



EASTERN CHRISTIAN
SCHOOL

Student-Parent
Handbook
2016 - 2017

This handbook belongs to:

Locker #: _____

Eastern Christian Middle School

518 Sicomac Avenue

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www.easternchristian.org; www.ECMSnest.com



EASTERN CHRISTIAN SCHOOL

September 2016

Dear Students:

It is with great anticipation that we welcome you to ECMS. We are excited to explore the plans that God has for each one of us as a part of this ECMS community, and we look forward to the learning, the growth and the challenges He has in store for each of us.

Every day at ECMS our desire is that each of you have opportunities that will help you to mature as a learner, an individual, and a young man or woman of character. We pray that you will meet each day with joy and peace, and take on the responsibilities that God has given to you. This year we will be focusing on and studying Genesis 1:26-28, with our spiritual theme centering around “In His Image.”

As we come together as a community, we are confident that God will use each one of you to make a difference in our 2016-2017 school year. As believers in Christ, we hope that you will set high goals for yourself and be a positive example to all those around you.

Seeking God’s blessing for a wonderful year,

Mrs. Mary Faber

Vice Principal / ECMS Dean of Students

Engaging ▾ *Nurturing* ▾ *Transforming*

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- “Worthy Work” Rubric
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Grades 5 and 6

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- Common Writing Rubric

Grades 5 and 6

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Mission Statement

By providing an excellent academic curriculum, offering a variety of extracurricular activities, and assembling a caring, culturally diverse community, we, with support of parents and local churches, empower students from Christian families to develop their gifts within the context of a Reformed Christian worldview so that they can act as Christ's transforming agents in a global society.

Statements of Belief

As a Reformed educational institution, we believe that God is sovereign over all creation. We make a connection to God's claim in every subject, not just in biblical studies or chapel; in all behavior, including language, dress; and in all attitudes, including those toward others and toward property. The overall purpose of an Eastern Christian education, shaped by this Reformed perspective, is to encourage students to use their heads, hearts and hands for God and to use discernment to create a worldview that is formed through the lens of faith.

Engaging the Mind

We believe that this is not a throw-away world; God will renew it rather than destroy it. This makes all actions to improve life on earth worthwhile. It makes us also recognize that all children are made in the image of God and are worthy of our best teaching efforts, regardless of learning style. Our responsibility is to educate each child to the best of his/her ability and help each child recognize the gifts that s/he possesses.

Nurturing the Spirit

We believe that the line between good and evil runs through people and organizations, rather than around them. No person or no thing is absolutely evil or absolutely good. The world cannot be divided into good and bad guys. We all fall short of the glory of God. Education, therefore, through the action of the Holy Spirit, always appeals to the heart, and has as its purpose to lead students to follow Christ actively.

We believe, therefore, that the spirit must be nurtured so that the students gain self-confidence in discovering the gifts that God has given them. The development of discernment that results from self-confidence and recognition of spiritual gifts sets the tone and community of the school.

Transforming the World

Just as the discovery and use of God-given gifts nurture the spirit of the individual and the school, we believe that this self-knowledge also produces the desire to share those gifts with others and to provide leadership for the community and for the world.

This is appropriate, for we believe that Christ, through the agency of human beings, wants to restore everything in the world to His definition of how it should be. We, therefore, engage culture, familiar and unfamiliar, and do so in the confidence that God is in control.

Engaging the Mind

Nurturing the Spirit

Transforming the World

A to Z Guide for Students and Parents

Advisor

Students are assigned an advisor. He or she will be the leader of the student's Advisory. He or she will be a person who monitors the student's growth, and a person who provides constant spiritual encouragement and leadership.

A student's *parent or guardian* is encouraged to pray for, encourage, celebrate with, and support their student's advisor, as he or she provides leadership to the Advisory.

Advisory

Students participate in an Advisory. A *student's* advisory is the place where each student begins his or her day and develops a relationship with other students and his or her advisor.

A student's *parent or guardian* is encouraged to pray for, encourage, celebrate with, and support their student's Advisory, as they grow, work together, and develop as a group.

Agendas

All *students in grades 5, 6 and 7* are expected to bring and utilize their school provided student agendas in all subject areas. All students in grade 8 have the privilege of making a choice in utilizing a student agenda. Students who are unable to manage this privilege will be required to utilize an agenda provided by ECMS.

Bicycles

Students may use a bicycle as a mode of transportation to and from school.

Students are expected to park and lock their bicycle in the bicycle rack.

Students are not permitted to use their bicycle during the school day.

New Jersey State Law requires *students* less than 14 years of age to wear protective helmets.

Cellular Phones and Electronic Devices

All student cellular phones and/or electronic devices must be turned off and stored in student lockers during the school day. The school will not be responsible for phones or devices that are lost or stolen or damaged. Any phone or device that is in view or heard between the hours of 8:10 - 3:00 will be confiscated and given to the Dean of Students.

The first time a student has their phone or device taken away, it will be given back at the end of the day.

The second time a student has their phone or device taken away, a parent must come and retrieve the phone at the end of the day.

The third time a student has their phone or device taken away, the Dean of Students will conference with the student and their parents.

Chapel

Students participate in Chapel on alternating Tuesdays. *Students* are expected to demonstrate self-discipline, exhibiting behavior appropriate for a worship setting. *Parents/guardians* are welcome to attend chapel.

Christian Service

*Students must complete five (5) hours of Christian Service each year, and are expected to use the appropriate form to document their hours and reflection on the service they have completed. Due dates for completion of service hours are listed below. **ANY DOCUMENTATION HANDED IN LATE WILL NOT BE ACCEPTED.***

Forms/service hours are due on the following dates:

Summer service hours - due by Tuesday, September 13, 2016

Quarter 1 service hours (8/31 - 11/4) - due by Tuesday, November 15, 2016

Quarter 2 service hours (11/5 - 1/20) - due by Tuesday, January 31, 2017

Quarter 3 service hours (1/21 - 4/7) - due by Tuesday, April 18, 2017

Quarter 4 service hours (4/8 - 6/13) - due by Tuesday, June 13, 2017

Class Binders

Students are expected to prepare and organize for individual classes using the prescribed color coded resources found on the 2015-2016 supply list. The supply list can be downloaded from www.ECMSnest.com

Class Trips

Students are expected to participate in class trips.

Students are expected to observe school standards of conduct and dress.

Students may be excluded from a class trip at the discretion of the teacher and/or school.

A student's parent or guardian is expected to complete the Permission for Off-Campus Learning form at the beginning of the year and pay the appropriate fee for each field trip.

A student's parent or guardian will be notified if their child is excluded from a class trip and alternative arrangements will be made.

Community Cleaning

Students are expected to clean the environment in which they eat lunch, attend class, and participate in various outdoor recreational activities.

Students are encouraged to serve others by cleaning up trash that does not belong to them.

Concerts

Students who are members of an ensemble are expected to participate in both the December and May concerts at Eastern Christian High School's auditorium.

Students are expected to be in school for at least a half day in order to participate in musical concerts.

Encore Classes

Students in grades five through seven rotate every other day in the following Encore classes: Art / Cyber Center and Physical Education/Health. Grade eight will have a 3-day rotation which includes an additional exploratory course.

Food & Drink

Students are permitted to have food and drink with their homeroom during lunch.

Students are expected to pre-order and pre-pay for food not brought from home.

