

## PENNSVILLE SCHOOL DISTRICT

### Instruction/Curriculum

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**TITLE:** INSTRUCTIONAL COACH

**CERTIFICATIONS/  
QUALIFICATIONS:**

1. Must have valid State of New Jersey Teaching ELA or Mathematics Certification with a minimum of five (5) years teaching experience.
2. Experience in assessing students and providing targeted interventions preferred.
3. Ability to lead adults towards achieving ambitious goals.
4. Excellent written and oral communications skills.
5. Demonstrates evidence of professional growth, including leadership and participation in a wide range of significant professional development activities.

**REPORTS TO:** Chief School Administrator or Designee

**EVALUATED BY:** Chief School Administrator or Designee

**SUPERVISES:** No supervisory responsibilities.

**DUTIES AND RESPONSIBILITIES:**

1. Share and support teachers in utilizing effective research-based strategies to provide targeted instruction to meet the needs of all learners.
2. Conduct professional development and provide ongoing coaching to faculty and parents, as determined by district data.
3. Model lessons in classrooms, as needed.
4. Review scientifically-based research and maintain a library of professional resources.
5. Analyze ongoing assessment data to drive instruction.
6. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.

Board Approved:

## **PENNSVILLE SCHOOL DISTRICT**

7. Provide academic and behavioral intervention resources for students identified as having academic, behavioral, and/or health challenges.
8. Perform other duties, as may be assigned.

Board Approved:

## Business and Non-Instructional Operations

### Meals on Credit/ Charged Meals

While the Board of Education understands that there may be occasions when students fail to bring the required meal money to school, the cafeteria personnel are not empowered to extend unlimited credit to students.

In accordance with the provisions of state law, if any money is owed for a student's school meals the Principal/designee shall contact the student's parent/guardian and provide notice of the debt before discontinuing meal service.

The Principal/designee shall allow a period of ten (10) school days for the parent/guardian to pay the amount due.

If the parent/guardian does not make full payment by the end of (10) school days, a notice will be sent to the parents/guardians stating the student will not be served a school meal beginning in five(5) school days from the date of the second notice, unless payment is made in full.

Students may receive an alternative meal during the period that regular meals have been suspended. This alternative meal shall provide adequate nutritional benefits to the student and will be prepared in consideration of any food allergies the student may have.

Provided the Principal/designee has sent the required letters to parents/guardians, as noted above, after three (3) meal charges, students will not be permitted to participate in the school breakfast program until the meal charges are paid in full.

Any and all payments are submitted by parents/guardians to cover charged meals shall be accounted for by the designated employee.

#### Legal References

NJSA 18A:11-1 General mandatory powers and duties

#### Possible Cross References

3542, 3542.31, 5131

**PENNSVILLE BOARD OF EDUCATION**

**FILE CODE: 5131 R**

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**CODE OF STUDENT CONDUCT**

**A. Purpose**

The purpose of the Code of Student Conduct is to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of pupils;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of pupil problem behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the Code of Student Conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of the pupil offenders, and pupils' histories of inappropriate behaviors.

**B. Rules of Conduct**

1. All pupils are bound by law, policies of the Board, and the Administrative Regulations of this District.
2. In addition, pupils shall not:
  - a. Be insubordinate to teachers or other school staff members or disregard their instructions or demonstrate lack of respect for their authority;
  - b. Create disorder or disruptions on school premises;
  - c. Use, threaten, or incite the use of physical force against other pupils, staff members, or visitors to the school;

- d. Steal, damage, or deface the property of other pupils, staff members, or the District;
- e. Engage in the sexual and/or other harassment of pupils or staff members;
- f. Violate codes of conduct adopted for organizations of pupils;
- g. Possess or use weapons or any instrument intended to harm others;
- h. Use foul, abusive, derogatory, or demeaning language, including racial and ethnic remarks;
- i. Convey information about other pupils or staff members known to be false;
- j. Act so recklessly as to endanger the safety of others;
- k. Procure the property of others by threat or intimidation;
- l. Enter school premises or any specific portion of the premises without permission and without authority;
- m. Vandalize school property, real or personal;
- n. Create litter on school property;
- o. Be truant from school or class;
- p. Cheat or otherwise engage in academic dishonesty;

- q. Persistently refuse to complete homework and other assignments;
  - r. Engage in illegal gambling;
  - s. Smoke on school property;
  - t. Falsify an excuse or any school document;
  - u. Set fire to or cause a fire in any way on school premises;
  - v. Possess or explode a firecracker or other explosive device on school premises, including, but not limited to, stinkbombs;
  - w. Sound or cause to be sounded a false alarm for fire, bomb, or other condition or circumstance hazardous to others;
  - x. Possess, use, or distribute a substance in violation of Board Policy 5131.6;
  - y. Join a secret society prohibited by law;
  - z. Engage in any other activity expressly prohibited by a school staff member in authority; or
  - aa. Engage in acts of harassment, intimidation or bullying in violation of Board Policy 5131.1.
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- 3. Pupils assigned to a school bus must obey all school rules, and
    - a. Show respect for the driver at all times;
    - b. Enter and leave the bus in an orderly manner;

- c. Ride only the bus to which they have been assigned;
- d. Be and remain seated while the bus is in motion;
- e. Avoid reckless and boisterous activity at all times, including during waits at pickup points;
- f. Talk in a reasonable tone of voice and avoid loud noises;
- g. Extend no portion of the body or other object out a bus window;
- h. Keep aisles clear at all times;
- i. Refrain from bringing animals or bulky, unmanageable projects onto the school bus;
- j. Refrain from smoking, eating, and drinking on the bus;
- k. Possess, use, or distribute no substance in violation of Board Policy 5131.6; and
- l. Refrain from engaging in acts of harassment, intimidation or bullying in violation of Board Policy 5131.1.

