It is hoped that you will find this template for a Faculty Handbook helpful and that it will help you as you work with your teachers. Please note the following as you prepare the *Faculty Handbook* for your school community's use in the upcoming school year:

► On the cover of the *Faculty Handbook,* the logo of your school or another religious symbol should appear. Add the name of your school and the current school year.

► The first page of your book must include the Mission Statement and the philosophy of your school.

► The next page states the Vocation of the Teacher and Teacher as Minister. These two topics should be in the book as a constant and can also be incorporated in a prayer service or liturgy for the opening faculty meeting to begin the year.

► Next to many of the topics you will see a letter and a number (i.e. Substitute Teachers **D.11.**). **D.11** references the correlated section and policy number in the *Policies and Guidelines Manual*. If you wish to include more information related to Substitute Teachers, you will find that located under section D of the *Policies and Guidelines Manual*.

► **After you have revised your Faculty Handbook, you must remove the letter and number that reference the correlated section and policy number in the** *Policies and Guidelines Manual***.**

► There is an Appendix (App.) at the end of this *Faculty Handbook*, which contains some forms. At the end of some topics you will find for example: (App.1). App.1 refers to a particular form that is used with that particular topic.

► *Ensure that teachers sign and return the statement indicating that they have received and read the handbook.*

Faculty and Staff Handbook Template

2019-20 Faculty/Staff Handbook
Insert School Name Here
Table of Contents

Vocation of the Teacher

The last words that Jesus speaks to us in the Gospel of St. Matthew are a command. "Full authority has been given to me both in heaven and on earth; go, therefore, and make disciples of all nations. Teach them to carry out everything I have commanded you."

Jesus called His apostles to go out and teach the Good News. Jesus calls us and gives us the same command. He invites us to work with Him in letting His children grow in joy to Christian maturity. The vocation of a teacher is a grace-filled privilege.

Teacher As Minister

By choosing to teach in a Catholic School, each teacher assumes the responsibility to teach as Jesus did. The teacher models himself/herself after Christ the Teacher and daily imitates His words and actions in our school community.

As one who models the words of Christ the Teacher, the teacher must:

- speak respectfully to all in the school community, i.e. administrators, teachers, parents, and students;
- engage in appropriate conversations with all staff members in both formal and informal settings; and
- share words of comfort, compassion and hope to all those in our school community in need of our support.

As one who models the actions of Christ the Teacher, the teacher must:

- carry out all responsibilities and conduct oneself in a manner consistent with the religious, moral, and ethical principles of the Catholic Church both on and off school premises;
- conduct oneself at all times according to the Archdiocesan *Code of Conduct for Employees and Volunteers Working with Children and Young People* (See App. 1);
- grow in one's own relationship with God and share the richness of it with others in the school community;
- be present and punctual to meet the daily needs of our students;
- collaborate professionally with colleagues to build and maintain high academic and spiritual standards for the school community;
- meet all professional responsibilities completely, in a timely manner, and in a spirit of service and sacrifice; and
- be present to supervise/instruct students at all times indicated in the daily schedule and during emergencies.

The Catholic school teacher recognizes the values in the *Code of Conduct for Employees and Volunteers Working with Children and Young People* (see App. 1) and agrees to be bound by these while employed in any Catholic school within the Archdiocese of New York. The conduct of those working in Catholic schools and volunteering in our programs must reflect the mission of the Church to teach Christ's truth and extend his love and care to all. In addition, there is a heightened concern

that those working with children and young people recognize the importance of legal, professional, and responsible conduct.

Finally, the Catholic school teacher is a privileged witness of Christ's love for his children, seeking to hand on the content and practices of the Catholic faith while fulfilling his/her Christian vocation and thus sharing directly in the mission of the Church which receives its call from Jesus who said, "Go therefore, and teach all nations."

Teachers (D)

The primary responsibility of the Catholic school teacher is to promote the goals of the Catholic school and to assist students in the formation of their Catholic Faith. As a highly skilled professional, the teacher works in close collaboration with the principal to effectively fulfill the various responsibilities that are necessary throughout the school day. In addition to contact with colleagues and other educational professionals within the school setting, teachers must work cooperatively with ALL persons in the Catholic school community.

The essential functions of teaching include, but are not limited to: preparation of all daily lessons, daily instruction of all assigned classes of students; classroom management and discipline of all assigned classes of students; diagnosis and evaluation of students' mastery of learning or lack thereof; preparation of remedial lessons where necessary; reporting student progress to parents as needed and during school-scheduled conferences; meeting with parents upon their request; and attendance and participation at meetings pertaining to the professional planning and evaluation of the total school program.

Instructional Responsibilities

General Responsibilities
- formation of students in our Catholic faith
- attends all school sponsored professional development activities mandated by the school calendar
- enthusiastically facilitates learning by initiating, directing, and evaluating the learning process
- promotes diverse approaches to problem solving while encouraging students' creativity
- encourages self-initiated learning and self-direction in students
- leverages technology to support student learning
- implements the curricula by responsibly using the following: *Archdiocesan Guidelines for Catechesis*, *Archdiocesan Essential Learning*s, and the *New York State Common Core Standards*
- guides students to apply knowledge and skills
- inspires students by Catholic integrity and example

Classroom Management

- helps students become self-disciplined
- differentiates instruction to meet the needs of all students
- provides opportunities which foster creative responses from the students

Planning

- plans interesting and varied approaches for presenting content material
- prepares questions for discussion
- correlates home assignments with lesson taught
- allows for flexibility in the program
- gears field trips to the curriculum
- engages in long-range as well as weekly planning
- uses data to drive instruction

Preparing Materials

- duplicates materials
- previews all media resources
- ensures that charts, globes, maps, etc. are readily available
- requisitions technology equipment in advance

Non-Instructional Responsibilities

General Responsibilities

- maintains accurate attendance records in Student Information System (SIS)
- monitors homework assignments
- evaluates assignments, projects, and tests and accurately records grade marks in roll book and in Student Information System (SIS)
- ensures students' use of acceptable school heading on written assignments
- maintains accurate individual student files which contain at least the following items: 1) former Report Cards and Progress Reports, 2) other mandated student assessments, 3) confidential information and documents i.e., IESP's, medical information referent to student performance, etc., 4) disciplinary reports, 5) summer school reports.

Supervisory

- arrives on time for supervisory duties
- brings students to and from the classroom
- does not leave students unsupervised
- supervises in the lunchroom, hallways, and recreation areas as assigned
- moderates assigned school activities
- moderates after school activities (see Dismissal)
- is never alone in a room with a student unless the door is open and teacher and student are in plain view
- does not correct papers during student instruction or supervision
- observes proper boundaries with students by not socializing with students outside school unless the parent is present and the principal has given permission
- observes proper boundaries with students by not socializing with students in the students homes, in the teacher's home, in restaurants, parks, or other venues, including social media.

Guidance

- assists students towards a healthy self-image that includes social, emotional, mental and physical health
- refers students with problems to designated and qualified school staff
- reports any suspected cases of child abuse or neglect (see **Child Abuse C.6**)

Reporting to Parents

- is encouraged to attend meetings of the Home School Association
- meets with parents regularly or when the need arises
- responds to parent communications, including email, in a timely manner

Professional Activities

- participates actively in faculty meetings
- accepts membership on school committees
- attends educational workshops and conferences
- continues studying for further development through in-service courses or courses for advanced degrees to maintain certification
- joins professional organizations
- subscribes to one or more professional magazines
- keeps abreast of change, particularly by reading recent publications in one's subject matter or field
- only uses school hosted websites and does not respond to personal student internet sites

Teacher Development

Supervision of Teachers

Supervision is essential for the professional growth of an effective teacher. The principal provides this supervision as instructional leader of the school.

The principal provides the teacher with varied modes of supervision including unannounced visits to classrooms, announced classroom observations (including pre- and post- observation conferences), and in-service training.

Daily Unannounced Informal Visits to Classrooms

These are intended to be brief "walk-through" visits. The visits provide ample opportunities to observe the teaching/learning process and classroom instruction as they normally occur on a daily basis. In addition, the visits allow the principal to provide immediate feedback to teachers and to students on any given area of their work. Finally, they are intended to confirm impressions gained during announced classroom observations and to engage the principal, teachers, and students in all components of the teaching/learning process.