Students are permitted to have water in class, but it must be contained in a labeled water bottle.
Students are expected to store beverages in plastic containers, as glass containers are not permitted.

Friday Folders

Eastern Christian Middle School employs many methods of communication between the school and family, one of these methods is a Friday Folder.

Students are expected to return their Friday Folder on Monday. A digital version of any information being sent home on behalf of the school is available at the middle school page of easternchristian.org or www.ECMSnest.com

A student's *parent or guardian* is expected to review the contents of the Friday folder and return any school papers in the "Return to School" side of the folder.

Grading Scale

A	96-100	C	79-82
A-	93-95	C-	77-78
B+	91-92	D+	75-76
B	87-90	D	72-74
B-	85-86	D-	70-71
C+	83-84	F	69 and below, failing

Grade Descriptors

A - High level of performance on and understanding of learning standards for this marking period; work shows extra care and preparation.

B - Above average level performance on and understanding of learning standards for this marking period; work shows care and preparation.

C - Basic level performance on and understanding of learning standards this marking period; work shows minimal care and preparation.

D - Performance on and understanding of learning standards did not meet all requirements this marking period; an improvement plan is needed; a parent/teacher conference is suggested.

F - Performance on and understanding of learning standards did not meet minimal requirements this marking period; an improvement plan is needed; a parent/teacher conference is needed.

Honor Roll

Eastern Christian Middle School recognizes academic achievement, in addition to other student achievements.

Students who achieve between a 3.6 and 4.0 grade point average and earn a "B" or higher in all academic classes are placed on "High Honor Roll."

Students who achieve between a 3.0 and 3.5999 grade point average and earn a “B” or higher in all academic classes are placed on “Honor Roll.”

Internet Use

Eastern Christian Middle School provides Internet use to enhance the learning environment, use that is subject to the *Eastern Christian School Association Acceptable Use Policy*.

A student and a student’s parent or guardian is expected to review and sign the Eastern Christian School Association Acceptable Use Policy.

Lockers

Students are expected to care for their locker, keep their locker clean, and prevent unnecessary damage to it. Lockers must be fully closed when not in use.

Students are encouraged to keep valuable items, such as large amounts of cash, in his or her possession or in the temporary possession of the front office, as Eastern Christian Middle School will not be responsible for items lost or stolen.

Lost & Found

Eastern Christian Middle School places lost and found items in the hallway between the Music and Art classrooms, adjacent to the Faculty room. Unclaimed items will be donated to ditto at the end of each quarter marking period.

Lunch

Students are expected to eat lunch with their homeroom.

Students may pre-order and pre-pay for lunches that are not brought from home.

Students are expected to go outside during the recess that follows lunch.

Media Center

Students are expected to check out all books and materials properly, under the supervision of the Media Specialist or a designated Media Center parent volunteer.

Students are assessed a fine of \$.10 per day for overdue materials checked out from the Media Center.

Music Ensembles

Students in the grades five and six have the option of participating in the Chorus music group on Wednesday mornings during the Advisory period. Students in grade six may also participate in the Band and Orchestra ensembles.

Students in the grades seven and eight are encouraged to participate in Band, Chorus, or Orchestra, but participation is not required. Students who do participate will meet 2-3 times per week, during the Advisory period.

Nurse

Students who require the assistance of the school nurse are expected to obtain a pass from their assigned teacher, and may see the nurse between 11:00 a.m. and 2:00 p.m.

A student's *parent or guardian* will be contacted if the nurse determines the student should be sent home, as school transportation will not be provided.

New Jersey State Law prohibits the dispensing of medication in a school without a written doctor's order and written parental consent.

(See below for full Health Policy)

Posters

Students wanting to display posters or flyers in the school building must have them approved and initialed by the Principal or Dean of Students before hanging them up.

Students are expected to remove posters after the advertised activity.

Recreational Equipment

Students may check out recreational equipment at the beginning of noon recess.

Students are expected to return recreational equipment at the end of noon recess.

Students are expected to reimburse Eastern Christian Middle School for recreational equipment that is lost, intentionally damaged or destroyed.

Report Cards

All *parents/guardians* are encouraged to monitor their child's progress on *the Realtime Parent/Student Online Portal*, an online grade communication tool.

A student's *parent or guardian* will receive a report card at the end of each quarter to report the student's progress in all academic classes.

A student's *parent or guardian* may request a Parent and Teacher Conference upon receipt of the report card.

Restricted Areas

Students are not permitted in the faculty room, supply room, copy room, boiler room, teachers' closets and desks, parking areas, the front oval, Faith Community Church property, the rock wall, and the woods.

School Safety (Drills)

Eastern Christian Middle School, in accordance with the state and for the safety of our school, completes several types of safety drills throughout the school year. These include, but are not limited to, fire drills and school evacuation drills, shelter-in-place drills, and school lockdown drills.

Students are expected to follow the directions of all school employees during the course of any drill.

Service Teams

Students will have an opportunity during the year to be a member of a Service Team.

School Pictures

All *Students* will have individual and class pictures taken at the beginning of the school year.

A student's *parent or guardian* may order copies of individual and class pictures, using the appropriate order form.

Small Groups

Students *participate in Small Group meetings on alternating Tuesdays*. Students are expected to demonstrate self-discipline, exhibiting behavior appropriate for a small group setting.

An adult will provide constant spiritual encouragement and will facilitate small group discussions with the help of a student leader.

Special Events and Celebrations

All *students* have the privilege of participating in special events and celebrations throughout the school year. To participate, it is necessary for all students to have completed their school work. For students who have incomplete assignments, Study Hall time will be provided in order to facilitate students getting necessary work completed .

Skateboards

Students are not permitted to use a skateboard on school grounds.

Technology Use

Students are expected to abide by Eastern Christian School's Acceptable Use Policy whenever they are using an electronic device at school. This policy may be downloaded from www.ecmsnest.com

The Chromebook policy outlines expected use guidelines for students while they are using their assigned or classroom Chromebook. The Chromebook handbook is also located on the [ECMSNest](http://www.ecmsnest.com). A signed consent form will need to be returned to the school before a student is issued their personal or classroom Chromebook.

Telephone Use

Students may use the telephones in the front or teacher offices only with permission from a staff member. *Students* should not use cell phones for making calls during school hours from 8:10 am -3:00 pm, unless directed by a teacher for learning purposes.

Textbooks & Course Materials

Students are expected to care for textbooks and other course materials.

Students are expected to reimburse the school for the cost of the textbook or course material if it is damaged or destroyed.

Valedictorian and Salutatorian

The valedictorian honors will be given to the student with the highest GPA from grades six through eight. Students must attend Eastern Christian for all of their seventh and eighth grade years to be eligible to receive valedictorian honors. The Salutatorian will be the student with the second-highest GPA.

Visitors

Student visitors must receive approval by the Principal and the Director of Admissions at least one day prior to the visit.

Academic Integrity Policy

As Christians we are called to reflect integrity in all aspects of our lives. Eastern Christian honors this calling by outlining clear standards and concrete expectations for modeling ethical character in the classroom. Supporting the core values of the institution, we strive for excellence, develop responsibility, and seek Truth. Through these pillars, Eastern Christian students must conduct themselves accordingly, demonstrating integrity through honest academic work. Honesty is defined as upholding and speaking truth. Integrity is fulfilling the core values with or without the presence of others. Ethical character is foundational to the education of our young people. Seeking after our Savior's example, Eastern Christian deeply values and upholds integrity in all aspects of our professional academic environment, culture, and community.

Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. Despite temptations and/or pressures to receive good grades, students are expected to focus upon mastery of the material to the best of their personal abilities. Violations of academic integrity will not be tolerated and will be handled firmly and consistently as outlined below.

Violations of Academic Integrity

A. Plagiarism

Plagiarism occurs when individuals attempt to present as their own what has come from another source. Plagiarism takes place whether such theft is unintentional or deliberate. It is not a defense to claim that one has 'forgotten' to document ideas or material take from another source.

Examples include, but are not limited to, the following:

- I. Using the ideas of another person, in total or part of, whether or not such ideas are paraphrased, from whatever source including oral, print, broadcast, or computer-mediated communication;
- II. Knowingly failing to use proper citation for information obtained from print sources or the internet according to citation criteria specified by the instructor or, in cases where instructor guidance is not given, by standard manuals of style (e.g. MLA)
- III. Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentence;
- IV. Knowingly presenting borrowed material, whether a phrase, sentence, or whole paragraphs, without placing quotation marks around the borrowed material in the approved style;
- V. Presenting an assignment as one's own that has been partially or wholly prepared by another person or business.

B. Cheating

Cheating occurs when individuals copy the work of another or use electronic devices when the use of such is prohibited. Examples include, but are not limited to, the following:

- I. Communicating information about assessment or assignments verbally or through writing, social media, or any forms of technology (ex: texting, Facebook, email);
- II. Having or using unauthorized materials, information, or an unauthorized device at an examination, test, or quiz;
- III. Copying from another student an assignment, paper, lab report, project, homework assignment, or assessment;
- IV. Permitting another student to copy from an assignment, paper, lab report, project, homework assignment, or assessment;

- V. Obtaining and/or using an unauthorized examination, test, or quiz prior to its administration;
- VI. Having another person act as proxy to take an examination, test, or quiz, or to have another person complete an assignment, paper, computer program or project.

C. Unapproved Collaboration

Certain coursework and assignments such as team projects, papers, and laboratory work may involve collaboration. Unless expressly permitted or prescribed by the faculty member, students shall not engage in collaboration on graded assignments. It is the student's responsibility to ask for clarification from a faculty member to what extent, if at all, collaboration with others is allowed.

D. Other Violations of Academic Integrity

Additional violations of academic integrity include, but are not limited to, the following:

- I. Falsification, which occurs when individuals make false statements that mislead others. Examples of falsification include, but are not limited to, the creation of a false or misleading citation or the manipulation of data for an academic assignment;
- II. Submission of a paper or project to more than one course during the time in which a student is attending Eastern Christian High without the explicit permission from all the instructors involved;
- III. Submission of work previously done in another school, whether modified or not, without permission of the instructor.
- IV. Using plagiarized material for one's own personal notes as a source of information for an assignment, paper, lab report, project, or assessment.

Consequences

Any student who violates the academic integrity policy will receive a zero for the assessment, assignment, or project. In addition, the student's dean and parent/guardian will be notified; the offence will be recorded by the dean on the student's discipline record. Repeated offenses will result in school suspension, and student status will be evaluated.

Athletics

All Eastern Christian School athletes are expected to uphold the following six pillars for athletic success with the support of the Athletic Director, coaches and parents:

Glorify God... the most important measure of our success. (Colossians 3:17a) *“And whatever you do, whether in word or deed, do it in the name of the Lord Jesus...”*

Exemplify Christian character...attitude, behavior, and sportsmanship, exhibiting a God-honoring lifestyle while abstaining from drugs, alcohol, and tobacco. (1 Corinthians 6:19b-20) *“...You are not your own, you were bought at a price. Therefore honor God with your body”*

Strive for excellence...exhibit a heart for hard work, passion, enthusiasm and energy in the classroom and on the field. (Colossians 3:23) *“Whatever you do, work at it with all your heart, as working for the Lord, not for men.”*

Compete as one...what is best for the team always comes first. (Philippians 2:4) *“Each of you should look not only to your own interests, but also to the interests of others.”*

Run the race to win...compete at the highest possible level. (1 Corinthians 9:24b) *“...run in such a way as to get the prize*

Be committed...showing up and honoring your word is the norm. (1 John 2:5b ESV) *“But whoever keeps his word...by this we may know that we are in Him.”*

1) Academic performance-

- A. All student athletes will be held accountable for their academic performance
- B. Any athletes who with an “F” as an average in one class will be ineligible to compete in games or meets. The athlete will be eligible to compete once the grade is improved.
- C. Any athletes who possess two or more “F’s” will be ineligible to compete or practice with their team until the grades are improved.

2) Uniforms and any other team issued gear-

- A. All student athletes are responsible for any equipment they have been issued. This means taking items home and washing them when needed and locking them in a locker if being left in the locker room.
- B. Students who lose or fail to return athletic gear will be charged accordingly.

3) Rosters-

- A. Coaches realize the value of having high athletic participation at ECMS.
- B. Coaches will try to avoid “cutting” athletes if possible, depending on the number of athletes trying out.
- C. Students cannot participate or try out until fully registered and cleared by the nurse. Nurse’s clearance includes submitting **all required forms** for sports participation.
- D. If athletes are unhappy with a certain situation they are encouraged to approach the coach or Athletic Director in a mature way at an appropriate time.

Questions regarding the ECMS athletics should be directed to our Athletic Director, Mr. Aaron Goldstein, at aarongoldstein@easternchristian.org

Health Policy

MEDICATIONS

Standing orders for dispensing non-prescription medications are to be obtained by the school nurse from the school physician in writing at the beginning of each school year. Such medications may then be dispensed, with either standing or specific parental permission, at the discretion of the school nurse.

Prescription medications may only be dispensed as prescribed. Students requiring **prescription medication** at school must present a written statement from the physician who identifies the drug, dosage, time schedule, purpose of the medication and possible side effects. **In lieu of the written statement**, it will be permissible to accept the prescription bottle as the physician's request, provided that the bottle is labeled with the physician's name, the child's name, name of the drug and the dosage schedule. Students also must present a written statement from his/her parent or guardian giving permission for the school nurse (or authorized personnel) to administer the medication prescribed by the physician or to administer the nonprescription medication as requested by the parent, and relieving the Board and its employees of liability for administration of the medication.

STUDENT HEALTH

In keeping with our goal of providing a healthy environment for all students attending Eastern Christian School, the following is adopted to that end:

1. All children entering the school system and all entering grade nine must have a satisfactory physical examination by a medical or osteopathic physician within 365 days prior to the first date of attendance. Physicals done for Eastern Christian Preschool will be accepted for kindergarten entrance provided that written evidence or up-to-date, school age immunizations are submitted.
2. Any child who is exhibiting any of the following signs or symptoms of contagious viral or bacterial disease will be excluded from the classroom at the discretion of the principal, school nurse, or the classroom teacher. If any of these symptoms remain chronic, the recommendation of the child's pediatrician will be sought regarding the advisability of readmission into the classroom.
 - a. Vomiting,
 - b. Fever in excess of 100.0° F,
 - c. Constant and persistent coughing, sneezing or runny nose,
 - d. Bleeding, oozing or running sores or abrasions that are not or cannot be covered, or
 - e. Red, itching eyes with discharge.
3. Any child who has been to a physician and has been diagnosed with the following diseases must be taking the prescribed antibiotic therapy for at least twenty-four (24) hours prior to the return to school unless supplying a doctor's note to the contrary.
 - a. Strep Throat
 - b. Conjunctivitis ("Pink Eye")
 - c. Bronchitis
4. Any child with chicken pox, mumps, measles, whooping cough, coxsackie disease will be excluded from the classroom until documentation from a doctor clearing the student for school attendance is received.
5. Any child with pediculosis ("Head Lice") will be excluded from the classroom until after the first treatment with a pharmacy recommended head lice treatment and nit removal. In addition, the school nurse must be notified.

