a parent of a student in the school and, as appropriate, other members determined by the principal.</p> <p>There is evidence that the SST reviewed all HIB complaints, investigation reports and related data (e.g., Electronic Violence and Vandalism Reporting System, student and staff attendance, conduct referrals and dispositions, police reports, academic records) and identified patterns of HIB in the school.</p> <p>There is evidence that theSST reviewed the school climate. The review included an analysis of school climate survey and/or other data (see above), and input from parents, staff and students.</p> <p>There is evidence that theSST reviewed the district’s HIB policies and procedures. The review included the analysis of relevant data (see above) and input from parents, staff and students</p> <p>There is evidence that the SST made recommendations, based on the priority findings from the data analysis, to strengthen or improve school climate and the HIB policies and procedures, and for educating the community (i.e., students, teachers, administrators, parents) to prevent and address HIB.</p> <p>There is evidence that priority recommendations of the SST for improvements to school climate and the HIB policies and procedures and for educating the community were implemented in a timely manner.</p> <p>There is evidence that the SST’s findings were used to identify professional development needs and deliver professional development opportunities designed to address the professional development needs.</p> <p>There is evidence that school climate activities, including related programming for students, were designed to address</p>



		<p>the SST's findings.</p> <p>There is evidence that the SSTs findings were used to improve HIB reporting procedures.</p>
	Sample Documentation	<ul style="list-style-type: none"> <li>• SST member invitations or staff member assignments</li> <li>• Meeting agendas</li> <li>• Meeting notes/minutes</li> <li>• Written recommendations</li> <li>• Action plans</li> <li>• Reports from data analysis and reviews</li> <li>• Reports to the community and the board of education</li> </ul>

**Core Element #6: School-Level HIB Incident Reporting Procedure (N.J.S.A. 18A:37-15b(5), N.J.S.A. 18A: 37-15b(6)(a))**

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<p><b>A. The school <u>implemented</u> the district's procedure for reporting HIB that includes all required elements.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence that the school staff implemented any of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for:</p> <ul style="list-style-type: none"> <li>-Anonymous reporting of HIB acts;</li> <li>-Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</li> <li>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</li> </ul>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence that the school staff implemented some, but not all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including .</p> <ul style="list-style-type: none"> <li>-Anonymous reporting of HIB acts;</li> <li>-Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</li> <li>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</li> </ul> <p>OR</p>

		<p>There is evidence that the district's procedure for reporting HIB was implemented in some, but not all instances.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence that the school staff implemented all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB in all instances, including the requirements for:</p> <ul style="list-style-type: none"> <li>-Anonymous reporting of HIB acts;</li> <li>-Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</li> <li>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</li> </ul>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence that, in all instances, the school staff implemented all of the required elements of the district's procedure and the <i>Anti-Bullying Bill of Rights Act</i> for reporting HIB, including the requirements for:</p> <ul style="list-style-type: none"> <li>-Anonymous reporting of HIB acts;</li> <li>-Verbal reports of HIB acts on the same day when a school employee, contracted service provider or volunteer witnessed or received reliable information regarding HIB acts;</li> <li>-Written reports submitted by the school employee, contracted service provider or volunteer to the principal within two days of the verbal report.</li> </ul> <p>There is evidence that the district's reporting forms are aligned with the district's HIB policies and procedures and the <i>Anti-Bullying Bill of Rights Act</i></p> <p>All full- and part-time staff, volunteers who have significant contact with students and persons contracted by the district to provide have been trained in the HIB reporting procedure.</p> <p>There is evidence of a monitoring/accountability/follow-up system to ensure that all procedures are implemented in all instances and in accordance with the district's procedures and the <i>Anti-Bullying Bill of Rights Act</i>.</p>
	<p>Sample Documentation</p>	<ul style="list-style-type: none"> <li>• HIB reports</li> <li>• HIB reporting procedure</li> </ul>
<p><b>B. The school <u>implemented</u> the district's procedure for reporting</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence of a district procedure for reporting new information on a prior HIB report.</p>