4. The Building Principal or his/her designee has the right to impose a consequence on a pupil for conduct away from school grounds pursuant to N.J.A.C. 6A:16-7.6 and Board Policy 5131. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2 or 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. Consequences shall be handled in accordance with Board Policy 5131 and this Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

## **C. Disciplinary Measures**

The following disciplinary measures may be applied as appropriate to the pupil's violation of school rules. The measures are sequential and are organized in order of severity.

### **1. Admonishment**

A school staff member in authority may admonish the pupil for his/her unacceptable conduct and, depending on the nature and severity of the unacceptable conduct may warn the pupil that additional misconduct may warrant a more severe penalty.

### **2. Temporary Removal from Classroom**

- a. The classroom teacher may direct the pupil to report to the office of the administrator in charge of pupil discipline.
- b. The teacher will submit a discipline referral using the approved student information system discipline software.
- c. The administrator in charge of discipline will interview the pupil and determine which, if any, additional disciplinary steps are indicated.

### **3. Deprivation of Privileges**

The pupil may be deprived of the privilege of:

- a. Moving freely about the school building,
- b. Participation in co-curricular or inter/intrascholastic activities,



- c. Attendance at a school-related social or sports activity,
- d. Participation in a graduation ceremony,
- e. Transportation by school bus, or
- f. Any other privilege the Building Principal or his/her designee determines may be appropriate and consistent with Board Policy 5131, this Code of Student Conduct, and N.J.A.C. 6A:16-7.1 et seq.

#### 4. Detention

- a. The pupil may be required to report before or after the school day to detention for a period of supervised study.
- b. Transportation will be the responsibility of the pupil's parent(s) or legal guardian(s).
- c. The pupil may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day. The parent/legal guardian, not the student, must notify the administrator who assigned the detention of the commitment.

#### 5. Grading

A pupil who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence (paragraph B.2.p. and paragraph B.2.q.) may suffer disciplinary consequences as provided for in Board Regulation 6147.1R. In addition, Middle and High School pupils will also be assigned an administrative detention as per the Middle and High School grading policies.. In no other instance may a pupil's grade be lowered as a direct penalty for misconduct.

## 6 Suspension from School

- a. The pupil may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2, and 6A:16-7.3, and Board Policy 5114.
- b. Suspension from school is a deprivation of the pupil's right to a thorough and efficient education and will not be imposed without the due process set forth in Board Policy and Regulation 5114.

## 7. Expulsion

- a. The Board may expel a general education pupil from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.5, and Board Policy 5114.
- b. Expulsion is an extremely serious disciplinary measure; it deprives the pupil of his/her right to a thorough and efficient education and will not be imposed without the due process set forth in Board Policy 5114.

## D. Remedial Measures

The following remedial measures may be taken to aid in correcting pupil conduct and to ensure that the pupil is properly placed in an appropriate educational environment and is not in need of special education and/or related services.

### 1. Restitution and Restoration

- a. The pupil may be required, to:

- (1) Make restitution, in kind or cost or labor, for any loss he/she has caused; or

(2) Restore to its former condition, by his/her own labor, any property the pupil has damaged or defaced.

b. A pupil who refuses to make restitution or restoration as directed may be additionally disciplined by one or more of the measures included at paragraph C, which would be in addition to any discipline that is imposed for the original inappropriate conduct.

## 2. Counseling

a. The pupil may be required to consult with school guidance counselors to determine the causes of his/her misconduct and to assess the need for a change in educational placement.

b. The counselor will explain:

(1) Why the pupil's conduct is unacceptable to the school and damaging to the pupil,

(2) What the consequences of continued misconduct are likely to be, and

(3) Appropriate alternate behaviors.

c. The counselor may refer the pupil, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to:

(1) The Child Study Team,

(2) Intervention and Referral Team,

(3) A public or private social agency, or

- (4) A legal agency.

### 3. Parent Conferences

The pupil may be required to attend a meeting with his/her parent(s) and appropriate staff members to discuss the causes of the pupil's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

### 4. Alternate Educational Program

The pupil may be assigned to an alternate educational program as recommended by the pupil's guidance counselor, classroom teacher, Child Study Team, and/or other school personnel.

## E. Chart of Discipline

Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. However, each case must be individually evaluated and the Administration has the right to determine the appropriate consequences based on the facts of the offense. Therefore, based on the severity of the offense, the consequences could be the maximum for that particular offense, regardless of the frequency of the offense. Behavioral guidelines are in effect whenever school jurisdiction is applicable. Offenses are cumulative throughout the pupil's time in a particular District building. Such behaviors include, but are not limited to:

### 1. Pre-School through Grade Five

To guarantee a good social and educational climate at the elementary school levels, it is important that our younger pupils understand that acceptable standards of behavior will be expected at all times. Discipline will be administered when any individual's action interferes with the rights of a teacher to teach and his/her fellow classmates to learn. Parents/guardians should be reminded that any teacher or staff member in the school has the right to correct unruly and inappropriate behavior that threatens the safety of others and/or disrupts the educational environment and learning process.

To that end, discipline will be given out for, among other conduct that is prohibited above, fighting, obscene language, inappropriate drawings, disrespect for staff, endangering the safety of others, disruptive classroom behavior, destruction/defacing of school property, possession of a weapon (gun, knife, or other offensive device), insubordination, and defiance of school personnel. Based on the severity of the

conduct, unacceptable behaviors may result in the need for a parent conference, mandatory pick-up, and/or home suspension. A parent conference will take place prior to the suspension, as well as when the pupil is readmitted.

All acts of Harassment, Intimidation or Bullying will be addressed in conjunction with Board Policy 5131.1.