Attendance

Regular attendance is essential for steady progress throughout a student's school career. If a student is ill, however, please do not attempt to send him/her to school. If a student is sent to school while ill, his/her learning will be affected, and other students may be infected. On the other hand, keep in mind that there is no adequate substitute for class time. Keeping up on homework assignments is not an adequate substitution for interaction in class. The school nurse reviews reports of student absences and may contact you if your child has been chronically absent or has a contagious illness that must be reported to the NJ Department of Health. Students absent for more than 20 days may be retained in a grade if their academic performance is slipping. A determination for retention is not based solely on the number of days absent. **Absences for vacation or other personal reasons are very strongly discouraged.** Consideration of the child's educational development should be carefully weighed before a child is kept out of school. In case of absences, the parent is responsible to contact the teacher for makeup work or assignments, and to make certain that all requirements are completed.

Teachers **should not** be expected to put together work beforehand for planned absences. Please keep in mind that makeup work entails additional duties for the teacher.

For the protection of your child, whenever a child is absent, a parent must notify school by phone or email **before 8:45 a.m.** Please use the attendance line or email to gloriatenewitz@easternchristian.org to leave the message. This message can be very brief and you should state the student's name, grade and reason for the absence. Written excuses for such absences are not necessary. If the student is able to do work while absent, the parent must make the request for work by 8:45 a.m. Work may be picked up after 2:15 or be sent home with another student. For an early dismissal, a written request in advance must be made.

Late Arrival

Because our desire is to begin every day with prayer and devotions, it is important that students arrive on time. Late arrivals will be tracked cumulatively each semester. The following are consequences for cumulative late arrivals.

- 5 cumulative late arrivals will result in an email or a phone call home from the Dean of Students.
- 10 cumulative late arrivals will result in *after-school solution center* and will prompt a *student and parent meeting with the Principal and Dean of Students.*
- 15 cumulative late to school arrivals will result in Early Morning Solution Center Time- **a full week of 7:30 am arrivals** - and the creation of a personalized student arrival plan.
 - After fifteen (15), every five (5) "Late to School " arrivals will result in Early Morning Solution Center Time, and the student will be placed on probation.

Please note, students who are late or absent for any portion of the day exceeding one hour will be recorded as being absent for one-half day.

Students and families with extenuating circumstances are encouraged to speak with the Dean of Students prior to the accumulation of 5 late arrivals.

Bullying and Harassment

ECSA prohibits acts of harassment, intimidation, or bullying (HIB). ECSA strives to prevent and eliminate this kind of behavior in school, recognizing that each person is created in the image of God. HIB is a conduct that, at a minimum, disrupts students' ability to learn and the school's ability to educate in a safe environment, and more importantly, is a violation of God's Word regarding community living. Demonstration of appropriate behavior, treating others with civility and respect in the image of God, and refusing to tolerate HIB is expected all of students and faculty of the school.

HIB is any type of gesture or any written, verbal or physical act, or any electronic communication (social media internet site, cell phone, telephone, fax or other device), whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap or disability. Such behavior is considered HIB whether it takes place on or off school property, at any school-sponsored function or, on a school bus.

HIB is conduct that meets the following criteria:

- Disrupts or interferes with orderly operation of the school or the rights of others;
- Has the effect of insulting or demeaning others; or
- Creates a hostile environment.

Some examples of HIB include, but are not limited to:

- sharing demeaning jokes.
- using slang expressions that are demeaning.
- threatening a person with actions or words.
- engaging in improper physical contact and unwanted touching.
- unwelcome sexual advances, requests or comments.
- verbal harassment or abuse of any kind.
- display of lewd or compromising photos or pictures (e.g. on locker doors or the internet).
- writing and/or distributing sexually explicit notes on paper or the internet.
- behaving in any way which creates an intimidating, hostile, or offensive learning environment.

ECSA expects students and adults to heed Scriptural admonition and behave with respect toward all people, regardless of the aforementioned characteristics of person(s). God created us at the highest point in His creation. We have been created bearing God's image, which means that we have the responsibility to love each other as modeled for us in the life of Jesus Christ. At the heart of our love for each other is God's spirit who knows no distinction in age, skin color, race, sex, ancestry, national origin, place of residence, social status, economic position or disability. We are all created as equals and are mandated to demonstrate that equality in our respect for each other.

Since bystander support of HIB can support inappropriate behaviors, the ECSA also prohibits both active and passive support of HIB. Students are encouraged to walk away from these acts when they see them, constructively attempt to stop the acts and/or report them to the proper authority.

The principal is responsible for receiving complaints alleging violations of this policy. Parents, students, and employees should report suspected HIB to the principal promptly and in writing. This reporting can be done in

an anonymous fashion. The principal will ensure that fear of retaliation is alleviated by acting confidentially and punishing any acts of retaliation to the reporting. Furthermore, individuals asserting false accusations can be punished.

Any person who suspects he or she has been a victim of HIB by the principal, should report promptly and in writing to the Head of School or president of the Board of Directors. This reporting can be done in an anonymous fashion. Each report will be given serious consideration and investigated appropriately in a confidential manner. Individuals asserting false accusations can be punished.

Behavior consistent with the definition of HIB can result in immediate suspension or expulsion. In some cases, criminal charges can be filed with authorities where appropriate. Consequences and remedial action for a student will be unique to the individual incident. It will vary in method and severity according to the nature of the behavior, the age of the student, and any history of inappropriate behaviors. Remedial actions are intended to correct inappropriate behavior, prevent another occurrence and protect victim(s) of the act.

ECISA also desires reconciliation between offenders and those offended, when appropriate. This process does not mean that inappropriate behavior is minimized, but it may acknowledge that forgiveness plays a vital role in healthy community living and also in healing for both the offender and the offended person. Any reconciliation requires two willing parties and will be pursued by the school whenever it is in the school's determination to be appropriate. In some cases, longer term support services for the offenders or victims may be encouraged. The school provides a student assistance counselor who can aid in this process, either directly or by referring the famil(ies) to appropriate resources.

Public Display of Affection (PDA)

School is an academic environment. Public display of affection is a distraction to learning. It is not permitted at school and students are expected to act appropriately at school-sponsored events. PDA often makes others feel uncomfortable, and it promotes an image in the broader community, which challenges our biblical standards. Students who do not conform to the PDA expectations will be challenged by teachers, counselors, and the administration to live within this requirement. Parent conferences will be scheduled when students refuse to cooperate.

Dress Standards and Expectations

Because the way that we dress often reflects and influences our feelings and attitudes, all work environments set appropriate dress standards to maximize productivity. Extremes in style and grooming are not appropriate for a learning environment because they seek or cause undue distraction from our purpose. Therefore, we believe that setting clear standards for how we dress for school influences the tone of our learning community.

