



# **ONC BOCES Classmate Procedures Handbook**

**(to be updated as additional decisions are made)**

**2012-2013**

***INTRODUCTION***

ONC BOCES has committed to a centralized ONC BOCES student management system in order to meet the needs of and standardize the procedures in all departments, and to assist with required New York State reporting. We have purchased Classmate to support us in our efforts.

The purpose of this document is to outline ONC BOCES Classmate procedures. This document is a work in progress and additional information will be added as decisions are made and procedures are planned.

***CONTENTS***

- 1. User Names & Passwords ..... 3
- 2. Quarterly Grades ..... 3
  - a. Work Ethics ..... 3-4
  - b. Skills ..... 5
  - c. Knowledge ..... 6
- 3. Marking Period Formulas by Department ..... 7
- 4. Final Grade Formula ..... 7
- 5. Work Ethic Comments ..... 8
- 6. Attendance ..... 9
- 7. Discipline ..... 10-12
- 8. Teacher Anecdotal in Discipline Module ..... 13

## **USER NAMES AND PASSWORDS**

Every individual in ONC BOCES will have his/her own user name and password for Classmate. At no time should this username or password be given to another individual to use to access Classmate.

## **QUARTERLY GRADES**

Throughout the school year, students will be evaluated at three different levels. The three levels of evaluation are described below.

### **1. Work Ethics (Daily) Grade:**

Each school day, every student receives a defaulted Work Ethic or daily grade of 0 to 10 based on his or her attendance. (See attendance chart for defaulted Work Ethic Grades.) Each school day, teachers will decide if the grade should remain as defaulted or if the grade should increase or decrease based on the following criteria:

- A. *Communication Skills* – Displays appropriate nonverbal (eye contact; body language) and verbal skills; contacts instructor to report problems; asks appropriate questions related to assignments; interacts appropriately with instructor and other students; listens to others and effectively conveys information verbally and in writing.
- B. *Personal Appearance* – Displays appropriate dress; grooming; hygiene; and etiquette; follows classroom and school-wide dress code policy.
- C. *Ability to Accept and Learn from Criticism* – appropriately handles criticism, conflicts, and complaints; learns from constructive criticism; adjusts and changes actions/behavior.
- D. *Flexibility/Adaptability* – manages multiple assignments and tasks, set priorities, adapts to changing conditions and work assignments.
- E. *Work Ethic* – Productive worker who exerts optimal effort in successfully completing tasks; has a willingness to learn and is self-motivated.
- F. *Time Management* – Manifests skill in prioritizing and management of time.
- G. *Respect* – Maintains appropriate relationships with teachers and peers; deals appropriately with cultural/racial diversity; does not engage in harassment of any kind in person or in written and oral communication.
- H. *Positive Attitude* – Energetic performer; shows passion for work, sunny disposition, and upbeat.
- I. *Problem Solving* – Has ability to find solutions to problems using creativity, reasoning, and past experiences along with available information and resources.

- J. *Teamwork*– Respects the rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior in interactions with students and instructor.

Over the course of a quarter, a student is able to earn up to 10 points per school day. The total number of points able to be earned in any grading period is based on the number of days in the grading period. The formula for determining the Work Ethics portion of a student’s grade is as follows:

$$\text{Work Ethics Grade} = \text{Points Earned} / \text{Total Points Available}$$

**Example:** There are forty two days in a grading period. The total number of points available to earn is 420 (42x10). The student earns 392 points during the grading period. The resulting overall grade for the Work Ethics portion of the grade would be:

$$\text{Work Ethics grade} = 392/420 = 0.933 \text{ or } 93\%$$

**Weekly Example A:**

M	T	W	Th	F
10	9	10	0	9

$$\text{Weekly Work Ethics Grade} = (38/50) = .76 \text{ or } 76\%$$

A student attends school during the week but is absent on Thursday in the example above. The student does not present a legal excuse for the absence. The student receives a zero (0) grade for Thursday. As a result, his weekly Work Ethic Grade is 76%.

If the student hands in a legal excuse (court, doctor’s note, college visit) within five days, the zero (0) on Thursday will be changed to a non-graded day\* and the weekly work ethic grade will change.

M	T	W	Th	F
10	9	10	NG	9

$$\text{Weekly Work Ethics Grade} = (38/40) = .95 \text{ or } 95\%$$

If the student hands in a parent’s note within five days, the zero (0) on Thursday will be changed to a five (5)\* and the weekly work ethic grade will change.

M	T	W	Th	F
10	9	10	5	9

$$\text{Weekly Work Ethics Grade} = (44/50) = .88 \text{ or } 88\%$$

\*See attendance section for attendance default grades.