Announced Formal Classroom Observations (See App. 2)

Effective supervision will include observations beyond the minimum. At a minimum, the following number of announced classroom observations of at least one period in length must be made.

Non-Tenured Teachers	
First Year	4 Observations 1st observation - announced and within the first 45 school days 2nd observation - announced and within the first 90 school days 3rd observation - unannounced and within the first 90 school days 4th observation - announced and after the first 90 school days
Second Year	3 Observations 1st observation - announced and within the first semester 2nd observation -unannounced and within the first semester 3rd observation - announced and within the second semester
Third Year	3 Observations 1st observation - announced and within the first semester 2nd observation -unannounced and within the first semester 3rd observation - announced and within the second semester
Four or More Years	3 Observations 1st observation - announced and within the first semester 2nd observation -unannounced and within the first semester 3rd observation - announced and within the second semester
Tenured Teachers	2 Observations 1st observation - announced and within the first semester 2nd observation -unannounced and within the first or second semester

Granting Tenure

The principal's role is critical to the teacher tenure process, and it is expected that principals and regional superintendents will work collaboratively in the best interests of our schools. Regional

Superintendents and the Associate Superintendent for Teacher Personnel are responsible for making final decisions to either grant or deny tenure to teachers in their third year; as of September, 2019, the granting or denying of tenure for all new hires will be in their fourth year, after they have received and considered recommendations from principals.

Transferring Schools

Professional employees who wish to transfer from one school within the archdiocese to another should note that any transfer is subject to availability of open positions, the requirements of the collective bargaining agreement and the approval of the administration. The hiring principal must contact the most current principal for references before a new contract is offered to the employee.

Hiring Teachers who are Breaking Contracts

Catholic school principals are prohibited from hiring Catholic school teachers who are already under contract with another Catholic school. This policy recognizes however, in rare situations, Catholic school teachers can accept an offer of employment with another Catholic school in the Archdiocese only with the pre-approval of the current principal, the receiving principal and the regional superintendent. In such situations, the teacher who breaks the contract is still subject to the terms of the Collective Bargaining Agreement.

Evaluation of Part-time Special Subject Teachers

Part-time special subject teachers will be evaluated a minimum of one time per academic year.

Professional Development of Teachers

Teachers are provided with a wonderful array of professional development opportunities, including those offered through the Archdicoese of New York.

Academic Program/Curriculum (see Instruction and Curriculum B)

Accidents – Students

Immediately report to the principal any student accident occurring on premises. The principal will submit a student accident report by the end of the day to the appropriate insurance authorities.

Accidents – Employees

Immediately report to the principal (or office personnel) if you are injured while you are at work or on school premises; the principal will have the forms you will need to complete.

Admission Policy/Application/Registration (E.1)

Language must reflect that parents **APPLY** to the school for admission, and then if all is in order, their child is **ACCEPTED** to the school, and ultimately they **REGISTER**. Applicants must meet the school's academic, psychological, and residential requirements in order to register. The principal makes all decisions about student admission.

Admission to _____ School begins with an application. Students entering Pre-Kindergarten and Kindergarten will be asked to provide xxx and take a placement test or participate in a Readiness screening. Acceptance will be based upon xxx. Students applying for _____ School in grades 1-6 will be asked to submit xxx and a transcript of their grades and standardized test scores. Following an interview and evaluation of the materials, the parent will be notified about the status of the child. Students are required to have all inoculations as suggested by the Department of Health before admission to the school.

After School Child Care Program

As long as a student is engaged in school-sponsored programs or activities, the student is expected to follow school policy. Directors of individual activities may also issue rules of behavior, which recognize the special nature of non-classroom activities. In instances where students are picked up, parents are expected to make arrangements to pick-up their children at the end of the program or activity. Students will be released only to a parent or a person specified IN WRITING by the parent. The school is responsible for students while they are participating in school-sponsored programs or activities in the school building or on the school playgrounds.

School Evaluation and Accreditation (B.1)

The Office of the Superintendent of Schools will evaluate the effectiveness of the school's educational program by participation in AdvancED.

Assessments

Principles of Assessment:

Construction of Tests

- Pre-testing is to be used for diagnostic purposes and not for a mark or grade.
- Tests are to be used to help the teacher discover strengths and weaknesses in the subject areas.
- All tests must be followed by remediation and alternative strategies.
- Using tests for motivation alone, or to determine a student's mark is poor practice.
- Best practice is to write the test prior to teaching the unit.
- Drafts of tests must be made well in advance so they can be proofread for errors, reviewed for clarity, and revised before administration.
- A prepared answer sheet facilitates the correction of objective items.
- Tests must be planned so that a student of average ability can answer the questions adequately in the time allowed.
- Adhere to IESP and Student Assistance Plan. **(F.1)**

Administration of Tests

- Tests must be spaced evenly during the quarter to avoid "test pile-up."
- Teachers are encouraged to test frequently.
- Open book tests are not appropriate.
- Only teachers must correct tests, and teachers must never publicly announce the student's

mark when returning tests.
- While proctoring a test, teachers must be alert and responsive; working on lesson plans, doing clerical work, or reading is inappropriate.

Assessments Through The Use Of Tests

Assessments are needed to measure the academic growth of each student. The following is required:

1. **School Assessments**

   School assessments generate Progress Reports and Report Cards, which must consist of the following: (App. 3)

   - teacher made tests
   - quizzes
   - unit tests
   - comprehensive examinations which should include cumulative exams, mid-term/end-term and DBQ
   - homework (see **Homework**)
   - classwork mark
   - projects such as PowerPoint presentations, science displays etc.
   - portfolios
   - mid-year and final exams for grades 3- 4 in ELA, Math and Religion and grades 5 - 8 in all subjects.

2. **Assessments**

   In addition to class and school exams, every student will take part in the Archdiocesan testing program which includes the Archdiocesan religion tests, NWEA MAP interim assessments, New York State Education Department tests, and ITBS for grades K - 2. Teachers and principals are responsible for reading and understanding testing administration directions before the test is administered.

   - Interim Assessments

Interim Assessments – Administered Three Times per Year	
Grades K-8	NWEA MAP Interim Assessments

   - Archdiocesan Test – Religion Exams (In June, the Archdiocesan Religion exam will be used as the student's End-Year Examinations in Religion for Grades 6-8.)

Religion Mid-year and Final exams	Grades 3-8	January and June
Core Subject* Mid-year and Final Exams	Grades 6-8	January and June

3. **NY State Assessments**

Attendance (E.5 and E.6)

See App. 4 - *General Attendance Instructions*

Teachers are required to record daily attendance of students using the Student Information System (SIS).

Student

New York State law mandates that children be provided with 180 days of instruction during a school year for Grades 1 - 8. Regular attendance is the responsibility of the child(ren)'s parent or guardian.

Excused Absence: A child is absent from school for the following reasons: sickness, sickness or death in the family, impassable roads or extreme weather.

Unexcused Absence: A child is absent from school for the following reasons:
visiting, away, caring for the baby, shopping, vacation, etc.

Lateness: A child should come to school even though that child may be late. All lateness is kept and marked on the report card. Parents will be notified for chronic lateness, and the child may be required to make up for time missed.

When the child returns to school, a completed absence form must be given to the teacher. This form is distributed at the beginning of the school year and contains appropriate spaces for the child's name, date of absence, class, reason for absence, and the signature of a parent or guardian

Doctor or dental appointments should occur after school or on Saturdays. If it is necessary for a child to be dismissed during the school day, the parent or an adult identified in writing by the parent MUST come to the school for the child.

Students in kindergarten through grade eight who miss ten or more days of the school year, whether excused or unexcused, and who have not satisfactorily completed the required work, may be considered for retention. Certificiation of an absence by a physician is an exception to the ten-day limit. However, satisfactory completion of the required work is required.

When a child is absent, parents are required to phone the school by 9:00 that morning. Absence notes are still required in addition to the phone call.