Students are expected to abide by ECMS dress standards at all school functions unless otherwise specified. Administrators and teachers have the authority to judge whether or not students are in accordance with the EMCS Dress Standards.

- School clothing should be neat, clean and modest.
- Clothing must be free of rips, holes, and frays including cut-offs of any sort.
- Clothing or accessories that promote things that are contrary to our core values will not be permitted; including offensive images, or unhealthy products, thoughts, sayings or ideas (alcohol, drugs, smoking, etc.)
- Except in Physical Education class, students will not wear athletic shorts.
- Boys pants must be worn above the hips, so as not to reveal underwear. If necessary, a belt may be required.
- Girls' tops must demonstrate modesty by overlapping with pants or skirts under all circumstances.
- Tops should not reveal undergarments or cleavage. Sleeveless tops covering the full shoulder are permitted. Halter-tops, tank tops, low-cut tops will not be permitted.
- Shorts, skirts, and dresses, shorter than fingertip length will not be permitted.
- Leggings may not be worn on their own. Girls may wear leggings beneath a skirt or dress that meets length requirements.
- Clothing that is see-through, made of fishnet or spandex materials, or excessively tight fitting will not be permitted.
- Sweatpants, pajamas, flannel underwear, or visible boxers are not permitted.
- Students may not wear head coverings (hats, bandanas, hoods, etc.) or coats in the building between the hours of 8:15 and 3:00.
- No earring(s) may be worn by boys. Body and facial piercing or tattoos will not be permitted.
 - Pre-existing tattoos must be covered at all times on campus and during all school sponsored trips.
- Any shoes with wheels are not permitted.
- Students should not write on themselves or any other student with pen, marker, or any other kind of writing utensil.

Students not adhering to the above dress standards will be asked to wear clothing provided by the school until appropriate clothing can be brought to school. Repeated willful lack of adherence will result in additional discipline.

Homework Standards

Homework Standards: Rationale

Eastern Christian Middle School assigns homework to be an extension, practice and enrichment of academic learning experiences. Our assignments seek to be meaningful and relevant, providing review and application for the learning process.

Homework Standards: Student Role

- Most students should be able to complete homework with minimal assistance from parents. Assignments are designed for students, not parents. Students should be able to complete short-term and long-term assignments on their own.
- For excused absences, students will be responsible for arranging with teachers a plan to make up homework.
- Students will usually have a maximum of three assignments per school night, excluding long-term assignments.
- Parents can be most helpful by creating a home environment and routine in which a student can nightly work independently.
- Teachers will monitor and modify homework to maximize the learning process.
- Teachers will provide feedback on homework to students in a timely manner.
- Parents can check homework assignments on Realtime.

Physical Education Standards

Physical Education Standards: Student Role

Physical Education requires cooperation and teamwork. Students are expected to:

- Wear a complete ECMS gym uniform to physical education class. This includes appropriate shorts, shirt, socks, and sneakers. Sweatshirts and sweatpants are permitted in cool weather, but your gym uniform must also be worn. Failure to have a complete gym uniform will prevent participation in PE class.
- Exercise respectful locker room behavior.
- Change clothes in the proper locker room before class. Lockers should be used to hang and store clothing. Sufficient time is given at the end of class for changing.
- Provide a note from a parent or guardian if, for good reason, he or she cannot participate in class.
- Provide a note from a physician if he or she cannot participate in class for a longer period of time.

Teacher Communication

The school provides *students* and the student's *parent or guardian* with the school email addresses of all teachers and telephone numbers of many teachers. All teachers also have a voice mailbox on which a message may be left. Voicemails are delivered via email to teacher's school email accounts.

For urgent school matters only, a *student* and a student's *parent or guardian* may call a teacher prior to 9 p.m. Monday through Saturday. He or she may not call a teacher's home on Sunday for any reason.

For school matters that are not urgent, a *student* and a student's *parent or guardian* is encouraged to email a teacher at their school-provided email address. It is expected that teachers will respond to most emails within 24 hours, accounting for a Sunday rest. However, realize that undue circumstances may warrant a longer period for response.

Bus Guidelines

Bus Code of Conduct

Bus Safety Rules are made and enforced to ensure safe transportation to and from school. The bus driver's job is to drive the bus in the safest possible manner. Being distracted by unruly students endangers everyone. The following actions will not be tolerated:

- Fighting or hitting
- Throwing objects out the bus window
- Smoking, lighting matches, and cigarette lighters
- Disrespect or defiant behavior toward the bus driver or monitor
- Defacement or destruction to the bus
- Throwing objects while on the bus
- Yelling out the windows of the bus
- Taunting others to provoke a fight
- Spitting on others or out the windows on the bus
- Playing personal stereos at high volume
- Standing, walking, or blocking the aisle while the bus is in motion
- Cursing or vulgar language
- Littering

Students are expected to respond appropriately to directions given by either the driver or the student monitor.

Students who fail to abide by the rules and expectations while riding on the bus will be referred to the school administration for discipline. Repeated unacceptable behavior may result in removal from the bus in increasing increments (i.e. 3 days, 5 days, remainder of the quarter, etc.). The school administrators will make every effort possible to work with parents to correct behavioral problems.

Code of Ethics

We believe that true community demands reasonable boundaries that promote respect for one another and for an environment that maximizes learning. At the same time, we recognize that rules disconnected from relationships can promote rebellion rather than community. Therefore, we desire to encourage partnership and cooperation with students and parents for the common goal of providing a learning community for all.

We desire to nurture the God given strengths of our students, encourage growth in knowledge and depth of insight, as well as provide a safe and secure learning environment. Our Code of Ethics provides rewards and consequences designed to influence students to respond to encouragements and warnings we hope will maintain a sense of open community.

Merit

A merit is gained for character or behavior deserving special recognition or approval. It *cannot* be requested, nor can a student act with the intention of receiving a merit. An individual teacher awards a merit when he or she observes evidence of character or behavior that is “above and beyond,” thus deserving special recognition or approval.

A student will know when he or she receives a merit when a small certificate is given indicating the reason for the merit. A student is not to flaunt the certificate or boast that he or she received a merit. A merit will be revoked when a student flaunts or boasts. A merit is meant to be a private recognition or approval between the assigning teacher and receiving student.

Red Flag

A Red Flag is a ***warning*** for an unacceptable behavior that negatively affects the individual, classroom, and/or school community. A Red Flag allows the student to make a positive change, correcting the specific behavior for which he or she received the warning. The accumulation of three (3) red flags in one category will lead to an appropriate disciplinary action. There are instances at which time an immediate consequence is required.

Code of Ethics: Responses to Behavior

Red Flag

A Red Flag is a notice for an unacceptable behavior that negatively affects the individual, classroom, and/or school community. A Red Flag allows the student to make a positive change, correcting the specific behavior for which he or she received a red flag. The accumulation of three (3) red flags in one category will lead to an appropriate disciplinary action. There are instances at which time an immediate consequence is required.

Lunch Conference

A Lunch Conference is for the purpose of correcting a pattern of behavior that has been noted through red flags. After receiving two red flags for a behavior in one of the four categories within a time period of less than one (1) week, a student may be scheduled to meet with the Dean of Students during their lunch or recess. This meeting will allow for conversation concerning the red flags and how to better exemplify our Core Ethical Values. This will also be notification that a third red flag in the same category will result in attending After-School Solution Center.