<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
Conduct of such character as to constitute a danger to physical well being of self and/or others	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension; and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension; and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion</li> <li>• Alternative Educational Program</li> </ul>

<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>

Conduct causing a significant disruption of learning and the learning of others	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion Alternative Educational Program</li> </ul>
Open defiance (willful disobedience or refusal to comply with a reasonable request of a school official)	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion Alternative Educational Program</li> </ul>

OFFENSE	FIRST OFFENSE ACTION	SECOND OFFENSE ACTION	THIRD AND SUBSEQUENT ACTION
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Leaving class/school without permission.	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion Alternative Educational Program</li> </ul>
Possession of a weapon (knife, gun, or other offensive device)	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion Alternative Educational Program</li> </ul>

OFFENSE	FIRST OFFENSE ACTION	SECOND OFFENSE ACTION	THIRD AND SUBSEQUENT ACTION
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Verbal threats toward teacher, staff and/or others	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion</li> <li>• Alternative Educational Program</li> </ul>
Defacing school property	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion</li> <li>• Alternative Educational Program</li> </ul>

OFFENSE	FIRST OFFENSE ACTION	SECOND OFFENSE ACTION	THIRD AND SUBSEQUENT ACTION
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Theft	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension; and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension; and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion</li> <li>• Alternative Educational Program</li> </ul>
Profanity	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension; and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension; and/or</li> <li>• Parent Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Remedial Measures;</li> <li>• Deprivation of privileges;</li> <li>• Temporary Removal from Classroom;</li> <li>• Detention;</li> <li>• Mandatory Pick-up;</li> <li>• Suspension;</li> <li>• Parent Conference</li> <li>• Expulsion</li> <li>• Alternative Educational Program</li> </ul>
All acts of Harassment, Intimidation or Bullying	Will be addressed in conjunction with Board Policy 5131.1	Will be addressed in conjunction with Board Policy 5131.1	Will be addressed in conjunction with Board Policy 5131.1

## 2. Grades Six through Eight

<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
Cheating/ Plagiarism	As per the grading policy	Same	Same
Continued willful disobedience	1-5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension
Defacing school property/vandalism	1-5 demerits; or detention; or suspension	detention or suspension	Detention or suspension
Disruptive behavior in class, hall, bus, etc.	1-5 demerits or detention or suspension	1-5 demerits; or detention; or suspension	detention; or suspension
Bus referral	Warning and/or moved seat, or demerits or detention	Detention or suspension from bus	Suspension and possible removal from bus
Excessive Tardiness to class (unexcused)	1-5 demerits	1-5 demerits	1-5 demerits
Excessive Tardiness to school (unexcused)	Every 5th lateness is a detention	Every 5 <sup>th</sup> lateness is a detention; after 15 latenesses, possible parent conference	Every 5 <sup>th</sup> lateness is a detention; after 25 latenesses, possible parent conference
Truancy	2 days detention	Suspension	Suspension and court complaint
Possession of controlled dangerous substances	10 day suspension, police complaint, honor-code violation	10 day suspension, police complaint, honor-code violation	10 day suspension, police complaint, honor-code violation
Use of controlled dangerous substances	10 day suspension, honor-code violation, drug test	10 day suspension, honor-code violation, drug test	10 day suspension, honor-code violation, drug test

Profanity/threat directed at staff member	2 - 4 day suspension	4 day suspension, possible police complaint	5-10 day suspension, police complaint, superintendent conference and possible change of placement
<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
Physical assault of a staff member	3 - 10 day Suspension, possible police complaint, parent conference. Possible change in placement.	3 - 10 day Suspension, possible police complaint, parent conference. Change in placement.	Change in placement would have occurred on 2 <sup>nd</sup> offense.
Profanity	1-5 demerits; or detention; or suspension	detention or suspension	detention or suspension
Inappropriate use of an electronic device	5 demerits	5 demerits	5 demerits
Possession of a weapon (knife, gun, or other offensive device)	See Board of Education policy	See Board of Education policy	See Board of Education policy
Smoking	4 day suspension, police complaint	4 day suspension, police complaint	4 day suspension, police complaint
Use of racial or ethnic slur directed at individual	1-4 day suspension	1-4 day suspension, possible parent conference	1-4 day suspension, superintendent conference
Cutting class	5 demerits	Detention	Suspension

Failure to report to administrative detention	Suspension	Suspension	Suspension
Leaving school or class without permission	Detention	2 detentions	Suspension
Fighting	1-4 day suspension, possible police complaint	2-10 day suspension, possible police complaint	4-10 day suspension, police complaint
Stealing	1-5 demerits, or detention, or suspension; possible police complaint	1-5 demerits, or detention, or suspension; possible police complaint	1-5 demerits, or detention, or suspension; police complaint
Unprepared	2 demerits	2 demerits	2 demerits
<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
Unprepared without ID/lanyard	5 <sup>th</sup> time is a detention	5 <sup>th</sup> time is a detention	5 <sup>th</sup> time is a detention
Horseplay	1-5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension
Inappropriate behavior	1-5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension
All acts of Harassment, Intimidation or Bullying	Will be addressed in conjunction with Board Policy 5131.1	Will be addressed in conjunction with Board Policy 5131.1	Will be addressed in conjunction with Board Policy 5131.1

3. Grades nine through twelve

<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
Cheating/ Plagiarism	As per the grading policy	Same	Same
Continued willful disobedience	5 demerits; or detention; or suspension	5 demerits; or detention; or suspension	1-5 demerits; or detention; or suspension
Defacing school property/vandalism	5 demerits; and/or detention; or suspension – restitution for damages and/or labor	Demerits, detention and/or suspension – restitution for damages and/or labor	Demerits, detention and/or suspension – restitution for damages and/or labor
Disruptive behavior in class, hall, bus, etc.	5 demerits and/or detention or suspension	5 demerits; and/or detention or suspension	Demerits, detention; and/or suspension
Bus referral	Warning and/or moved seat, or demerits or detention	Detention or suspension from bus	Suspension and possible removal from bus
Excessive Tardiness to class (unexcused)	5 demerits	5 demerits	5 demerits
<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
Excessive Tardiness to school (unexcused)	Every 5th lateness is a detention	After 15 latenesses, possible parent conference	After 15 latenesses, possible parent conference
Truancy	2 days detention	Suspension	Suspension and court complaint