new information on a prior HIB report.		OR  There is no evidence that the school implemented the district's procedure for reporting new information on a prior HIB report, in instances when additional information was obtained after submission of an investigation report.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence of a district procedure for reporting new information on a prior HIB report.  However, the school implemented the district's procedure in some, but not all instances when additional information was obtained after submission of an investigation report.
	<input type="checkbox"/> Meets All Requirements	The school implemented the district's procedure for reporting new information on a prior HIB report, in all instances when additional information was obtained after submission of an investigation report.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that the school implemented the district's procedure for reporting new information on a prior HIB report, in all instances when additional information was obtained after submission of an investigation report.  All full- and part-time staff, volunteers who have significant contact with students and persons contracted by the district to provide have been trained in the procedure for reporting new information on a prior HIB report.  There is evidence of a monitoring/accountability/follow-up system to ensure that all new information is included in reports and that all new information is reviewed and prior actions reconsidered, as appropriate to the new information.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Prior investigation report</li> <li>• Revised investigation report</li> <li>• Procedure for reporting new information</li> </ul>

**Core Element #7: HIB Investigation Procedure (N.J.S.A. 18A:37-15b(5) and (6)(a) and (b))**

The school followed the BOE-approved policy on HIB investigation procedures, which provide for:

<i>Indicators</i>	<i>Rating Categories</i>	<i>Criteria</i>
<b>A. <u>Notification to parents of alleged offenders and alleged victims in each reported HIB</u></b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that parents of alleged offenders and alleged victims were notified regarding each reported HIB incident.

incident.	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some, but not all parents of alleged offenders and alleged victims were notified regarding each reported HIB incident.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all parents of alleged offenders and alleged victims were notified regarding each reported HIB incident.  There is evidence that the principal informed the parents of the availability of counseling or other intervention services, when appropriate to the situation.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that all parents of alleged offenders and alleged victims were notified regarding each reported HIB incident.  There is evidence that the principal informed the parents of the availability of counseling or other intervention services, when appropriate to the situation.  School staff informed parents of all steps of the investigation procedure and their rights, and provided assistance as requested and as appropriate to each circumstance.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Phone or activity logs</li> <li>• Correspondence</li> <li>• Incident reports</li> <li>• School and/or community resource lists</li> </ul>
<b>B. Completion of the investigation within <u>10 school days</u> of the written incident report.</b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that all investigations were completed within 10 school days of the written incident report.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that some, but not all investigations were completed within 10 school days of the written incident report.
	<input type="checkbox"/> Meets All Requirements	There is evidence that all investigations were completed within 10 school days of the written incident report.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that all investigations were completed within 10 school days of the written incident report, and, all investigations were completed as efficiently as possible in each circumstance.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Investigation reports</li> <li>• Timelines in the investigation reports</li> <li>• Incident reports</li> </ul>

<b>C. Preparation of a <u>written report</u> on the findings of each HIB investigation</b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that written reports were prepared on the findings of the HIB investigations.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that written reports were prepared on the findings of some, but not all of the HIB investigations.
	<input type="checkbox"/> Meets All Requirements	There is evidence that written reports were prepared on the findings of all of the HIB investigations.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that written reports were prepared on the findings of all of the HIB investigations.  All involved or knowledgeable parties, records and facts were accurately and completely represented in all reports.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Investigation reports</li> <li>• Supportive investigation documents (e.g., interview notes, HIB reports)</li> </ul>
<b>D. Results of the investigation <u>reported to the chief school administrator (CSA) within 2 school days</u> of completion of the investigation.</b>	<input type="checkbox"/> Does Not Meet the Requirements	There is no evidence that the results of any investigations were reported to the CSA within 2 school days of completion of the investigations.
	<input type="checkbox"/> Partially Meets the Requirements	There is evidence that the results of investigations were reported to the CSA within 2 school days of completion of some, but not all of the investigations.
	<input type="checkbox"/> Meets All Requirements	There is evidence that the results of all investigations were reported to the CSA within 2 school days of completion of the investigations.
	<input checked="" type="checkbox"/> Exceeds the Requirements	There is evidence that the results of each investigation were reported to the CSA within 2 school days of completion of the investigation.  As appropriate to the circumstances of each investigation, sufficient information was provided for the chief school administrator to make a determination on the need for intervention services; the need for training programs to reduce HIB and enhance school climate; and/or the need to impose discipline, order counseling or take or recommend other appropriate action to remediate the situation.
	Sample Documentation	<ul style="list-style-type: none"> <li>• Investigation reports</li> <li>• Transmittal correspondence</li> </ul>