After-School Solution Center

A student will attend After-School Solution Center if he or she receives three or more red flags for recurring behavior in one of the four red flag categories, within a period of one week. After-School Solution Center takes place immediately **after school from 3:05-4:15 on Thursdays only**, during which time the student will meet with the Dean of Students and reflect on their behavior through a formal response form. After-School Solution Center may also be assigned for extreme behaviors and the accumulation of 10 "Late to School" occurrences within a semester.

Campus Restriction

During a Campus Restriction, a student will be confined to the conference room before school, during lunch and recess, and after school. Campus privileges may be restricted when students engage in excessive hitting, pushing or shoving, without the intent of causing physical harm. Campus Restrictions are also given when a student demonstrates a pattern of tardiness or reaches 7 "Late to School" occurrences within a semester.

Saturday School SolutionCenter

When a pattern of behavior that contradicts our Core Ethical Values remains unchanged after being addressed with both student and parents, Saturday School Solution Center may be assigned. During Saturday School Solution Center, students will work with the Principal or Dean of Students from 7:00 am - 9:00 am, and work together on behavior reflection and character education.

Suspension

In-School and Out-of-School Suspensions are reserved for extreme incidents of disrespect, violence, untrustworthiness or direct contradictory behavior to the ECSA Core Ethical Values. Please refer to Disciplinary Phases IV and V.

Four Categories: *Preparedness, Homework, Character, and Self-Control*

Red Flag: Preparedness

<i>Unprepared for Class</i>	<i>This includes, but is not limited to, not having the required materials to be able to participate in class.</i>
<i>Late to Class</i>	<i>A student must be in his or her assigned classroom and assigned seat at the appropriate time, as indicated by the bell schedule.</i>
<i>Dress Standards</i>	<i>In order to reflect an intentionally academic learning Community, a student's attire must comply with the ECMS Dress Standards and Expectations. If a student's attire does not abide by the standard, a student can be sent to the front office or Dean of Students, at the discretion of the teacher. The student will be provided with alternate attire until an acceptable replacement can be brought to school.</i>
<i>Gum Chewing</i>	<i>Students may not chew gum during school hours.</i>
<i>Food and Drink</i>	<i>Food or drink must be consumed at appropriate times and in appropriate places. Food and drink can be consumed during lunch and specified snack times.</i>

Red Flag: Character

<i>Disrespect</i>	<i>Out of a desire to live in true Community, all students will demonstrate respect for all community members. Disrespect includes, but is not limited to, disrespectful words, gestures, actions and tone directed toward a student or teacher. Disrespectful words include, but are not limited to, verbal attacks or threats based on physical appearance, sexual orientation, academic ability, physical or mental disability, socioeconomic status, gender, race, religion or ethnicity.</i>
<i>Dishonesty</i>	<i>Reflecting our Core Value of Truth, students are expected to communicate in an honest fashion, both verbally and through their actions.</i>
<i>Language</i>	<i>A character demerit for language will be given for communication that is inconsistent with our Core Values in a manner that is disrespectful, vulgar, obscene or inflammatory.</i>

Red Flag: Homework

<i>Homework</i>	<i>Reflecting our Core Values of Excellence and Responsibility, homework must be completed in the assigned time period, in a way that is consistent with the ECMS Worthy Work rubric.</i>
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Red Flag: Self-Control

<i>Disruption</i>	<i>Out of respect for fellow community members, a student is expected to refrain from purposeful disruptive actions; those that cause instructional time to pause and/or stop.</i>
<i>Talking</i>	<i>While we value individual expression and communication, all students are expected to remain silent during instructional time. In addition, a student is expected to resume silence when a teacher requests the individual or class to be silent.</i>
<i>Inappropriate Touch</i>	<i>While we value individual expression and communication, all students are expected to remain silent during instructional time. In addition, a student is expected to resume silence when a teacher requests the individual or class to be silent.</i>
<i>Not Following Directions</i>	<i>A student is expected to comply to a teacher's instructions, following his or her directions immediately and completely, to the best of his or her ability.</i>
<i>Hallway Behavior</i>	<i>Learning in a Community, a student is expected to conduct him or herself in a way that ensures a safe and respectful school environment.</i>

Disciplinary Response: Phase I - *Lunch Conference/Campus Restriction*

Behavior	Response
<p><i>A student will report for a Lunch Conference when he or she:</i></p> <ul style="list-style-type: none"> • Accumulates two (2) red flags in one category within a time period of less than one week. • Says a highly disrespectful word or phrase to another student; a word or phrase that warrants an immediate consequence rather than a red flag. • Is intentionally dishonest to an adult, dishonesty that is expressed verbally or nonverbally. <p><i>A student may have Campus Restriction when he or she:</i></p> <ul style="list-style-type: none"> • Engages in excessive hitting, pushing, or shoving, without the intent of causing physical harm. • Demonstrates a pattern of tardiness or reaches seven (7) "Late to School" occurrences within a semester. 	<p><i>If a student receives a Lunch Conference, he or she:</i></p> <ul style="list-style-type: none"> • Must report to the Dean of Students office at the beginning of lunch. • Will have an opportunity to reflect on the behavior and discuss the red flags with the Dean of Students. • Will have an opportunity to speak with the teachers involved in order to gain further clarity and understanding about their red flags, if needed. <p><i>If a student has Campus Restriction, he or she:</i></p> <ul style="list-style-type: none"> • Will be confined to the conference room before school, during lunch and recess, and after school.

Disciplinary Response: Phase II - *After-School Solution Center*

Behavior	Response
<p><i>A student will attend After-School Solution Center when he or she:</i></p> <ul style="list-style-type: none"> • Accumulates three (3) red flags in one (1) category within a period of one (1) week. • Is sent out of class upon the receipt of three (3) red flags in one (1) class. • Fails to attend an assigned lunch conference, with the intention of skipping the appointment. • Cheats or engages in plagiarism (See Academic Integrity Policy). • Is more than 5 minutes late to a class, without a pass or permission from a teacher or administrator. • Accumulates ten (10) "Late to School" arrivals over the course of a semester. 	<p><i>If a student needs to attend After-School Solution Center, the Dean of Students will notify their parents, and he or she:</i></p> <ul style="list-style-type: none"> • Must report to Room 11 no later than 3:05 with a book and work that can be done independently. • Will be released at 4:15pm to a parent or guardian. • Will have an opportunity to reflect on the behavior and discuss the pattern of behavior with the Dean of Students. • Will receive a zero (0) on the assignment in situations of cheating and /or plagiarism. • Will have an opportunity to speak with the teachers involved in order to gain further clarity and understanding about their pattern of behavior. • Will be given an After-School Solution Center reflection form that must be completed and signed by a parent, and returned prior to Period 1 on the following school day.

The ECMS Code of Ethics operates on a one week Character Cycle. At the end of each week every student receives a clean red flag record and it is our hope that students will take advantage of this opportunity to work toward continuing to reflect our Core Ethical Values in their attitude and behavior.