Possession of controlled dangerous substances	10 day suspension, police complaint, honor-code violation	10 day suspension, police complaint, honor-code violation	10 day suspension, police complaint, honor-code violation
Use of controlled dangerous substances	10 day suspension, honor-code violation, drug test	10 day suspension, honor-code violation, drug test	10 day suspension, honor-code violation, drug test
Profanity/threat directed at staff member	2 - 4 day suspension	4 day suspension, possible police complaint	5-10 day suspension, police complaint, superintendent conference and possible change of placement
Physical assault of a staff member	3 - 10 day Suspension, possible police complaint, parent conference. Possible change in placement.	3 - 10 day Suspension, possible police complaint, parent conference. Change in placement.	3 - 10 day Suspension, possible police complaint, parent conference. Change in placement.
Profanity	5 demerits; and/or detention; or suspension	Demerits, detention and/or suspension	Demerits, detention and/or suspension
Inappropriate use of an electronic device	5 demerits and detention	5 demerits and detention	5 demerits and detention
Improper Dress	Change of dress	Change of dress and/or 0-5 demerits, and/or detention	Change of dress and 5 demerits, and detention
Possession of a weapon (knife, gun, or other offensive device)	See Board of Education policy	See Board of Education policy	See Board of Education policy
Smoking – on school property	4 day suspension, police complaint	4 day suspension, police complaint	4 day suspension, police complaint
<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>

Failure to return School Equipment, Supplies, books, uniforms.	Student will be placed on the fine list for cost of equipment, supplies. No records/transcripts/ diploma will be released until fine(s) is/are paid	Student will be placed on the fine list for cost of equipment, supplies. No records/transcripts/ diploma will be released until fine(s) is/are paid	Student will be placed on the fine list for cost of equipment, supplies. No records/transcripts/ diploma will be released until fine(s) is/are paid
Damage to School Property, Equipment, Supplies, books, uniforms.	Demerits, Detention, and/or Suspension. Restitution for damages and/or cost of labor.	Demerits, Detention, and/or Suspension. Restitution for damages and/or cost of labor.	Demerits, Detention, and/or Suspension. Restitution for damages and/or cost of labor.
Use of racial or ethnic slur directed at individual	1-4 day suspension	1-4 day suspension, possible parent conference	1-4 day suspension, superintendent conference
Cutting class	5 demerits and Detention	5 demerits and Detention	Demerits and Suspension
Failure to report to teacher detention	5 demerits and an administrative detention	5 demerits and an administrative detention	5 demerits and an administrative detention
Failure to report to administrative detention	2 administrative detentions	Suspension	Suspension
Leaving school grounds in a car	2 day suspension	2 day suspension	2 day suspension
Leaving school or class without permission	Detention	2 detentions	Suspension
Fighting	1-4 day suspension, possible police complaint	2-10 day suspension, possible police complaint	4-10 day suspension, police complaint

Stealing	5 demerits, and/or detention, and/or suspension; possible police complaint	5 demerits, and/or detention, and/or suspension; possible police complaint	5 demerits, and/or detention, and/or suspension; possible police complaint
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<b>OFFENSE</b>	<b>FIRST OFFENSE ACTION</b>	<b>SECOND OFFENSE ACTION</b>	<b>THIRD AND SUBSEQUENT ACTION</b>
All acts of Harassment, Intimidation or Bullying	Will be addressed in conjunction with Board Policy 5131.1	Will be addressed in conjunction with Board Policy 5131.1	Will be addressed in conjunction with Board Policy 5131.1

Date: September 24, 2012

**Legal References:**

<u>N.J.S.A.</u> 2A:4A-60 et al.	Disclosure of juvenile information; penalties for disclosure
<u>N.J.S.A.</u> 2C:12-1	Definition of assault
<u>N.J.S.A.</u> 2C:33-19	Paging devices, possession by students
<u>N.J.S.A.</u> 2C:39-5	Unlawful possession of weapons
<u>N.J.S.A.</u> 18A:6-1	Corporal punishment of pupils
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:25-2	Authority over pupils
<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
<u>N.J.S.A.</u> 18A:37-1 <u>et seq.</u>	Discipline of Pupils

**See particularly:**

<u>N.J.S.A.</u> 18A:37-15	Harassment, intimidation, and bullying
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<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance Abuse
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.A.C.</u> 6A:14-2.8	Discipline/suspension/expulsions
<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development

See particularly:

N.J.A.C. 6A:16-1.4, -2.4, -4.1, -5.1,  
-6.1, -6.2, -7.1, 7.6, -7.9

N.J.A.C. 6A:32-12.1 Reporting requirements

N.J.A.C. 6A:32-12.2 School-level planning

P.L. 2007, c.129, amends N.J.S.A. 18A:37-15 and includes electronic communication in the definition of public school “harassment, intimidation or bullying”

20 U.S.C.A. 1415(k) Individual with Disabilities Education Act Amendments of 1997

Bethel School District No. 403, v. Fraser, 478 U.S. 675 (1986)

Hazelwood v. Kuhlmeier 484 U.S. 260 (1988)

Honig v. Doe, 484 U.S. 305 (1988)

See also Commissioners’ Decisions indexed under “Pupils – Punishment of” in Index to N.J. School Law Decisions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials

Possible

Cross References:

1220	<u>Ad hoc</u> advisory committees
1410	Local units
3541.33	Transportation safety
4131	Staff development; inservice education/visitation conferences
4131.1	Harassment, Intimidation, or Bullying
4231	Staff development; inservice education/visitation conferences
5020	Role of parents/guardians
5113	Absences and excuses
5114	Suspension and expulsion
5124	Reporting to parents/guardians
5127	Commencement activities
5131	Code of Student Conduct
5131.5	Vandalism/violence
5131.6	Drugs, alcohol, tobacco (substance abuse)
5131.7	Weapons and dangerous instruments
5145.4	Equal educational opportunity
5145.6	Pupil grievance procedure
5145.11	Questioning and Apprehension
6145	Extracurricular activities
6164.4	Child study team
6171.4	Special education
6172	Alternative educational programs

**PENNSVILLE BOARD OF EDUCATION**

**REGULATION: 6147.1R**

**EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE**

K-12 Forward

The Pennsville School District values the importance of using accurate grading methods to effectively evaluate student achievement. Assigning grades that are valid, reliable, and transparent promotes effective communication of student achievement. Therefore, grading guidelines that address the validity, reliability, and transparency of grades that are assigned to students are essential.

Overall Philosophy

In today's world of education, individual staff and District accountability has increased and come to the forefront. Grading Guidelines increases the validity, reliability, transparency, and accountability of grading, while at the same time demonstrating an accurate account of students' achievement of the standards set forth by the District and the State of New Jersey. Overarching ideas incorporated in the overall philosophy that shaped the grading guidelines are:

- Grading practices must be consistent, valid, reliable, transparent, and fair;
- Grading practices must be consistent within departments and across grade levels;
- Grades must be transparent and easy for parents/guardians and students to understand and calculate;
- Grades are to reflect student achievement of the New Jersey Core Curriculum Content Standards;
- Grades must be a valid measure of student achievement and include multiple and varied types of assessments; and
- Grading practices must incorporate flexibility to allow for course differences.

**High School and Middle School Guidelines**

The following grading guidelines will be implemented for students in Pennsville Memorial High School and Pennsville Middle School:

**A. Total Points and Assessment Categories**

- Using total points is the most transparent way for parents/guardians and students to calculate averages.
- Grades are to be standards based.
- Grades must reflect the degree to which the student has mastered the essential knowledge and skills. Refer to sections P and Q for additional information pertaining to secondary Related Arts and Physical Education respectively.
- The grade book will document completion of work, enrichment activities, and remediation.
- All departments in Grades 6-12 will use the following categories:
  - Homework/Classwork, Minor Assessments, Major Assessments

## **B. Homework**

- Homework is to be no more than 10% percent of a grade.
- Homework is not to be accepted late, unless provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan, and/or other similarly developed academic plan.
- ~~For the 2014-15 school year, the district administrative team will have flexibility regarding the acceptance of late homework during the first year of implementation of the new MS/HS schedules in an effort to inform future grading practices.~~

## **C. Extra Credit**

- If a teacher chooses to offer extra credit, it must be standards based and offered to all students in that course.
- Extra credit can be no more than 5% per assignment.
- ~~Extra credit cannot be applied to a student's final grade, except in the case of three (3) extra points applied to Honors or AP final grade.~~
- Extra credit must be used by the teacher judiciously.

## **D. Absences**

- Students who are absent, whether excused or unexcused, will be permitted to make up missed work and assessments.
- Students will have at least as many school days as the student was absent to make up work.

## **E. Zeroes, Cheating, Incompletes, No Grades, and Plagiarism**

- If a student is absent on the day that a test and/or quiz is administered or that an assignment for grade is collected, the grade for the test, quiz and/or assignment for grade is to be checked as "M" for missing and a zero placed in the gradebook until the test and/or quiz is taken, or the assignment for grade is completed.
- Students, who have cheated on any minor/major assessment, will be given a "0" with the opportunity for an alternate re-assessment during ~~an administrative detention~~ a non-instructional time to be determined by building administration. If the student chooses to take the alternate re-assessment, the two scores will be averaged. If the student decides not to take the alternate re-assessment, the zero will remain.
- Any student who has been caught cheating on a Homework/Classwork assignment will be assessed a "0" for that assignment.
- "EX" is to be used for excused assignments, and it will not be used in the average.
- Marking period, Mid-term, and/or Final exam grades that are incomplete will be placed in the gradebook as a "0" with an "I" for incomplete checked. The "0" will be averaged into the semester or year average as a zero until the work is completed or until the deadline established for finalizing grades.

- Marking period, Mid-Term, and/or Final exam grades that are not graded will be placed in the gradebook as "NG" and are to be given only by Administrative directive from the Building Administrator, Superintendent, or his/her designee.
- Plagiarism is defined as work that is copied from another source and presented as one's own, ranging from an idea to an entire paper. Plagiarism can be avoided through careful attention to proper citation and with the assistance of an online plagiarism prevention and originality checking service such as Turnitin.com.
- A student paper will be deemed to be plagiarized when the final submitted copy contains approximately 15-20% unoriginal work. This figure is a guideline for teachers, who will make the final determination. A smaller percentage of unoriginal writing will be considered faulty citation, and the paper will be graded accordingly.
- Composition assignments found to contain plagiarized work will be given a zero. The student will then have one (1) day in which to write and submit a new assignment. The two grades will then be averaged. ~~For the 2014-15 school year, the district administrative team will have flexibility regarding the number of days allowed for resubmission during the first year of implementation of the new MS/HS schedules in an effort to inform future grading practices.~~
- For a research paper assignment found to contain plagiarized work, the paper will be given a zero, and the student will be allowed one week to complete all the steps necessary for a properly researched and cited paper. The two grades will then be averaged as above.