Teacher

The continued and uninterrupted presence of the qualified teacher in the classroom provides the continuity needed in the student's intellectual growth and in the student's needed sense of stability. This cannot be stressed enough. The following procedures shall apply:

- The teacher's arrival at school must allow for sufficient time to be fully prepared to begin

the day and execute the day's instruction.
- Teachers must sign in upon arrival and sign out upon departure using the staff sign-in/out book.
- Under no circumstances should a teacher sign-in or sign-out for another employee.
  - Teachers found to be reporting false work hours/days information, including reporting the time of another teacher shall be subject to discipline up to and including discharge.
- If assigned, teachers must arrive 15 minutes before school begins, and remain 20 minutes after dismissal.
- If a teacher will be late beyond the start of the school day, he/she must call the principal and indicate the reason why and the expected time of arrival.
- If there is advanced knowledge of an absence, the teacher must give notice to the principal as soon as possible.
- If a teacher is ill, he/she must call *(principal inserts name here)* either the night before or no later than 6:45 on the day of the absence. If emergency plans are not prepared or if the teacher's plan book is not available in the classroom, he/she must provide assignments for all classes during the day. If the illness is of a long duration, the principal must be called each evening if the teacher will be unable to attend the next day.
- If a teacher will be absent due to urgent personal business, he/she must submit a "Personal Business Leave Certificate" form at least 24 hours in advance. Urgent personal business is defined as "Urgent personal business that cannot be accomplished outside of normal school hours or for reasons of personal emergency requiring immediate attention."
- When unforeseen circumstances arise, the teacher must call the principal at least one hour prior to school opening.
- Teachers must submit back-up lesson plans that can be used during an unforeseen absence; these plans must remain in the classroom.
- If a teacher does not call and does not arrive for work for three days, the school will interpret and conclude this to be the equivalent of a resignation.

> A teacher is entitled to ten sick days at the start of the school year.   A teacher shall be granted up to four (4) days of leave with pay for "Personal Business" with the third and fourth days charged to sick leave.

Audio-Visuals/Multimedia

Audio-visual (AV) equipment such as VCRs, DVD recorders, televisions, projectors, audio equipment, computers, tablets, interactive white boards, and interactive response systems enrich the learning experience of students.

The following protocol and suggestions are recommended in order to ensure the appropriate use and maintenance of all multimedia equipment and materials. Teachers must obtain all multimedia materials and necessary equipment before the start of the school day.
- All equipment must be used carefully.
- Prompt reporting of faulty or damaged materials and equipment to the principal is required.
- Teachers must preview all multimedia resources before being used for classroom instruction.
- If the multimedia material has curricular-based merit, and is not rated, teachers must inform

parents of this to allow parents to remove their children from the viewing in class.
- The principal must approve the use of all multimedia resources.

The following tips for teachers may assist the use of multimedia materials.

- Prepare the class for the project with questions and directives highlighting that for which students should look and listen/
- Keep additional materials on hand and ready to use in case of technical difficulties.
- Multimedia materials have little educational value without a planned follow-up.
- The use of multimedia materials must be recorded in the teacher's lesson plan book.
- Teachers may not do clerical work during the multimedia presentation.

Birthday Parties

Birthday parties for Grades PreK - 3 may be held monthly in each homeroom with the principal's permission. Parents may bring small individual items such as cupcakes, brownies, etc. Parents may not bring in favors or "goodie" bags for the students. *Teachers must be particularly careful of students in the class with food allergies.*

Books (B.3)

Students must assume responsibility for their books. Every book is to be covered by a protective jacket. Homeroom teachers are responsible for instructing students to cover their books by the end of the first full week of school.

Bulletin Boards

A bulletin board reflecting our Catholic heritage must be displayed as an outward reminder to the students, to the school community, and to all who visit, that the school's main purpose is the formation of students in our Catholic Faith.   All displays must have some educational value:

- Teachers will be responsible for their own classroom bulletin boards.
- Teachers should display student work as often as possible and in an artistic manner.
- Seasonal displays should be exhibited a week or less prior to the holiday season and must be removed at the end of the season. These displays must be created in good taste and suit the age and intellectual development of the student audience.
- Bulletin boards may be thematic and teachers should coordinate their work with these themes.
- Teachers must consult with the principal for the location and the logistics for displaying major class projects. Clotheslines to display student work are prohibited.

Bus

Teachers must ensure that "bus students" are dismissed on time to their designated area.
Teachers will be responsible for bus supervision according to the designated schedule.

Catechist Formation Program (A.7)

The Catechist Formation Program has a three-fold purpose:

- to provide for the catechist's own spiritual growth;
- to increase the theological knowledge out of which one catechizes; and
- to expand skills in teaching methods through study and practice.

All elementary school teachers must make appropriate progress toward certification in the Catechist Certification Program of the Archdiocese of New York, coordinated through the University of Dayton. "Appropriate progress," starting on September 1 of the year the teacher is hired, shall mean the achievement of Level I certification during a three year period for any elementary school teacher who does not hold Level I certification, or the achievement of Level II certification during a 3-year period for any elementary school teacher who does not hold Level II certification. A teacher who fails to make appropriate progress towards either Level I or Level II certification shall, the following September, remain at his or her current salary step, and if applicable, forfeit his or her lump sum bonus payment. (See Article XXX-E in the *Collective Bargaining Agreement*.)

Change of Address

At the beginning of the school year, teachers must verify that the address and phone number on student records are correct and current.

Child Custody (E.28)

Custodial parents are entitled to receive original sets of report cards, school and special event notices, school calendars, and other school-related materials. Non-custodial parents are generally entitled to receive duplicate sets of report cards, school and special event notices, school calendars, and other school-related materials where appropriate. Such parents might be told to supply the teacher with self-addressed stamped envelopes for convenience and expediency**.**

Should a custodial parent challenge the above policy, please refer the parent to the principal.

Classroom Care

The classroom must be neat, clean, and well-ventilated. At the end of each day, teachers must close all windows at dismissal and turn off the lights in the closet and classroom, and direct students to select books and materials needed for homework.

Teachers are required:
- to organize their desks
- to arrange remaining books neatly in their desks
- to remove books and other obstacles from the aisles
- to clean chalk boards with a clean soft dry cloth (washing boards with water erodes the surface) and to clean the erasers [*Please note: students must not clap erasers on the building nor from the classroom window*]

At the end of each week, the teacher will direct the students to reorganize other areas of the classroom, such as the clothes closet and bookshelves, in addition to organizing their desks.

Teachers are required:
- to report any required repairs or necessary replacements which require immediate attention *according to the principal's directives;*
- to follow the reporting procedures established by school administration; and
- to use only masking tape to display decorations and student work on the classroom walls.

Classroom Materials

Standard items such as crucifixes, statues of the Blessed Mother and other saints, and the American flag must be displayed. If classrooms are without these items, the teacher must request such items from the office. In requesting basic classroom materials, the teacher must follow the school policy.

Closings (B.9)

Close of School Year (G.1, G.4, and G.5)

Professional Responsibilities At Close of School Year

The following are some of the professional responsibilities of teachers at the end of school year:
- complete report cards for the school year
- complete student records for the current school year
- prepare promotion list/retention list
- prepare summer reading list
- prepare summer school list

Other Responsibilities At Close of School Year

Teachers must submit:
- plan books
- **grade books**
- absence notes for the year; absence notes must be placed into a large sealable envelope which is labeled, i.e. Absence Notes, current school year, class - 1-1 (or other class ID), room number and teacher's name
- keys
- student cumulative folders; populate each child's folder with all mandated student assessments, report cards, progress reports, mastery test results, etc. with the current grade on top
- location of the set of teacher textbooks that have been put in a box and identified
- book inventory
- classroom repair form
- audio-visual/multimedia equipment that is in working order must be stored at the direction of the principal
- classroom chores
  - teacher desk and bookshelves are to be emptied and cleaned
  - the set of teacher textbooks are put into a box in the teacher closet and marked
  - bulletin boards stripped and flag put away
  - student textbooks are to be stored neatly and in an orderly fashion
  - teachers direct students to wash their desks inside and out, top and bottom
  - teachers direct students to clean chalkboards and erasers; all chalk and erasers are stored

in teacher closet

Conferences

Since parents are the child's first teachers, they are our partners in education. Therefore, regular communication with parents is an essential part of a child's education. Parent conferences allow teachers and parents to discuss student achievement as well as to develop means to assist students in areas of difficulty. Principals must be informed of the reason for the conference when a teacher requests a parent meeting. In this way, if a parent approaches the principal, the principal will have the information for an informed response.