**Core Element #8: HIB Reporting (N.J.S.A. 18A:17-46)**

Indicators	Rating Categories	Criteria
<p><b>A. The school has a <u>procedure</u> for ensuring that staff member reports (i.e., verbal and written) include the required information for all incidents of violence, vandalism and HIB.</b></p>	<input type="checkbox"/> Does Not Meet the Requirements	<p>There is no evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB.</p>
	<input type="checkbox"/> Partially Meets the Requirements	<p>There is evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB; however, there is no mechanism to ensure all reports include all required information.</p> <p>OR</p> <p>There is evidence that not all reports include all required information.</p>
	<input type="checkbox"/> Meets All Requirements	<p>There is evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB and a mechanism for ensuring all reports include all required information.</p> <p>OR</p> <p>There is evidence that all reports include all required information.</p>
	<input checked="" type="checkbox"/> Exceeds the Requirements	<p>There is evidence the school has a procedure for ensuring that staff members report the required information for all incidents of violence, vandalism and HIB and a mechanism for ensuring all reports include all required information.</p> <p>There is evidence that all reports include all required information.</p> <p>There is evidence that staff members actively participate in the provision and collection of information to support the reports.</p> <p>The ABC actively assists the chief school administrator in collecting information from the reports and providing data on reports to the NJDOE.</p> <p>There is evidence that improvements are made, as appropriate, to HIB incident reporting procedures and investigation reporting procedures, based on the recommendations from the School Safety Team’s review.</p>

	Sample Documentation	<ul style="list-style-type: none"><li>• Records of verbal and written HIB reports</li><li>• HIB reporting procedure</li><li>• Logs of technical assistance and follow-up contacts</li><li>• Minutes from staff meetings</li><li>• Statement of assurances</li></ul>
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**QSAC District Improvement Plan (DIP)**

**District:** Clementon School District      **Submission Date:** 1-Oct-16






**Submitted by (name and title):** Lynn DiPietropolo - Superintendent

Step 1: Indicators (DPR or SOA)	Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources	Step 3: Person Responsible	Step 4: Evidence of Completion/Impact
I&P #1 AMO for LAL	* ELA Common Core State Standards implementation for all grades	Teachers, Title I Teachers, Administration	Lesson plans, teacher evaluations
	* ELA benchmarks for all grades	Teachers, Title I Teachers, Administration	Lesson plans, analysis of benchmarks of all students, including using the benchmarks as a part of SGOs
	* ELA model curriculum for all grades and writing own curriculum	Teachers, Title I Teachers, Administration	Lesson plans, curriculum writing documents
	* Professional Development for staff to implement ELA CCSS	Teachers, Title I Teachers, Administration	Professional development attendance, lesson plans, teacher evaluations
	* Focused Intervention Time (FIT) for targeted students	Teachers, Title I Teachers, Administration	Documentation of FIT students (services received and results)
	* Utilization of the Independent Reading Leveling Assessment (IRLA) to determine and target each students' individual reading level and skills	Teachers, Title I Teachers, Administration	SchoolPace online database of student levels and progress
	* After-school tutoring program	Teachers, Title I Teachers, Administration	Student attendance, data analysis of performance with pre and post tests
	* Title I funding for PD and materials as needed to implemented the CCSS	Administration	Title I Funding
I&P #2 AMO for Math	* Math Common Core State Standards implementation for all grades	Teachers, Title I Teachers, Administration	Lesson plans, teacher evaluations
	* Math benchmarks for all grades	Teachers, Title I Teachers, Administration	Lesson plans, analysis of benchmarks of all students
	* Math model curriculum for all grades	Teachers, Title I Teachers, Administration	Lesson plans, curriculum writing documents
	* Professional Development for staff to implement Math CCSS	Teachers, Title I Teachers, Administration	Professional development attendance, lesson plans, teacher evaluations
	* Focused Intervention Time (FIT) for targeted students for Math assistance	Teachers, Title I Teachers, Administration	Documentation of FIT students (services received and results)
	* After-school tutoring program	Teachers, Title I Teachers, Administration	Student attendance, data analysis of performance with pre and post tests
	* Title I funding for PD and materials as needed to implemented the CCSS	Administration	Title I Funding
I&P #3 LAL	* Professional development for ELA teachers to	Administration	Professional development attendance, lesson plans, teacher evaluations
	* Departmentalized in grades 1 to 8 for ELA	Administration, Teachers	Departmentalized schedules
	* Analysis of Evidence Statements and released items on PARCC to update benchmark assessments to be in more alignment with PARCC	Teachers, Title I Teachers, Administration	The documentation will be an analysis of the 2016 PARCC results and benchmarks.