#### **F. Late work**

- ~~All assignments or assessments, including, but not limited to all major and minor assignments and assessments such as long term projects and research papers, shall be accepted no more than one (1) school day late and shall be penalized 10% of the grade for lateness per day. "Late" is defined as any time after the class period the assignment was due~~ the established date and time the assignment was made due by the staff member. If a student was absent on the entire day the assignment was due, the student will have as many school days as the student was absent to make up the assignment, unless given additional time by the building administrator due to extenuating circumstances or religious event. ~~For the 2014-15 school year, the district administrative team will have flexibility regarding the timeframe for accepting late assignments or assessments during the first year of implementation of the new MS/HS schedules in an effort to inform future grading practices.~~ In a rotating schedule situation the day count will be assessed as school days, NOT days in which the class period meets.
- For rotating school schedules, such as A/B Block and/or Modified Block, lateness deductions can only be applied on the day in which the class meets, not on a day where the schedule skips the given class meeting period.
- ~~All assignments must be submitted as a hard copy to avoid the possibility of technological problems with email or incompatible software.~~
- Students shall receive a "0" for assignments or assessments that are not turned in by the "late" time defined above. There shall be no exceptions after the due date unless made by the building administrator for an extenuating circumstance or religious event, unless an additional exception is provided by the student's Individualized Education Plan (IEP), Section 504 Accommodation Plan, and/or other similarly developed academic plan.

- An assignment or assessment may be accepted late at any time with or without a grade penalty at the discretion of the building principal for extenuating circumstances.
- ~~Homework will not be accepted late unless an exception is provided for in the student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan. For the 2014-15 school year, the district administrative team will have flexibility regarding the acceptance of late homework during the first year of implementation of the new MS/HS schedules in an effort to inform future grading practices.~~
- Students are responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

#### **G. Reassessment**

- ~~Reassessments are not permitted, unless the teacher determines that the assessment was invalid and/or a reassessment is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan. For the 2014-2015 school year, the district administrative team will have flexibility regarding the administration of reassessments during the first year of implementation of the new MS/HS schedules in an effort to inform future grading practices.~~
- ~~Every student that is reassessed will be reassessed using an alternate assessment. For the 2014-2015 school year, the district administrative team will have flexibility regarding whether not an alternate assessment is utilized during the reassessment.~~
- Teacher discretion may be used to postpone an assessment or redo an assessment for unusual extenuating circumstances on a case by case basis, such as family emergency the night before the assessment or illness.
- Programs such as Study Island and/or Accelerated Math, which are based on reassessment of skills until mastery is achieved, are exceptions to the above.
- Revisions in the writing process are not considered reassessment.

#### **H. Bell curves**

- Use of the bell curve is not consistent with standards-based assessment, and therefore, is not to be used.

#### **I. Category values**

- ~~Teachers are to follow departmental guidelines: and use consistent categories within like sections/courses.~~
  1. All assignments will be classified into 1 of 3 categories for all departments in grades 6-12
    - a. Homework/Classwork
    - b. Minor Assessment
    - c. Major Assessment

1. Each category will have a set point total. Ex. HW/CW = 5-15pts, Minor Assessments = 25-50pts, Major Assessments = 75-100pts.
1. Each category will have a minimum number of assignments per marking period, for a class that meets daily.
  - a. HW/CW - minimum 10 assignments (minimum 50-150 points)
  - b. Minor Assessments - minimum 6 assessments (minimum 150-300 points)
  - c. Major Assessments (benchmarks are included in this category)- minimum 3 assessments (minimum 225-300 points)
4. Each category will have a minimum number of assignments per marking period, for a class that meets every other day.
  - a. HW/CW - minimum 10 assignments (minimum 50-150 points)
  - b. Minor Assessments - minimum 4 assessments (minimum 100-200 points)
  - c. Major Assessments (benchmarks are included in category) - minimum 2 assessments (minimum 150-200 points)
- Multiple types of assessments are necessary to ensure differentiation of instruction.
- More emphasis and value are to be placed on summative/academic achievement, which reflects a student's mastery of content skills rather than formative/academic practice.  
~~\*Please see attached guideline delineating summative/academic achievement versus formative/academic practice.~~

**J. Number of Grades per Week and Frequency of Grades Entered In PowerTeacher**

- Students are to be given multiple and varied opportunities to demonstrate their skills and knowledge. ~~During the 2014-15 school year, the administrative team will have flexibility regarding the number of grades per week required during the first year of implementation of the new MS/HS schedules in an effort to inform future grading practices.~~ which align with the minimum grades per category as referenced in letter "I" Total Points, above.
- Grades are to be recorded in PowerTeacher within one (1) week of the due date.
- Certain assessments, such as research papers and large projects, may be exempted from being recorded in PowerTeacher within one (1) week of the due date. Teachers should use their discretion in these instances and notify students of when the grades will be recorded.

**K. Final Marking Periods Grades**

- For the first marking period, no student at the high school or middle school will receive a reported grade lower than sixty percent (60%) on his/her report card for a full year course.
- For the second marking period, no student at the middle school shall receive a reported grade lower than sixty percent (60%) on his/her report card for a full year course.
- For the third marking period, no student in the middle school shall receive a reported grade below fifty percent (50%) on his/her report card for a full year course.
- For semester courses, no student at the high school shall receive a reported grade lower

than sixty (60%) on his/her report card for the first marking period of the semester.

- Grades for quarter/marketing period courses at the high school have no minimum grade in any marking period.
- For quarter and semester courses at the middle school, no student shall receive a reported grade lower than sixty (60%) on their report card.

**L. Group projects**

- For any group project, two (2) rubrics must be used to grade group projects: a group grade and an individual grade.
- The individual grade must have a greater value than the group grade.

**M. Home projects**

- No more than two (2) major assessments in any subject during one marking period shall be home projects other than in a project-based course. Home projects are defined as projects that are done entirely at home and that require a final product other than an essay or paper. A major assessment is defined as comparable to a test grade in value.

**N. Honor roll**

- The honor roll requirements will be "All A Honor Roll" and an "A and B Honor Roll".