The regularly scheduled conferences must focus on the skills a student has attained as well as those that have not been mastered. Teachers must be clear on how the grade was calculated and what expectations have not been met. The purpose of the conference is to help parents better understand their child's school performance. In preparing to meet with parents for a report card conference, a teacher must determine precisely what a parent must know about the child's strengths and what needs to be said about deficiencies. Providing specific examples of each area is helpful, not only to help a parent understand a child's progress or lack of it but also to focus on areas that can be improved. Telling a parent that a child has not mastered the grade-level concepts of multiplication is less effective than explaining that the child has not memorized specific times tables and submitted incomplete homework. The more concrete the teacher can be in discussing the child's performance, the easier it will be for a parent to understand the child's needs and the areas in which a parent might help (i.e., helping to memorize the times tables).

When a teacher finds a student's work or behavior unacceptable, the teacher must notify the parent in writing with a return written confirmation of receipt. If the unacceptable performance or frequent misbehavior continues, a parent conference must be arranged, suggesting a mutually convenient date and time. The reason for the request must be stated clearly, such as, *your child has failed the last three spelling tests*. In making the appointment, the teacher must take into account the nature of the agenda and the time needed for adequate discussion.

Most parents meet a request for a conference as a cause for alarm. Expect some parents to react defensively. Look beyond the defensiveness and keep a focus on the meeting, which is to improve the situation. Remember that parents are partners in education and must be seen in light of collaboration and not confrontation. Emphasize that both you as the teacher and they as parents want what is best for the child.

It is important that a teacher keep a log of all parents conferences to allow a follow-up if necessary and provide documentation if needed later.

- The log must be kept separately from the plan book and kept in a secure place.
- The log must contain the date, time, and content of the discussion.
- If the parent or teacher has agreed to steps to rectify the problem, the log must be noted as such.
- Consistent messages and communications with parents must be maintained (e.g. report card comments, academic referrals, disciplinary referrals, and specific notes).

Following the above suggestions will foster a positive professional relationship with parents as they are recognized to be an integral part of their child's academic world.

Confidentiality (H.7)

Teachers have a professional and moral obligation to safeguard all information of a privileged nature, such as students' family situation or student behavior. Teachers must sign the Confidentiality and Security Policy form (App.5) and return it to the principal. Any violation of this code will be considered unprofessional and unethical behavior.

Teachers are required to maintain the code of confidentiality to safeguard the sacred trust. It is imperative that such information be regarded as a sacred trust.

- At no time must a student's behavior or family information be used as a topic of public conversation in the faculty room or elsewhere.
- A student's behavior or family information must only be shared with persons who have a need to know, i.e., the principal or guidance counselor.
- If there is evidence that this knowledge could impact the health or safety of any person, the teacher must share the information with the principal.
- Under Section 423 of the Child Protective Services Act, school officials are required to report when they have reasonable cause to suspect that a child, coming before them in their professional or official capacity, is an abused or maltreated child (see section on **Child Abuse**).

The rules that govern privileged information apply, as well, to any personal or academic information that is discovered through daily classroom instruction or other social interaction with students, parents, or peers. REMEMBER: The sense of the sacred must prevail.

Teachers violating the above-referenced sacred trust will be subject to discipline, up to and including discharge.

Copier

The copier is available for use by teachers to supplement the needs of their instructional program, i.e. for teacher-made tests and other pedagogical needs. If needed for personal use, teachers must request permission from the principal. Excessive use of the copier to produce materials for independent student work is discouraged. Care should be taken to refill the paper bin. All malfunctions are to be reported to the secretary immediately. Teachers are to observe copyright law and obtain necessary permissions for the reproduction of materials upon which there is a copyright.

Courtesy/Deportment

Courtesy and respect between and among teachers, students, parents, school staff, and visitors are expected from the entire school community.

Students must:
- greet all adults with "good morning," or "good afternoon"
- offer to help carry materials, hold doors open, and provide assistance to others when it is required
- say "please" and "thank you" as well as "excuse me" in the appropriate situations
- be courteous to other students
- not bully, express inappropriate gender biases, nor harass other students with comments about

physical attributes, appearance, etc.
- address faculty and staff by their proper title (e.g. Sister, Mrs., Miss, Mr.).

Teachers must be courteous and professional to all staff members, students, and students' parents at all times, especially in difficult or conflict situations.

Crisis Management Plan

Teachers must be familiar with and adhere to all guidelines of the Crisis Management Plan.

Curriculum (A and B)

Curriculum includes the total of all learning and enriching experiences. Curriculum must reflect the philosophy of the school. It provides an adequate and meaningful foundation in the academic field for each student and develops a basic understanding of self in relation to God and the world. Curricular subjects include religion, language arts, foreign language, mathematics, social studies, science, health, safety, art, music, physical education, library science, and computer education. The quality of instruction is paramount school-wide. Each teacher contributes to this quality through their teaching skills in the classroom, the corridors, and the recreation area. Each teacher is to use the following curricula:

- Archdiocesan *Guidelines for Catechesis*
- Archdiocesan *Essential Learnings*
- New York State *Common Core Standards*
- Catholic Education Community: *A Values Integration Program*
- The Pro-Life Infusion Curriculum
- *HIV/AIDS Education: A Catholic Framework of Understanding*

Discipline Policy (E.12, E.13, and E.18)

Discipline is a necessary condition in the learning process with the purpose of helping students develop self-control, self-respect, and respect for others. Teachers must document inappropriate student behaviors as anecdotal notes. In addition to behavioral consequences and punishment, discipline may include positive reinforcement, including friendly, tactful, and extolling reminders that shape acceptable behaviors. Discipline serves learning least when it becomes a goal in itself.

Teachers must develop a progressive discipline policy with the guidance of the principal. The punishment for minor incidents in the classroom could well involve nothing more than a corrective statement. More major acts, of course, may require a punishment. If either major or minor acts continue or increase in severity, so must the reprimand or punishment. Parents are to be kept informed on a regular basis when the acts continue or progress in seriousness.

At no time is corporal punishment permitted. Corporal punishment may be defined as any physical contact that could be construed as punitive such as, but not limited to, hitting, pulling, or poking a student.

At no time is verbal abuse permitted, i.e., name calling, sarcasm, profanity, bullying, and any language that is intimidating or threatens physical violence. Likewise, allowing students to

verbally abuse other students is not permitted. If teachers need to communicate with parents about student behavior or progress, they must do so personally and not use the student as the vehicle of communication.

Teachers will discipline students directly for behaviors judged to be infractions of acceptable behavior. Some examples of unacceptable behaviors are:

- disrupting class by talking out, throwing objects, making unnecessary movements, etc.
- not meeting the requirements for homework preparation and submission
- wearing inappropriate clothing
- using profane language
- returning graded test papers unsigned

Teachers will inform the principal when student behavior is judged to be a major infraction of acceptable behavior. Some examples of such behaviors:

- evidencing violent and aggressive behaviors that pose threats to the safety of students, others and/or the school community
- carrying weapons and other objects deemed to be potentially dangerous to others and to the school community
- bringing to school inordinate amounts of money unrelated to standard school activities and events
- evidencing, in word or deed to others, serious disrespect
- evidencing, in word or deed, racial, gender, or other forms of harassment including bullying
- behaving in a manner that suggests the use of alcohol or illegal drugs (see section on Drug and Alcohol Abuse Policy)
- other behaviors deemed inappropriate by the principal

Dismissals/Early Dismissals (B.9)

Each teacher is responsible for accompanying students in their classroom to the assigned dismissal area.

If it is necessary to keep a student after school for disciplinary reasons, the teacher must notify the parent one day in advance, and must obtain the parent's permission in writing.

Disposal Rule Policy (G.1 and G.2)

It is the policy of the School to exercise extreme diligence in maintaining the identity of its employees and students.

To this extent, all records relating to the identity of employees and students are maintained in a secure area under the supervision of specifically designated persons. No other employees may have access to this information.

When it becomes necessary to dispose of any information (for example, when an employee or student leaves the school, or New York State time limits for retaining records have expired), any records pertaining to his/her identity will be disposed of by ____(*state method of disposal*)_____.

If employees have questions about this policy and its procedures, they are encouraged to speak with

the administration.