	for ELA		
<b>I&amp;P #4 Math</b>	* Professional development for math teachers	Administration	Professional development attendance, lesson plans, teacher evaluations
	* Departmentalized in grades 1 to 8 for math	Administration, Teachers	Departmentalized schedules
	* Analysis of Evidence Statements and released items on PARCC to update benchmark assessments to be in more alignment with PARCC for math	Teachers, Title I Teachers, Administration	The documentation will be an analysis of the 2016 PARCC results and benchmarks.

Attachment XI-5

EMERGENCY CLOSING NUMBER 634 RADIO - KYW 1060 TV - NBC 10, FOX 29, ABC 6, CBS 3 CABLE - Local Channel 19		CLEMENTON ELEMENTARY SCHOOL <b>OCTOBER 2016</b> (Dates and times are subject to change.)		IMPORTANT To sign-out students you must be at least 18, have photo ID, and be listed on students emergency card.  Keep Emergency Cards updated.					
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
3	Grade 8 CCTS Visit 	4	Soccer Practice 3:15pm-4:30pm	5	Soccer Practice 3:15pm-4:30pm	6	Soccer vs. Magnolia (H) 3:15pm-5:30pm	7	
	Soccer vs. Somerdale (H) 3:15pm-5:30pm (DAY 2)	(DAY 3)		(DAY 4)		(DAY 5)		(DAY 6)	
10	<b>SCHOOL CLOSED</b>  COLUMBUS DAY	11		12		13	Board of Education Work Session 7:00 pm (Library)  Soccer vs. St. Joan (A) 3:15pm-6:00pm	14	Marking Period 1 Progress Reports <b>HOME WITH STUDENTS</b>   SCHOOL SPIRIT DAY "When I Grow Up" - Dress as your future profession! (DAY 4)
17	Soccer vs. Gibbsboro (A) 3:15pm-6:00pm  Board of Education Meeting 7:00 pm (Library) PARENTS WELCOME (DAY 5)	18	Soccer End-of-Season Party 4:00pm-6:00pm Bowen Field 	19		20		21	
(DAY 4)		(DAY 6)		(DAY 1)		(DAY 2)		(DAY 3)	
24		25		26		27		28	
(DAY 4)		(DAY 5)		(DAY 6)		(DAY 1)		(DAY 2)	
31	<b>12:40 DISMISSAL</b> Staff In-Service  Halloween Grand March 12:00pm (DAY 3)	<b>IMPORTANT INFORMATION</b> Students not staying afterschool for detention or to participate in an activity are <b>not permitted</b> to stay in the building to wait for friends or siblings. Crossing guards are on duty until 4:15 pm. After 4:15 pm students are not permitted to walk home from any afterschool event and <b>must</b> be picked up.							