## 2. CTE Skills (Task) Grade:

The skill grade is comprised of the evaluation of shop or lab skills that students are assigned during each marking period. Skills can be assigned more than one marking period to show student progress and will be evaluated on a scale of 0 - 4 during each marking period they are assigned. Each rating will equate to a grade as shown in the skills rating chart below:

<b>ONC BOCES CTE Skills Rating Chart</b>			
<b>Rating Number</b>	<b>Rating Title</b>	<b>Description</b>	<b>Equivalent Grade</b>
4	Mastery	Performs skill independently 100% of the time with no mistakes, communicates skill well; demonstrates processes clearly.	100
3	Proficient	Performs skill independently at least 90% of the time with no mistakes, communicates concept of skill well; demonstrates the processes clearly.	90
2	Competent	Performs skill independently most of the time with few mistakes; quickly recognizes and corrects mistakes; communicates concepts clearly.	80
1	Supervision Required	Can perform some important parts of the skill; additional training is required.	70
0	Below Entry Level	Unable to perform skill at entry level.	60

**Skills Grade = Points Earned/Total Points Available**

### 3. Knowledge (Assignments) Grade:

A student's cognitive knowledge about various topics will be evaluated and recorded by the instructor. Examples of knowledge activities that comprise this grading area would include:

- A. Lab or shop assignments
- B. Homework assignments
- C. Quizzes
- D. Tests
- E. Mid-term and/or final exams
- F. Projects
- G. Classroom assignments
- H. Journals
- I. Work Study assignment
- J. Research activities

The Knowledge grade range is based on the actual points earned divided by the total points available. During the grading period, a student will be given quizzes, tests, assignments and projects to complete. The total number of points able to be earned during any grading period is based on the number of activities assigned and the total points each activity is worth. The formula for determining the Knowledge portion of a student's grade is as follows:

$$\text{Knowledge Grade} = \text{Points Earned} / \text{Total Points Available}$$

It is expected that teachers will evaluate and record a reasonable number of knowledge activities per marking period. It is also expected, and it is good teacher practice, that students receive immediate feedback on assigned knowledge activities.

**Example:** There are nine assigned activities for a student to complete during a marking period. These activities are summarized below:

2 Quizzes	(25 pts. Each)
2 Tests	(100 pts. Each)
5 Homework Assignments	(10pts. each)

The total number of points available to earn for the marking period is 300. The student earned 251 points. The resulting overall grade for the Knowledge portion of the student's grade would be:

$$\text{Knowledge Grade} = 251/300 = 0.836 \text{ or } 84\%$$

## MARKING PERIOD FORMULA BY DEPARTMENT

<b>Program</b>	<b>Work Ethics</b>	<b>Knowledge</b>	<b>Skills</b>
Alternative Education	20%	80%	N/A
BA Basic Life Skills	20%	80%	N/A
BA High School	20%	80%	N/A
BA Intermediate	20%	80%	N/A
BA Middle School	20%	80%	N/A
Basic Academic Program	20%	80%	N/A
Career Pathways	33%	33%	33%
CTE	33%	33%	33%
TLC	50%	50%	N/A
TRUST	20%	80%	N/A
YES	33%	33%	33%
New Visions HealthCare Professions	20%	80%	N/A
New Visions HealthCare Specific Classes	N/A	100%	N/A

The overall grade for the marking period is derived from the Work Ethic, Skill and Knowledge grades a student accumulates over the course of a marking period. Thus, the quarterly grade a student receives is a weighted grade that is made up of two or three of these areas as outlined above in the marking period formula chart.

## FINAL GRADE FORMULA

The final grade for the school year is derived from averaging the four (4) percentage Marking Period grades earned during the course of the school year. The formula is as follows:

$$\text{Final Grade} = \text{Sum of 4 Percentage Grades} / 4$$

If a final exam is given, the formula is as follows:

$$\text{Final Grade} = (\text{Sum of 4 Percentage Grades} + \text{Final Exam Grade})/5$$

## **WORK ETHIC COMMENTS**

When teachers change defaulted Work Ethic grades, canned comments can be recorded into Classmate to help teachers remember why they increased or decreased a grade.

Below is a list of canned comments that are currently entered into Classmate. Additional comments can be entered. Please submit your desired comments to Administration.

Work Ethic Comments
Accepts leadership role in team setting
Demonstrates good initiative
Demonstrates leadership skills
Did not work to potential
Excellent work ethics
Excessive talking
Great job today, showed good skills
Inappropriate language
Incomplete assignment
Involved in horseplay
Late to class
Misuse of equipment
Non-sanctioned Internet usage
Off-task
Poor cleanup of personal papers
Poor cleanup of supplies
Positive role model
Safety violation
Sets positive examples
Sleeping in class
Taught/helped another student
Uncooperative
Unfocused
Uniform Violation
Very focused
Worked well
Worked well in team settings
Worked well independently

## **ATTENDANCE**

Keeping track of student attendance is very important. All teachers are required to take attendance at the beginning of each session/class. Teachers cannot assign attendance as a duty to their appointed LTA, unless given permission to do so by administration.

Attendance must be complete by the time specified by administration. This time will be clearly stated at the beginning of the school year. Teachers will be required to mark students absent or present only. All other attendance changes will be completed by the attendance officer.

A student's Work Ethic grade is defaulted to a certain score based on attendance. Below is a chart outlining the defaulted Work Ethic grade.