Dress Code (D.1)

Teachers
We hold our students to high levels of accountability regarding the dress code. Given the mission and purpose of our Catholic educational institution, this same high level of accountability applies to and is expected of our teachers and staff who serve as direct role models for the students they teach and encounter on a daily basis. Teachers are expected to dress in a professional manner with appropriate attire that reflects the values of modesty and neatness, and does not offer any conflicting messages to students in their development.

(Principal inserts school's own reasonable policy here. This policy is most effective if teachers have had some input into creating it.)

Students
Teachers must see that students are dressed according to the school uniform code in the parent-student handbook. Occasionally, the principal may announce a school wide "dress down" day. On such designated days, teachers' attire must conform to that which is acceptable for informal dress.

Drug and Alcohol Abuse Policy (C.4 and E.15)

Teachers:
Teachers are not permitted to use alcohol or any illegal substance, nor be under their influence while on school property. Failure to abide by this policy will result in disciplinary action, up to and including discharge. Additionally, the use of alcohol, non-prescribed controlled substances, or illegal drugs off school and/or regional property or work time which adversely affects an employee's work performance, his/her safety or the safety of others, or the regard or reputation of the school in the community will lead to disciplinary action, up to and including termination.

Students:
In recognition of the seriousness of the drug and alcohol problems to which the children are exposed, our school will follow this policy:

- If a teacher suspects that a child is under the influence of either alcohol or drugs, he/she must immediately refer the matter to the administration who will notify parents.
- If a teacher suspects that a student is under the influence of alcohol or any drug at a school function outside the normal school day (i.e., ceremony, party, dance or school outing) he/she must not allow the student to participate and must immediately inform the administration. Parents will be notified and appropriate actions taken.

Electronic Devices (E.30)

Teachers:
All cell phones, beepers, hand-held and other personal electronic devices MUST BE TURNED OFF in all classrooms during the school day when teachers are involved in either instructional or supervisory duties. Receiving or making calls, as well as texting, on cell phones during these times is prohibited. Failure to abide by this policy will result in disciplinary action.

Electronic devices may be dynamic tools in the 21st century school environment, but only when used appropriately by faculty, administration, staff, and students.

The use of electronic devices by faculty, administration, staff and students must be appropriate to the educational setting, and may not distract the student, other students, or the class as a whole during the course of the school day and after school (i.e., cell phones, iPads, iPhones, Chromebooks and other personal electronic devices).

Inappropriate use of any electronic device may result in serious consequences as stated in the school's Technology Use Policy.

YOUR SCHOOL'S TECHNOLOGY USE POLICY SHOULD BE INSERTED HERE.

Emergency Procedures (B.9 and E.7)

End-of-Year Responsibilities (*see* Close of School Year)

Exams (*see* Assessments)

Evening Meetings

Unless formally excused, teachers shall participate in all regular school functions during or outside of the normal school day such as faculty meetings, parent conferences, department meetings, curriculum meetings, graduations and other similar activities including the Christmas or spring show, sacramental practices and celebrations, and major fundraising events. To the extent practicable, the scheduling of events will be done after consultation with the faculty.

Faculty Meetings (D.10)

Faculty meetings are ordinarily scheduled once a month during the school day. If a faculty meeting is scheduled after school, reasonable notice will be provided to teachers. These meetings are typically designed to further the professional development of the faculty, to create a collegial working atmosphere in which to solve problems cooperatively, and to provide a forum for the exchange of ideas. Suggestions for the meeting's agenda must be submitted to the principal within a reasonable amount of time prior to each meeting. Minutes of all faculty meetings must be distributed to each member of the faculty within a reasonable amount of time after each meeting. Union matters must not be discussed at faculty meetings. If necessary, the union delegate/representative should confer with the principal after the meeting.

Faculty members who are excused from attending a faculty meeting are responsible for knowing and implementing any decisions made during that meeting.

Faculty Room

Teachers are responsible for maintaining a clean and pleasant environment in the faculty room. Neither students nor parents should have access to this room.

Family and Medical Leave Act (FMLA)

Benefits: Eligible employees may request up to a maximum of twelve (12) weeks of family leave with any twelve (12)-month rolling period to care for their own serious health condition, the serious health condition of a family member, or other reasons indicated below. Any combination of family leave and medical leave under the FMLA may not exceed this maximum limit. Employees will be required to first use any accrued paid leave time before taking any unpaid family leave.

Eligibility: Eligible employees may request family leave only after having completed 365 calendar days of service. Eligible employees must also have worked 1,250 hours during the 12month period preceding the leave. Eligible employees should make requests for family leave to the principal at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Serious Health Condition and Other Reasons: The school provides eligible employees with FMLA leave for one or more of the following reasons: for childbirth, adoption, or placement of a foster child; to care for an employee's own serious health condition; or to care for a child, spouse, or parent with a serious health condition. A serious health condition means an illness, injury, impairment, or physical or mental condition that involves in-patient care in a hospital, hospice, or residential medical care facility; or continuing treatment by a health care provider.

Employees requesting family leave related to the serious health condition of a child, spouse or parent may be required to submit a health care provider's statement verifying the need for a family leave to provide care, its beginning and expected ending dates, and the estimated time required.

Health and Other Benefits: During the entire period of family or medical leave under the FMLA, the school will continue the employee's health insurance under the same terms and conditions as it provides to active employees. If an employee fails to return to work after the expiration of the 12 weeks of leave, the employee will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from family leave, non-health benefits will again be provided by the school according to applicable plans. Non-health benefit accrual, including vacation, sick leave, and holiday benefits, will be suspended during the leave and will resume upon return to active employment.

Returning From Leave: When FMLA leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified. If an employee fails to return to work on the agreed upon return date without contacting the school, the school will assume that the employee has resigned.

Field Trips (E.10)

Field trips must be of an educational purpose and related to the current curriculum in a particular grade level or subject area. Going on field trips is a privilege that is granted based on the students' acceptable behavior in their regular classes. All field trips and student exclusions from field trips must be approved by the principal in advance.

To ensure the desired outcome of the trip, the teacher will prepare students for the learning experience of the trip. Students should be responsible for input to the class after the trip. The number

of field trips each year per class should be determined by the principal in light of educational objectives and curriculum/financial considerations.

OVERNIGHT TRIPS AND FIELD TRIPS TO WATER PARKS, AMUSEMENT PARKS, DUDE RANCHES, BEACHES/POOLS AND SKI SLOPES ARE STRICTLY PROHIBITED.

- Students are permitted to go on a field trip ONLY with the school-approved written permission signed by their parent or legal guardian (phone or faxed permission is never allowed.) See App. 6 for Parental Request Form.
- Teachers must submit the Field Trip Request Form to the principal three weeks prior to the trip for approval or disapproval. See App. 7 for Field Trip Request Form.
- Certificates of insurance must be obtained from bus company and field trip site before approval can be given for a field trip.
- Parents must be informed in writing of the date, the purpose of the trip, the expenses involved, the destination, the means of transportation, and the approximate time of arrival back at school.
- Adequate supervision is essential and must be implemented as follows:

GRADES	*NUMBER OF ADULTS*	*PER NUMBER OF STUDENTS*
Pre School	1	4
Grades K - 5	1	6
Grades 6 - 8	1	8

- Parents may assist in the supervision to the extent that the school provides the necessary prerequisites for parent participation on the field trip. A brief pamphlet might inform parents of some techniques used for supervising children in groups, an itinerary of the trip, and a review of the emergency procedures.
- Because severe allergies are becoming more prevalent, staff on field trips must be prepared to deal with allergic reactions, including the potential for anaphylaxis. Staff should receive basic education about allergies and the symptoms of anaphylaxis. In addition, the following guidelines should be followed:
  - o Invite parent of a student at risk for anaphylaxis to accompany child.
  - o Enforce a "no food" policy while on bus.
  - o If a student requires the use of epinephrine, determine who will transport and administer the epinephrine. Obtain medical authorization from parent.
  - o Choose field trip locations with care; no student should be excluded from a field trip due to risk of allergen exposure.
  - o Have hand wipes available for students and staff to use before/after consuming food.
  - o If eating at a restaurant, make prior arrangements and confirm that allergen-free meals are available. Let parents know the name of the restaurant in advance.