**O. English as a Second Language**

- Until a student is determined to be fully English proficient, alternative grading procedures will be in effect.
- ~~When an ELL achieves a numerical grade below seventy-eight percent (78%), an "NG" indicator with accompanying narrative detailing strengths and weaknesses is appropriate.~~
- ESL students with a WIDA language proficiency level of 1.0-2.4 will receive a pass/fail grade. The following will be noted on the student's report card: "Pass/Fail grade assigned due to student's language proficiency."
- ESL students with a WIDA language proficiency level of 2.5-4.4 will receive a final marking period grade of no lower than 78%. The following will be noted on the student's report card: "Student's grade has been modified according to ESL grading guidelines." The student's strengths and weaknesses should also be indicated.
- ESL students with a WIDA language proficiency level of 4.5 and above will be given standard grades equivalent to those assigned to native English speaking peers.
- All ESL students will be given 1 ½ time to complete assessments.

**P. Related Arts:**

**1. Middle School**

In the middle school, the teacher should evaluate student progress in terms of individual growth and encourage student self-evaluation through individual and group critiques.

Emphasis should be focused on the creative process rather than the final



product. The teacher should use rubric based assessments for student work. Related Arts-educators recognize that some skills may be measured by testing or objective product evaluation. Effective teachers also make evaluative judgments based on expressive measures. The grading criteria established for middle school related arts classes must recognize both of these elements.

Objective scores and documentation of the teacher's professional judgment will be maintained to determine the student's daily/weekly grades. In formulating grades the relative weight of these components may vary from unit to unit. Teachers should use rubrics showing how their subjective assessments translate into grades. When reporting progress, teachers must be sure that the system is easily understood by the students and the parents.

## **2. High School**

In a high school related arts course, evaluation of the student's total experience requires consideration of the individual's aesthetic growth, understanding of art culture and heritage, and development of skills, as well as the quality of creative work. Teacher evaluation must include evidence of artistic growth. Since innovation, imaginative response, and expression are highly valued in the arts, evaluation must be based on the student's individual growth. The teacher's professional judgment is extremely important in evaluating that growth.

In both objective and expressive evaluation, in addition to rubrics, the teacher may use a variety of formal and informal assessment tools (observations, checklists, discussion, portfolios, demonstrations, exhibitions, sketchbooks, self-evaluation, written and oral reports and tests, and individual and group critiques). For grading purposes, the relative weight of the objective and subjective components will vary depending on the criteria established for the individual unit or project. The student should have a good understanding of the criteria being used for each segment of the curriculum.

## **Q. Physical Education Courses:**

### **Middle School/High School**

For Physical Education courses at the middle school and high school, the teacher should evaluate student progress in terms of individual growth and mastery of the standards, which the State of NJ has adopted for Physical Education. In order for students to show growth and ultimately achieve the standards, participation in all activities is essential.

Due to the physical nature of the activities, which students are performing, proper physical education clothing is required. Failure to provide and maintain all required ~~uniform~~ essentials will result in the loss of all points for that day's activity. Also, due to the size of the groups involved with Physical Education class, cooperation and proper attitude is essential to the safety and productivity of all students; and therefore, points will be deducted for failure to maintain proper safety measures. Points will be given on a daily ~~ten~~ one hundred point scale, based on the student's mastery of the day's skill(s). One total point grade will be recorded at the end of each week, based on the total

number of days' each class meets.

When reporting progress, teachers must be sure that the system is easily understood by the students and the parents. Materials will be distributed to parents that list all possible deductions, which can be received during a given class period.

## **ELEMENTARY SCHOOL GUIDELINES**

### **A. Product**

- Assessments used for grades will be standards-based without any "non-achievement" factors.
- No work/project is to be used as a product grade, if it is completed at home, unless provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

### **B. Process**

- A student's citizenship grades 2-5 will be graded as "O," "S," or "N", and a student's Positive Behavior in grades K-1 will be "ME" or "NI" for "Meets Expectations" or "Needs Improvement".
- The rubric scale for a student's citizenship grades 2-5 will be calculated through PowerTeacher as follows: "O" = 100 – 90, "S" = 89 – 75, and "N" = 74 and below.
- A student's citizenship grade in grades 2-5 will be part of process with standardized rubric, and a student's Positive Behavior grade in grades K-1 will be derived from the researched based positive behavior color coded system, unless an exception is provided in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- One citizenship or Positive Behavior grade per week will be entered in PowerTeacher. Comments will be added for any score of an "N" or "NI". In addition, teachers will add comments in PowerTeacher, if the student earns a lower overall average than usual for more than 2 weeks consecutively. For example, if a student earns an "S" for two weeks in a row, after only ever receiving "O"s since the marking period began, then the teacher will add comments.
- A student's grade is to represent that student's behavior within the school community including classroom, cafeteria, playground, and specials.
- Please see attached Citizenship rubric.

### **C. Progress**

- Student progress will be communicated through comments section on report card, as well as through any other means of communication provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

### **D. Standards Based Grading (Grades K-1) and Total Points (Grades 2-5)**

- Grades are to be standards based. Grades K-1 will utilize a standards-based report card and grades 2-5 will utilize total points.
- Grades must reflect the degree to which the student has mastered the essential knowledge and skills. Grades for special area classes (i.e. art, music, health/physical education) are based on participation, behavior and content understanding.
- The actual earned student grade is to be entered in PowerTeacher; however, no student at the elementary level in grades 2-5 shall receive a reported grade lower than sixty (60%) on his/her report card for any marking period.
- The grade book in grades 2-5 will document completion of work, enrichment activities, and remediation. The grade book in grades K-1 will document progress towards mastery of standards using summative assessments with "GW" or "KP" for "Good Work" or "Keep Practicing", respectively. In grades K-1, report card grades will reflect level of mastery towards standards using summative assessments, portfolios, running records, and writing rubrics. Levels of mastery will be reported with "ME" (Meets Expectations) or "NI" (Needs Improvement). Teachers in grades K-1 will utilize common assessments, common benchmarks, and common standard levels of mastery across the grade levels.