<b>Attendance Conditions &amp; Work Ethic Grade</b>		
<b>Condition</b>	<b>Work Ethic Grade</b>	<b>Changeable by Teacher?</b>
Student Present	8	Yes
Work Study	9	Yes
Tardy Excused	8	Yes
Left Early Excused	8	Yes
Tardy Unexcused	5	Yes
Left Early Unexcused	5	Yes
Absent Unexcused	0	No
ONC BOCES Field Trip	8	Yes
Absent Excused – Parent's Note	5	Yes
Absent Excused – Doctor's Note	No Grade	No
Absent Excused – College Visit	No Grade	No
Absent Excused – Legal Excuse (Court Issued)	No Grade	No
Absent Excused – Sent home by Nurse	No Grade	No
Home School Excused Field Trip, Sports Event, Held at Home School, Early Dismissal	No Grade	No
In School Suspension – BOCES	No Grade	No
In School Suspension – Home School	No Grade	No
Out of School Suspension – BOCES	No Grade	No
Out of School Suspension – Home School	No Grade	No
Snow Day	No Grade	No

## DISCIPLINE

All staff will use Classmate to enter discipline referrals. The student Code of Conduct will be followed for discipline incidents. In order to document student incidents progressively, staff is asked to record all teacher/staff handled incidents into Classmate even if administrative action is not being requested. Classmate should be used for documenting all student misbehavior that a teacher would normally track in his or her classroom.

The level of the infraction will determine if the online discipline incident should be assigned to an administrator. Level one (1) incidents need to be handled and recorded into Classmate by a teacher before administrative action is requested.

Below is a chart outlining infractions, their levels and staff responsibility.

ONC BOCES Infraction List		
Infraction	Severity Level	Teacher/Staff Responsibility
Cheating in Class/on Exams	1	Staff must handle and record action at least one time before administrative referral.
Consultation	1	Teacher, staff, administrator records documentation of student behavior with no consequences attached
Display or Use of Personal Electronic Devices	1	Staff must handle and record action at least one time before administrative referral.
Disruptive Behavior	1	Staff must handle and record action two times before administrative referral. If infraction is severe, administrative referral can be made on second instance.
Dress Code Violation	1	Staff must handle and record action at least one time before administrative referral.
Excessive Display of Affection	1	Staff must handle and record action two times before administrative referral. If infraction is severe, administrative referral can be made on second instance.
Gambling	1	Staff must handle and record action at least one time before administrative referral.
Profanity/Abusive Language	1	Staff must handle and record action at least one time before administrative referral.
Tardiness to School or Class	1	Teacher must handle and record action at least two times before administrative referral
Truancy	1	Staff must handle and record action at least one time before administrative referral.
Wandering	1	Teacher must handle and record action at least two times before administrative referral
Driving without a Permit	2	Staff must create an immediate discipline referral to administrator.
Cutting Class	2	Staff must handle and record action at least one

		time before administrative referral.
Forging Notes	2	Staff must create an immediate discipline referral to administrator.
Inappropriate Computer Usage	2	Staff can handle and record one or two times before administrative referral or create an immediate discipline referral depending on severity
Insubordination	2	Staff can handle and record one or two times before administrative referral or create an immediate discipline referral depending on severity
Minor Altercation	2	Staff can handle and record one or two times before administrative referral or create an immediate discipline referral depending on severity
Possession, Use, and/or Distribution of Tobacco on School Grounds or During Function	2	Staff must immediately contact administrator and create an administrative referral.
Criminal Mischief	3	Staff must create an immediate discipline referral to administrator.
Dangerous Action	3	Staff must create an immediate discipline referral to administrator.
Intimidation, Harassment, Menacing, Bullying	3	Staff must create an immediate discipline referral to administrator.
Larceny or Other Theft Offenses	3	Staff must create an immediate discipline referral to administrator.
Leaving School Grounds without consent or ONC BOCES permission	3	Staff must create an immediate discipline referral to administrator.
Possession of Drug Paraphernalia	3	Staff must create an immediate discipline referral to administrator.
Possessing or Distributing Pornographic Material	3	Staff must create an immediate discipline referral to administrator.
Profanity/Abusive Language directed at Staff	3	Staff may handle and record action or create administrative referral
Reckless Endangerment	3	Staff must create an immediate discipline referral to administrator.
Arson	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Assault with Physical Injury	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Assault with Serious Physical Injury	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Bomb Threat	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Burglary	4	Staff must immediately contact administrator and must create an immediate discipline referral.

False Alarm	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Homicide	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Kidnapping	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Possession, Use, Distribution of Weapon	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Possession, Use, Sale, Distribution of Drugs or Alcohol	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Robbery	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Sexual Offenses	4	Staff must immediately contact administrator and must create an immediate discipline referral.
Violent Student	4	Staff must immediately contact administrator and must create an immediate discipline referral.

## **TEACHER ANECDOTAL IN DISCIPLINE MODULE**

ClassMate provides teachers and administrators with a module to record a variety of student related information. This information could include such items as phone calls, letters, referrals, administrative actions and memos, etc. Documentation of any record or communication regarding students is critical, especially as we move forward with APPR. It is the responsibility of all teachers to utilize the Anecdotal Module. It is important to remember that all documentation should utilize appropriate language and spelling.