Fire & Emergency Drills (E.25)

All schools are required by law to conduct 12 fire/emergency drills throughout the school year, four

of which must be lock-down drills. The remaining eight are required to be evacuation drills. The first eight drills must be completed by December 31st. Please refer to New York State Eduction Law §807, which is attached as Appendix 10. Fire drill instructions indicating the fire route must be placed in a conspicuous location near the exit door of the classroom. On the first day of class, teachers must review the fire evacuation route for the classroom and all major locations in the school such as the cafeteria, and the library.

Every teacher must be provided with an EMERGENCY FOLDER containing the following:

- Class roster (for all students in the school)
- Emergency contacts (for students in your class/homeroom)
- Daily Attendance List from SIS ("Attendance by Type" recommended)

The Emergency Folder must be filed in the top drawer of each teacher's desk so it is accessible to all teachers and substitute teachers in the room at any given moment.

When the fire alarm sounds:

- EVERYONE MUST LEAVE THE BUILDING in silence.
- Teachers must lead the class, carry the Emergency Folder, ensure that lights are turned off, and close all windows and doors.
- In early childhood rooms, the aide is the last person to leave the classroom; in rooms without aides, teachers must share monitoring responsibilities to ensure that no child is left behind.
- Teachers must be aware of the area outside the building which is assigned to their class, must call the roll aloud to verify that all children are present, notify the principal of any missing children, and re-enter the building ONLY after hearing the designated signal.
- Each teacher must learn the location and operation of the fire alarm.
- In the event of an actual fire, teachers report the location of the fire to the principal upon exiting the building.
- In the event of an Active Shooter, refer to the guidelines presented in the Active Shooter addendum document in *School Emergencies: A Resource Guide.*

Food and Beverage Policy

When and wherever the teacher is engaged in instructional or supervisory duties, it is inappropriate for the teacher to eat food or drink beverages.

Grade Books

Teachers are expected to enter grades in the Student Information System (SIS) in a timely manner.

Grading

Please refer to the Reporting System Manual (RSM) and the Archdiocese-wide Grading Policy. Each teacher must adhere to the policies and procedures as outlined in both of these documents.

Graduation (E.19)

Students must achieve a final average of a 70% in all academic subject areas to graduate.

Guidelines:
1. Elementary school graduation ceremonies should be simple and dignified.
2. It is recommended that students celebrate the Eucharist with their families.
3. When possible, graduation Masses should be separated from the graduation ceremony to insure the sacredness of the Holy Sacrifice of the Mass.

Guidance (D.4)

Any consideration for a student referral must be discussed with the principal prior to the actual referral.

Harassment (C.5, E.17 and E.18)

Workplace Anti-Discrimination, Harassment and Retaliation Policy

The Employer is committed to maintaining a workplace that is free from all forms of unlawful discrimination, harassment, and retaliation including sexual harassment and harassment based on gender, age, race, national origin, color, sexual orientation, marital status, religion, disability, pregnancy, childbirth, or related medical condition, veteran status, caregiver or familial status, criminal conviction status, domestic violence victim status, unemployment status, or any other category protected by federal, state, or local law.

No employee or other individual covered by this policy shall engage in conduct that constitutes discrimination, harassment, sexual harassment, retaliation, or bullying. Not only is this conduct a violation of this policy, but it is also unlawful under federal, state, and applicable local laws. Accordingly, the Employer will not tolerate discrimination or harassment in any form by employees, vendors, or visitors (including independent contractors and interns) or non-employees.* This commitment extends to harassment by any employee, vendor or visitor, regardless of his/her position. This policy extends to all aspects of the Employer's employment practices, including recruiting, hiring, discipline, terminations, promotions, transfers, compensation, benefits, training, leaves of absence, and other terms and conditions of employment.

To ensure equal opportunity to all employees, the Employer will provide reasonable accommodations to any employee who requires one on the basis of the employee's disability or medical condition (including pregnancy, childbirth and related conditions), religious observance, or status as a victim of domestic violence or sex trafficking, so long as the accommodation does not cause an undue burden to the Employer and does not pose a direct threat to the health or safety of others in the workplace or to the individual.

Any employee who violates this policy — including any supervisor or managerial personnel who knowingly allows such behavior to continue and/or fails to report such behavior -- will be considered to have committed employee misconduct, and will be subject to appropriate disciplinary action, including suspension without pay and/or termination of employment. Appropriate corrective action will similarly be taken with regard to any violation of this policy by a non-employee.

To ensure all employees understand their rights and responsibilities to ensure a respectful workplace, the Employer will offer its employees annual training on recognizing, preventing, and remedying unlawful discrimination, harassment, and sexual harassment. Employees are required to participate in this training

annually and should contact their supervisors or Human Resources with any questions they have, or to receive the training. Employees who do not comply with the training requirements are subject to disciplinary action.

- A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services at the institution or for the institution.

Definitions and Examples

Prohibited harassment can take many forms. It may include, but is not limited to:

1. **Verbal harassment**, such as making a joke or comment that refers to a certain protected category or status (noted above), epithets, derogatory comments, vulgar or profane words, and expressions or slurs;

2. **Physical harassment**, such as an unwelcome touching, assault, blocking, impairing, or otherwise physically interfering with an individual's normal work or movement;

3. **Visual forms of harassment**, such as derogatory posters, cartoons, drawings, e-mail, computer screen savers, graffiti, or photographs;

4. **Sexual harassment**. Examples of sexual harassment may include, but are not limited to:

- Unwelcome or unwanted sexual advances. This includes physical contact and verbal contact of a sexual nature which is considered unacceptable or unwelcome by another individual.

- Requests or demands for sexual favors. This includes expressed and implied, subtle or blatant pressure or requests for sexual favors accompanied by any implied or expressed promise of preferential treatment or negative consequences concerning an employee's employment status (also known as "quid pro quo" sexual harassment).

- Verbal abuse or comments which are sexually oriented and considered unacceptable by another individual. This includes comments or compliments which extend beyond mere courtesy, and jokes which are unwelcome or of a nature that is offensive to others.

- Sexually oriented conduct that has the purpose or effect of unreasonably interfering with the work performance of another. This includes unwanted sexual attention that reduces personal productivity or interferes with the performance of assigned tasks.

- Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually oriented conversation, suggestions, requests, demands, physical contact, or attention.

- Unwelcome conduct based on a person's gender, even if the conduct is not necessarily sexual in nature, and even if the complaining individual is not the intended target of the harassment.

It is important to note that harassment and sexual harassment can occur in the workplace, or at Employer social events, activities, or off-campus work assignment. Calls, texts, emails, and social media usage can also constitute unlawful harassment, even if the conduct occurs away from the workplace premises or not during work hours.

Normal, courteous, respectful, and non-coercive interaction between individuals that conforms to this policy and is acceptable to both individuals involved is not harassment.

Reporting All Forms of Discrimination and Harassment

If an individual believes that he/she has been subject to discrimination or harassment, he/she is encouraged, but not required, to make his/her unease and/or disapproval directly and immediately known to the harasser whenever possible. If the situation is not immediately resolved, or if the employee is unable to or uncomfortable with addressing the alleged harasser directly, he/she should report the incident to Ella

O'Sullivan, Director of Human Resources at the Human Resources Office at (646) 794-3034 (ella.o'sullivan@archny.org) or by submitting a complaint in writing in accordance with the Complaint and Investigation Procedure of this policy.

It is important to report concerns of harassment, regardless of the seriousness, to the Human Resources Office or a department director or supervisor as soon as possible. The Employer cannot assist in stopping any harassment from continuing if it is unaware of the problem. Reports of alleged harassment or discrimination will be investigated in a timely and thorough manner consistent with the Complaint and Investigation Procedure outlined below.

In addition, individuals who witness, observe, or hear about workplace discrimination or harassment — even if they are not the intended recipients of the conduct -- are encouraged to bring it to the attention of their supervisor or to Human Resources as soon as possible. As stated above, the Employer cannot remediate any improper or unlawful conduct of which it is unaware.

Supervisors and managers have an additional duty to report witnessed or suspected discrimination, harassment, sexual harassment, or retaliation to their department directors or Human Resources. It is important for supervisors and managers to report these incidents immediately. Supervisors or managers who ignore or fail to report violations of this policy expeditiously may themselves be subject to discipline, up to and including termination. Any supervisor or manager who needs additional guidance on responding effectively to employee complaints should speak with the Director of Human Resources for more information.