#### **E. Zeroes (Grades 2-5)**

- Assignments that are not graded will be entered in PowerTeacher as "NG" and are to be given only by administrative directives.
- There will be no point or percentage deduction for late work that is turned in within three (3) days of the due date. However, an assessment may not be turned in for credit after three (3) days of the due date, unless an exception is made by the building administrator for an extenuating circumstance, or an exception is made in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- An "O" is to be placed in the gradebook for an assignment that is not turned in with an "M" checked in the gradebook for missing. The grade will be calculated as a zero ("O") until the assignment is turned in and scored, unless the assessment is not turned in, as noted above, within three (3) days of the due date. In that event, the "O" will remain in the gradebook and the grade will be calculated as a zero ("O"). However, an exception will be made in situations where additional time for the submission of an assessment beyond the three (3) day time frame noted above is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- It will be at the teacher's discretion to determine an assignment's due date.
- Homework will not be accepted late, unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Assignments, which are late due to absence, will be treated according to Board policy.
- Assignments will be placed in the gradebook as "O" with "M" checked for missing until the assignment is completed and turned in for scoring.

#### **F. Extra Credit**

- Extra credit is not permitted at the elementary level; however, a teacher may give challenge or bonus questions that may be rewarded in ways other than through grades

for correct completion.

**G. Honor Roll (Grades 4-5)**

- There is an 'All A Honor Roll' and an 'A and B Honor Roll'. To qualify for the 'All A Honor Roll', a student must have an A in all academic subjects and an O in citizenship.
- To qualify for the 'A and B Honor Roll', a student must have an A or B in all academic subjects with at least one A in any one academic subject, and a student must have an "O" or "S" in citizenship.

**H. PowerSchool**

- Information and "How-to" directions for parents/guardians will be included in the handbook and/or Back to School information packet. The information will include topics such as how to find teacher comments for a specific assignment.

**I. Assessments**

- The common assessments are to be used in grades 2-5 for end of unit assessments, unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Common assessments are to be used in grades K-1 for all assessments used for reporting student progress in PowerTeacher and Report Cards, unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

**J. Bell Curve**

- Use of the bell curve is not consistent with standards-based assessment; and therefore, is not to be used.

**K. Group grades (Grades 2-5)**

- Assignments that are completed by groups will be scored using a rubric.
- Students will receive an individual grade for their work on the project and not a group grade.

**L. Weighting/Averages (Grades 2-5)**

- Categories are not to be weighted. Categories are only to be used to determine the type of assessment.
- End of Unit assessments values are to be consistent across grade levels.
- Reassessments are not permitted, unless the teacher determines that the assessment will not be used for any student because of the need for more instruction, and/or an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan. In addition,

teacher discretion may be used to postpone an assessment or redo an assessment for unusual extenuating circumstances on a case by case basis, such as family emergency the night before the assessment or illness.

**L. Number and frequency of grades per week entered in PowerSchool**

- Students are to be given multiple and varied opportunities to demonstrate their skills and knowledge.
- Teachers will follow guidelines and requirements of building administrators/ supervisors, as well as any modification and/or supports provided in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Grades are to be recorded in PowerSchool within one (1) week of the due date.
- There are to be enough grades in each subject to reflect an accurate assessment of student achievement.
- Teachers must follow grade level guidelines, unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

**M. Absences**

- Students who are absent, whether excused or unexcused, will be permitted to make up missed work and assessments.
- Students will have at least as many days as the student was absent to make up work, unless additional time is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

**N. Formative/Summative and General Guidelines**

- Multiple types of assessments are necessary to ensure differentiation of instruction.
- In grades 2-5, more emphasis and value are to be placed on summative/academic achievement, which reflects a student's mastery of content skills rather than formative/academic practice. In grades K-1, only summative/academic achievement, which reflects a student's mastery of content skills to report mastery of standards through PowerTeacher and report cards.
- Please see attached guideline delineating summative/academic achievement versus formative/academic practice.
- Assignments/assessments in grades 2-5 such as projects that are not completed entirely in school and that will be used as a grade will be included with formative/academic practice; however, this does not include homework.
- Homework is not to be used towards a product grade; however, homework is incorporated in the citizenship rubric (grades 2-5).
- Comments indicating that an assessment has been completed with materials below grade level are to be reported on the comment section of the report card when grading a student who is working with below grade level materials, and who does not have an IEP.

**O. Cheating**

- Teachers will handle the issue of students cheating on graded assessments in collaboration with the building administrator and applicable Board Policy and Regulation.

**Q. English as a Second Language**

- ~~Until a student designated as "English Second Language" ("ESL") is fully proficient in English, alternative grading procedures will be in effect.~~
- ~~For all grade levels with a numeric grading system - Until a student is determined to be fully English proficient, alternative grading procedures will be in effect.~~
- ESL students with a WIDA language proficiency level of 1.0-2.4 will receive a pass/fail grade. The following will be noted on the student's report card: "Pass/Fail grade assigned due to student's language proficiency."
- ESL students with a WIDA language proficiency level of 2.5-4.4 will receive a final marking period grade of no lower than 78%. The following will be noted on the student's report card: "Student's grade has been modified according to ESL grading guidelines." The student's strengths and weaknesses should also be indicated.
- ESL students with a WIDA language proficiency level of 4.5 and above will be given standard grades equivalent to those assigned to native English speaking peers.
- All ESL students will be given 1 ½ time to complete assessments.
- ~~In grades 2-5, when an ESL student achieves a numerical grade below 78%, an "NG" indicator will be provided with accompanying narrative detailing strengths and weaknesses, as appropriate.~~
- For all grade levels with a Standards Based Grading System, ESL students will be assessed using the same criteria as native English speakers. In any areas that ESL students do not meet expectations, a narrative report will be provided.

Revised: August 25, 2014 June 9, 2017