Disciplinary Response: Phase III - *Saturday School Solution Center*

Behavior	Response
<p><i>A student will attend Saturday School Solution Center when he or she:</i></p> <ul style="list-style-type: none"> • Accumulates seven (7) red flags in one (1) category over the course of a one (1) week period. • Demonstrates a continued pattern of behavior that contradicts our Core Ethical Values, and that hasn't been influenced by Lunch Conferences or After-School Solution Center. 	<p><i>If a student needs to attend Saturday School Solution Center, he or she:</i></p> <ul style="list-style-type: none"> • Must report to the front office of ECMS no later than 7:00 a.m. on the assigned Saturday. • Will be released at 9:00 a.m. to a parent or guardian after a conference with the student, their parent and the Principal or Dean of Students. • Will have the opportunity to deeply reflect on their behavior by meeting with the Principal or Dean of Students. • Will be given assignments that seek to influence the student's understanding of Christian character and our ECSA Core Ethical Values.

Disciplinary Response: Phase IV - *In School Suspension*

Behavior	Response
<p><i>A student may serve an In-School Suspension when he or she:</i></p> <ul style="list-style-type: none"> • Accumulates three (3) send-outs in one school day. • Cuts advisory, class or school. • Leaves advisory, class or school without permission or consent. • Threatens violence toward another student with the intent of causing harm. • Communicates disrespectful words, verbally or nonverbally, to or in regard to a staff member. 	<p><i>If a student receives an In-School Suspension the Dean of Students will immediately notify their parents, and he or she:</i></p> <ul style="list-style-type: none"> • Will be removed from all social and classroom settings and be given appropriate work for silent Independent Study. • Will not be allowed to ride the bus or participate in any school-sponsored extracurricular activities. • Must be picked up by a parent or guardian, at which point a conference with the Dean of Students may be requested. • Will be given an In-School Suspension form that must be signed by a parent.

The ECMS Code of Ethics operates on a one week Character Cycle. At the end of each week every student receives a clean red flag record and it is our hope that students will take advantage of this opportunity to work toward continuing to reflect our Core Ethical Values in their attitude and behavior.

Disciplinary Response: Phase V - *Out-Of-School Suspension*

Behavior	Response
<p><i>A student may serve an Out-Of-School Suspension when a student:</i></p> <ul style="list-style-type: none"> • Engages in theft or gambling. • Vandalizes or defaces school property. • Is found smoking cigarettes in the school building or on school grounds. • Is found possessing drug paraphernalia or pornography. • Engages in hitting, pushing, or fighting with the intent of causing physical harm, or is involved in bullying, including cyberbullying. • Sells, possesses, distributes, or uses fireworks or pyrotechnics. • Threatens the physical well-being of a staff member. 	<p><i>If a student receives an Out-Of-School Suspension the Dean of Students will notify his or her parents immediately and the student:</i></p> <ul style="list-style-type: none"> • Will be removed from all social and classroom settings and be held in the office. • Must be picked up from school by a parent or guardian immediately. • Will be given a written summary of the circumstances surrounding the suspension. • Must attend a conference with their parents, the Dean of Students and the Principal before re-entering into the school community.

Disciplinary Response: Phase VI - *Expulsion*

Behavior	Response
<p><i>A recommendation for expulsion may be made when a student:</i></p> <ul style="list-style-type: none"> • Continues to exhibit behavior that is not trustworthy. • Continues to exhibit behavior that is not consistent with the ECSA Core Ethical Values and when he or she shows no evidence of attempted improvement. • Is in possession of, use of, or engaged in the sale of a weapon. • Is engaged in the sale or transfer of a controlled, dangerous substance. • Communicates a bomb threat or induces a false fire alarm. • Surpasses Stage Four in the ECMS Bullying and Harassment Policy. • Engages in the physical assault of a teacher, administrator, Board of Directors member, custodian, or an employee of Eastern Christian School Association. 	<p><i>If a student is being considered for expulsion recommendation, Eastern Christian Middle School:</i></p> <ul style="list-style-type: none"> • Will schedule a conference with the student, the student's parent, the Dean of Students and the Principal prior to recommendation for expulsion. • Will notify the student's parent or guardian through a formal written notice via certified mail.

Professional counseling may be recommended or required for action(s) that result in an out-of-school suspension. The Dean of Students or Principal will make referrals based on the actions(s).

Eastern Christian Middle School
Worthy Work

Student work (*worksheets, reports, homework, essays, assessments etc.*) presented for evaluation in any ECMS class will meet the minimal standards of “worthy work” as designated in the chart below. *Teachers may revise these expectations for specific assignments.* Other than specifically revised assignments, all student work presented for evaluation by the teacher will meet these expectations.

	Expectation	Example
Heading	Full name (First and Last) Date	Mary Smith January 1, 2014
MLA Heading <i>(word processed work)</i>	Student Teacher Class Date <i>(day month year)</i> <i>Upper Left-hand Corner</i> <i>Double-spaced</i>	Mary Smith Mrs. Brown English 1 12 April 2014
MLA Format <i>(word processed work)</i>	<i>12 point font</i> <i>Times New Roman</i> <i>Appropriate Margins - 1”</i> <i>Double-spaced</i> <i>Black Print Only</i> <i>Headers in Upper Right-hand Corner for documents of more than one page (student’s last name page number)</i>	Daly 1 Angela Daly Professor Chavez English 101 14 March XXXX A Call to Action: Regulate Use of Cell Phones on the Road When a cell phone goes off in a classroom or at a concert, we are irritated, but at least our lives are not endangered. When we are on the road, however, irresponsible cell phone users are more than irritating: They are putting our lives at risk. Many of us have witnessed drivers so distracted by dialing and chatting that they resemble drunk drivers, weaving between lanes, for example, or nearly running down pedestrians in crosswalks. A number of bills to
Presentation	Neat, clean: free of tears, rips, wrinkles, doodles, smudges, cross-outs. Readable handwriting or word-processed.	
Complete Sentences	All answers are complete sentences when indicated in the directions.	
Follow Directions	Work follows all oral and written directions.	
Mechanics	Accurate capitalization, spelling, punctuation, and appropriate word usage.	

Oral Presentation Rubric - Grades 5/6

CATEGORY	Novice (below)	Apprentice (approaches)	Practitioner (meets)	Expert (exceeds)
Content/ Preparedness	<ul style="list-style-type: none"> -Does not seem to understand the topic very well -Main ideas are not clearly expressed 	<ul style="list-style-type: none"> -Shows a basic understanding of the topic -More details needed to present a clear understanding -Some facts were off topic 	<ul style="list-style-type: none"> -Shows an understanding of the topic -Uses descriptive details, facts and/or details to explain the main idea -Points are clearly made -Communicates ideas in the time allotted 	<ul style="list-style-type: none"> -Shows excellent knowledge of the content by answering audience questions. -Engages the audience's attention throughout the presentation
<i>Comments:</i>				
Organization	<ul style="list-style-type: none"> -Information doesn't flow together well -Transitions are not present 	<ul style="list-style-type: none"> -Some information is unrelated or loosely connected -Transitions need improvement 	<ul style="list-style-type: none"> -Students provide a logical sequence with a clear beginning (hook), middle and conclusion (eg. cliffhanger) -Uses transitions -All information is in a logical sequence and is generally well organized 	<ul style="list-style-type: none"> All of practitioner plus: -Introduction and/or conclusion is an interactive question or visual element -Makes another connection to themselves, a book, news story, movie, etc.
<i>Comments:</i>				
Expression	<ul style="list-style-type: none"> -Student does not make eye contact -Overall lack of attention to presentation skills -Not prepared to present 	<ul style="list-style-type: none"> - Student has limited eye contact -Difficult to hear -At times, problems with pace and/or speed -Words are mispronounced 	<ul style="list-style-type: none"> - Consistently uses eye contact -Student uses appropriate volume -Knows pronunciation of words -Uses formal language -Speaks at an appropriate pace -Body language shows enthusiasm 	<ul style="list-style-type: none"> All of Practitioner plus: -Student consistently uses formal language -Uses voice inflection to emphasize main points and connect with the audience
<i>Comments:</i>				
Use of Multimedia materials and visual displays	<ul style="list-style-type: none"> -There are no visual materials used -Slides are written in paragraph form and contain no bullet points 	<ul style="list-style-type: none"> -Visuals are distracting or off topic 	<ul style="list-style-type: none"> -Visual clarifies and enhances the main ideas of the presentation -Font/visual is clearly seen by the audience 	<ul style="list-style-type: none"> All of Practitioner plus: -Each slide contains no more than 6 lines with 6 words each -student uses transitions -professional quality presentation
<i>Comments:</i>				