Complaint and Investigation Procedure

The Employer believes effective communication is vital to the success of the Employer's mission and the professional growth of all employees. The complaint procedure ensures the accessibility of department directors and supervisors, as well as the Human Resources Office, to all individuals so they may freely discuss management problems, suggestions, and employment related subjects relative to the working environment and mission of the Employer. The Human Resources Office has the overall responsibility for maintaining this procedure. All individuals are encouraged to bring their employment issues and concerns to the attention of the Human Resources Office. This procedure is aimed at fostering a professional atmosphere of mutual respect and understanding.

If an individual feels that he or she has been the victim of, or witnessed, prohibited conduct under this policy, the following steps are to be followed:

1. The individual should complete a written complaint form (see attached standard form). A detailed and accurate complaint form helps the Employer understand the nature of the complaint and will assist it in conducting a prompt, thorough, and objective investigation. The individual does not need to use the standard form to report an incident of discrimination, harassment, or sexual harassment; however it is preferred. If an employee makes a report in another fashion, such as a verbal report or other form of writing, the Employer may still require the employee to complete the standard form.

2. The individual should submit the complaint form to the attention of the individual's department director, unless the complaint concerns the department director, in which case it should be sent directly to the Director of Human Resources at 1011 1st Avenue, 16" Floor, NY, NY 10022, or at (646) 794-3034. If the individual does not feel comfortable submitting the complaint form to his or her department director, he or she may submit it directly to the Director of Human Resources. Any manager or department director who receives a complaint of prohibited conduct under this policy, whether verbally or in writing, should instruct the employee to complete the complaint form, and must report the complaint to Human Resources immediately. Managers and department directors should not wait for the individual to complete a complaint form and should report the incident immediately.

3. The Human Resources department will then take any appropriate interim steps needed, and conduct a prompt, thorough, and objective investigation. The investigation will be conducted with as much confidentially as possible consistent with the need to thoroughly investigate the claims made and take appropriate corrective action. Ordinarily, an investigation will include an interview with the victim, the alleged harasser, and any other person who may provide relevant information, and reviewing any relevant documents or policies concerning the claims.

4. The Director of Human Resources is expected to address the complaint and will inform the complainant and the subject of the complaint of the outcome or status of the investigation, within 10 working days of the conclusion of the investigation.

Any employee who refuses to assist the Employer in its investigation, or otherwise obstructs the prompt, thorough and objective investigation of the Employer into an allegation of conduct prohibited by this policy, will be subject to appropriate disciplinary action, up to an including termination.

Retaliation Prohibited

No employee will be subjected to any form of retaliation for making a good faith complaint under this policy or for assisting in the investigation of any such complaint. Retaliation, like discrimination or harassment, is unlawful under federal, state, and applicable local law. Any employee (including supervisors) who retaliates against an employee for making a complaint or testifying in or assisting in an investigation under this policy — or a supervisor who knowingly allows retaliation to occur — will be subject to appropriate disciplinary action, up to and including termination. Under this policy, "participating" in an investigation includes internal investigations as well as investigations or hearings conducted by any agency or judicial body charged with enforcing applicable equal opportunity laws. Retaliation is prohibited even if the underlying conduct complained of was found not to constitute unlawful discrimination or harassment under this policy, so long as the complaint was made in good faith.

If any employee believes he or she has been the subject of retaliation for reporting prohibited conduct or participating in an investigation under this policy, he or she should follow the reporting and complaint procedures outlined above.

Enforcement and Remedies

The Employer believes the best way to prevent and resolve issues of suspected workplace harassment is through the vigilance of its managers and staff, and the reporting mechanisms above. Harassment, discrimination, sexual harassment, and retaliation are all violations of Employer policy and the law, specifically Title VII of the 1964 federal Civil Rights Act, the New York State Human Rights Law, and other local laws that may apply.

The Employer takes seriously its responsibilities and obligations to provide a discrimination and harassment free workplace to all individuals. To that end, the Employer encourages all individuals to immediately report instances of discrimination, harassment, sexual harassment, or retaliation in accordance with this policy. It is imperative that these instances be reported to the Employer so that remedial action can be taken if necessary, and to further create an atmosphere free of discrimination and harassment for employees.

Individuals who believe they have been subject to harassment or sexual harassment under this policy may also pursue their remedies in federal or state court, or may contact any of the following administrative agencies to file a complaint:

- Equal Employment Opportunity Commission
  New York Office, 33 Whitehall Station
  New York, New York 10004
  Phone Number: (800) 669-4000

Fax Number: (212) 336-3790
Website: www.eeoc.gov

- New York State Division of Human Rights
  One Fordham Plaza
  Bronx, New York 10458
  Phone Number: (718) 741-8400 / (888) 392-3644
  Fax Number: (718) 741-8322
  Email: complaints@dhr.ny.gov
  Website: dhr.ny.gov

- New York City Commission on Human Rights
  22 Reade Street
  New York, NY 10007
  Phone Number: (718) 722-3131
   Website: www.nyc.gov/human rights

- Westchester County Human Rights Commission
  112 East Post Road, 3rd Floor
  White Plains, New York 10601
  Phone Number: (914) 995-7710
  Fax Number: (914) 995-7720
  Website: humanrights.westchestergov.com

- Sullivan County Human Rights Commission
  100 North Street
  Monticello, New York 12701
  Phone: 845-807-0189
  Email: Ari.Mir-Pontier@co.sullivan.ny.us
  Website: http://sullivanny.us/Departments/Humanrights

- Rockland County Human Rights Commission
  50 Sanatorium Road, Bldg K
  Pomona, New York 10970
  Phone: 845-364-3884
  Website: https://rocklandgov.com/departments/human-rights/contact-human-rights/

- Orange County Human Rights Commission
  40 Matthews Street, Suite 301
  Goshen, New York 10924
  Phone: 845-615-3680
  Email: humanrights@orangecountygov.com
  Website: https://www.orangecountygov.com/1108/Human-Rights

If the alleged harassing involves physical touching, coerced physical confinement or coerces sexual acts, the conduct may also constitute a crime. If this occurs, individuals may contact the police department directly.

Should you have any questions on this policy, please contact Ella O'Sullivan, Interim Director of Human Resources, at (646) 794-3034.

The Employer's Religious Character

The Employer is a religious organization and its employment practices and policies, including this one, shall conform to the authentic teaching of the Catholic Church.

Attachment

Complaint Form

The Archdiocese of New York ("ADNY") is committed to a discrimination, harassment, sexual harassment, and retaliation-free workplace. To help ADNY investigate, correct, and prevent unlawful and improper workplace conduct, we have adopted a comprehensive Anti-Discrimination, Harassment and Retaliation Policy that includes this complaint form for employees to report alleged instances of conduct that violates that Policy.

If you believe that you have been subjected to discrimination, harassment, sexual harassment or retaliation in violation of our Policy, you are encouraged to complete this form and submit it to the Interim Director of Human Resources, Ella O'Sullivan, at ella.o'sullivan@archny.org. Once you submit this form, ADNY will follow its policy to conduct a prompt, thorough and objective investigation of the claims.

COMPLAINANT INFORMATION

Name:	
Home Address:	Work Address:
Home Phone:	Work Phone:
Job Title:	Email:
Preferred Communication Method:	

SUPERVISORY INFORMATION

Immediate Supervisor:	
Work Address:	Work Phone:
Job Title:	Email:

Complaint Form Page 2

COMPLAINT INFORMATION

1. Your complaint of discrimination, harassment or retaliation is made against:

Name:

Work Address:	Work Phone:
Job Title:	Email:
Relationship to you: Supervisor—Subordinate—Co-Worker--Other	

2. Please describe the conduct or incident(s) that is the basis of this complaint and your reasons for concluding that the conduct is prohibited discrimination/harassment/retaliation. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

3. Date(s) discrimination/harassment/retaliation occurred:

    Is the discrimination, harassment or retaliation continuing? Yes – No

4. Please list the name and contact information of any witnesses or individuals that may have information related to your complaint:

I request that ADNY investigate this complaint in a timely and confidential manner as outlined in its Workplace Anti-Discrimination, Harassment and Retaliation Policy, and advise me of the results of the investigation.