Oral Presentation Rubric - Grades 7/8

	Novice	Apprentice	Practitioner	Expert
Content/ Preparedness	-Content knowledge is poor -Does not inform or interest audience -Unable to understand points by audience -Difficulty with delivery shows little or no practice	-Content knowledge is fair -Does not inform or interest audience -Points are hard to understand by audience -Difficulty with delivery; more practice needed	-Content knowledge is good -Interests audience -Points are understood by audience -Some difficulty with delivery; evidence of some practice	-Content knowledge is strong -Captivates and engages audience -Points are clearly understood by audience -Fluent, sequential delivery; evidence of effort and practice.
Comments:				
Organization	-Hard to follow presentation -Strays from topic -No transitions -Did not follow assignment directions	-Somewhat hard to follow presentation -Strays from topic -Minimal use of transitions -Followed some of assignment directions	-Easy-to-follow presentation -Stays on topic -Use of transitions -Clear beginning, middle, and end -Followed assignment directions	-Meets Practitioner plus: -Professional presentation -Makes connections (self, other texts, world)
Comments:				
Use of Voice	-Very difficult to hear -Speech is very unclear -Several problems with pace/speed -Uses very little formal, academic language; several fillers, slang used -Incomplete sentences	-Difficult to hear -Speech is unclear -At times, problems with pace/speed -Uses some formal, academic language; several fillers -Incomplete sentences	-Appropriate volume -Speaks clearly -At times, problems with pace/speed -Uses mostly formal, academic language; some fillers -Complete sentences	-Appropriate volume -Speaks clearly -Consistently appropriate pace/speed -Uses only formal, academic language -Complete sentences
Comments:				
Use of Body	- Eye contact, gestures, poise and posture distracting	- Eye contact, gestures, poise, posture, not evident	- Eye contact, gestures, poise and posture evident but forced	-Eye contact, gestures, poise, posture reflect confidence
Comments:				
Use of Visuals	-Little or no use of visuals to support the presentation	-Visuals distract from the presentation (too much text, poor choice of images, audio is unclear or inappropriate length) -Visuals do not adequately support the content	- Clearly seen by all - Clarifies information, strengthens claims, and adds interest through the use of technology such as Movenote, Keynote, PowerPoint, or equivalent medium	- Meets Practitioner plus embeds a video to enhance presentation through the use of advanced technology such as iMovie, Film Scoring, etc.
Comments:				

Common Writing Rubric 5/6

	Novice	Apprentice	Practitioner	Expert
Language Conventions	<p>The student has *6 or more errors in spelling, grammar, punctuation, and MLA format.</p> <p>*no variation in sentence structure (simple, compound, and complex sentences)</p> <p>*topic and/or concluding statement not clearly related to the information presented or missing</p>	<p>The student has *3-5 errors in spelling, grammar, punctuation, and MLA format.</p> <p>*little variation in sentence structure (simple, compound, and complex sentences)</p> <p>*includes a topic and concluding statement that is not clearly related to the information presented</p>	<p>The student has *1 -2 errors in spelling, grammar, punctuation, and MLA format.</p> <p>*some variation in sentence structure (simple, compound, and complex sentences)</p> <p>*includes a topic and concluding statement related to the information presented</p>	<p>The student has *no errors in spelling, grammar, punctuation, or MLA format</p> <p>*varied sentence structure throughout the piece including compound-complex sentences</p>
Content	<p>*details and facts are unclear</p> <p>*missing important information</p>	<p>*uses clear details and facts</p> <p>*more information is needed</p>	<p>*uses vocabulary related to topic</p> <p>*well-developed topic with facts, definitions, concrete details, and/or quotations</p> <p>*focus is clear and distinct</p>	<p><i>The student meets requirements of Practitioner and:</i></p> <p>*holds reader's attention</p> <p>*details enrich writing</p> <p>*contains graphics, charts, tables, and/or multimedia to aid comprehension</p>
Organization	<p>*disjointed ideas</p> <p>*no transitions used to move the reader from one detail to the next</p>	<p>*disjointed ideas</p> <p>*transitions needed to move the reader from one detail to the next</p>	<p>*clearly developed ideas</p> <p>*uses transitions to move the reader from one detail to the next</p>	<p><i>Meets requirements of Practitioner and:</i></p> <p>*effective use of smooth transitions related to content and/or assignment</p>

Common Writing Rubric 7/8

	Novice	Apprentice	Practitioner	Expert
Mechanics and Format	Writer makes 5 or more errors in spelling, grammar, punctuation, and MLA format.	Writer makes 3 or 4 errors in spelling, grammar, punctuation, and MLA format.	Writer has 1 or 2 errors in spelling, grammar, punctuation, and MLA format.	Writer has no errors in spelling, grammar, punctuation, and MLA format.
Paragraph Development (includes sentence structure, word choice, fluency)	<ul style="list-style-type: none"> *Topic sentence is present. *3-4 supporting sentences *No transitions *Only simple sentences *Frequent run-ons and fragments *Needs descriptive words 	<ul style="list-style-type: none"> *Topic sentence is present. *4-5 simple supporting sentences that follow a logical order *Some transitions *Mainly simple sentences; some compound sentences *Many run-ons and fragments *Needs more descriptive words 	<ul style="list-style-type: none"> *Clear topic sentence *introduces the main idea. * 6-7 well-written supporting sentences *Uses transitions *Some variation of sentence structure *Use of descriptive words 	<p>Meets requirements of Practitioner and:</p> <ul style="list-style-type: none"> *Has an interesting topic sentence that gets the reader's attention *Makes connections and gives new details or information *Varied sentence structure throughout *Evidence student used the thesaurus for word choice
Ideas and Content	<ul style="list-style-type: none"> *Writing is extremely limited in communicating knowledge *No central theme *Notes are missing. 	<ul style="list-style-type: none"> *Writing does not clearly communicate knowledge of the topic *Includes limited information on topic. *Notes are incomplete and/or disorganized. 	<ul style="list-style-type: none"> *Writing is purposeful and focused. *Demonstrates understanding of the topic *Piece is detailed *Notes are organized, used, and information is shared in own words 	<p>Meets all requirements of Practitioner and:</p> <ul style="list-style-type: none"> *Writing is confident and clearly focused *Uses precise language and domain-specific vocabulary to inform or explain the topic. *Links ideas within categories of information using words, phrases, and clauses. *Contains illustrations, graphics, tables, charts, graphs, and/or multimedia when appropriate to enhance understanding.