Signature:_____ **Date:**_____
Received By:_____ **Date:**_____

Health Program/Records (G.1)

All health records must be kept in a central location. In schools with nurses in New York City, the Department of Health is responsible for keeping the current health record. The school is responsible for keeping the classroom health card current. If there is no nurse, the Department of Health must assume the responsibility for this task. In schools where there is a nurse, the school nurse maintains the health records and provides the classroom teacher with a listing of students with specific health problems.

HIV/AIDS Curriculum (E.24)

If a teacher becomes aware that a student has Acquired Immune Deficiency Syndrome (AIDS) or is Human Immunodeficiency Virus (HIV) positive, he/she is bound under NYS law never to reveal this information. All teachers must follow the uniform infections control procedures detailed in numbered paragraph three below.

All schools are to give mandated age-appropriate instruction on *HIV* and *AIDS* to all students in Grades K - 12. The New York State Department of Education has approved use of an HIV/AIDS

Handbook developed and provided by the Catholic Bishops of the State of New York. These handbooks are available in the principal's office or from the Office of the Superintendent of Schools.

The Superintendent of Schools acknowledges the deep social concern over the spread of HIV which leads to AIDS. These concerns are often centered on the fear of the spread of HIV and AIDS in elementary and secondary schools by students or teachers.

Background
1. HIV and AIDS are both medical and social problems that require sensitive and patient handling by school administrators and teachers. The Catholic School, as a faith community and as a responsible employer, must deal with persons having HIV or AIDS in a caring Christian manner.

2. On the basis of the present state of medical knowledge, it is known that HIV is not easily transmitted. The primary methods of transmission of HIV are through sexual contact and contaminated needles. It can also be transmitted by a mother to her baby during pregnancy or breast-feeding, through blood transfusions and through organ donations. These means of transmission are not generally found in a school setting.

3. Despite the unlikelihood of acquiring HIV in a school setting, school officials must take adequate precautions to guard against the spread of infection and the transmission of bodily fluids. Every school must have a written infection control procedure and must supply to the teachers at the beginning of each school year a supply of latex protective gloves. Additional gloves must be requested when needed.

4. Article 27-F of the New York State Public Health Law concerning HIV testing and confidentiality of HIV related information limits the right of school administrators and others to test for HIV and restrict the disclosure of HIV related information. Except in a few specific instances, consent of the subject is required for an HIV test.

Admission and Enrollment

Schools within the Archdiocese of New York do not discriminate on the basis of HIV or AIDS. Students with HIV or AIDS shall not be excluded from school by reason of infection with HIV unless the following conditions are evident as determined by the student's physician and parents (or legal guardian), together with the school administrator and pastor. The conditions are:

- The student is not toilet-trained or is incontinent, or unable to control drooling.

- The student is unusually physically aggressive, with a documented history of biting or harming others.

Should a teacher have a question regarding HIV/AIDS and a student, that teacher must discuss this with the principal immediately.

Homeroom Periods

Whenever a homeroom class has an unscheduled period, it is the homeroom teacher's responsibility to

see that the students use the time productively, e.g. quiet study, special spelling bee, enrichment projects, etc. THIS IS NOT HOMEWORK TIME. Homework is to be done at home.

Homework (E.8)

Homework is an essential part of the instructional program, reinforces learning, and provides students with opportunities to practice what they have learned. This practice helps students establish good study habits, become independent learners, and strong readers, writers, and matematicians. All homework times include 15 minutes of reading (or being read to). The time allotments for daily homework (written and study) are as follows:

> Grade K   may be given occasional short homework assignments related to the curriculum.
> Grades 1 & 2 *approximately* 30 minutes
> Grades 3 & 4 *approximately* 45 minutes
> Grades 5 & 6 *approximately* 90 minutes
> Grades 7 & 8 *approximately* 120 minutes

Students are required to complete all homework *and it is recommended that parents or guardians sign the completed homework.*

Teachers must have a daily procedure for checking that assigned homework has been completed. Grading for completion rather than correctness is discouraged.

Homework over breaks (e.g. Christmas Break, Spring Break) should be minimized to support family time together.

Home School Association (H.4)

Each school should establish a Home School Association (HSA) which should NOT be referred to as a Parent Teacher Association (PTA), which is a registered trademark of that public school organization.

Sample Language
> *The officers of the _____ Home School Association (HSA) will work with the principal and staff to determine the ways in which they can best assist the school. This help will focus on both supporting programs and fundraising. The principal is the liaison with the HSA and is the person who must approve all school-related activities.*

Honor Roll (G.4)

The criteria for Honor Roll are particular for each school. As an acknowledgment of achievement in academics, a suggested model would be:

Grades 1 - 3	First Honors	*90% average with no grade below 85%* in every subject

	Second Honors	*85% average with no grade below80%* in every subject
Grades 4 - 6	First Honors	**90% average; no mark less than 85%** in every subject
	Second Honors	**85% average; no mark less than 80%** in every subject
Grades 7 - 8	First Honors	**90% average; no mark less than 85%** in every subject
	Second Honors	**85% average; no mark less than 75%** in every subject

Good conduct is a requirement to receive First or Second Honors. Therefore, a student must receive an A (excellent) or B (good) in conduct to be eligible for honors. A student who does not receive an A or B in conduct, cannot receive First or Second Honors even though marks may warrant it.

Illness (E.26)

If a <u>teacher</u> becomes ill during the school day, the teacher must notify the principal (or office staff). If the teacher needs to leave, the teacher must notify the principal before leaving. If a teacher is seriously ill and needs immediate assistance, the teacher must notify the nearest adult in the building.

If a <u>student</u> arrives ill, becomes ill in class or during some other school activity, the student must be sent to the nurse's office, or the principal's office. Another student should accompany the ill student. If the student is severely ill and unable to leave the classroom, the teacher must send an emergency message to the appropriate office. If the illness is serious, the parent will be contacted.

Individual Student Folder (see Teachers: Clerical Duties)

Keys

In September, each teacher will receive a set of keys for the school and must return the set at the end of each school year. **The keys must remain with the teacher during the day and placed in the teacher's mailbox at the end of the day**. *If teachers need to come to school after school hours or on the weekend, they must obtain the principal's permission.*

Duplication of keys is not permitted. Duplicate sets are located in the office. Lost or stolen keys must be reported to the office immediately.

Lateness

<u>Teachers</u> arriving after the start of the school day (i.e. the time when students must report to school, or after the time they are scheduled to supervise students) will be considered late and this lateness will be recorded as such.

<u>Students</u> arriving after the start of the school day will be considered late and may be admitted to class only with a late pass from the office.

Leaves

Teachers needing a leave from employment for a specific period of time must consult the current collective bargaining agreement. This would include leaves such as family and medical, pregnancy

or adoption, and sabbatical or academic leaves. Sufficient advance written notice must be given to the administration.

Library

The library is as an integral resource for teacher planning and student research. Teachers must follow the directives established by the principal in the use of the library and library services.

Liturgies/Prayer Services

All teachers and all students must respectfully attend school-wide liturgies and prayer services throughout the school year. The principal will establish the dates and distribute the information for such services. **Mass will be celebrated monthly in the church.** All students must attend with reverence and sit in assigned places.

Lunch/Breakfast Programs (*see* Teachers, Non-Instructional Responsibilities)

Teachers must be available for lunch and breakfast program supervision.

Mail

Teacher mailboxes must be checked daily.

Mandated Reporting of Suspected Child Abuse (C.6)

New York State law mandates that teachers and all other mandated reporters of child abuse (i.e., professional staff) directly notify the Statewide Register of Child Abuse and Maltreatment (SCR) of suspected child abuse.   If you suspect a case of child abuse, please immediately notify the administrator who will assist you in making this call. If the administrator is not in the building and is not able to be reached, you should immediately make the call and inform the administrator as soon as possible. **The number for mandated reporters is: (800) 635-1522**

Please be advised that under the current provisions, it is not sufficient for a teacher (or professional staff member) only to report a case of suspected abuse to a school administrator. While all teachers are expected to notify the building administrator of suspected abuse, this notification will no longer "absolve the original mandated reporter of his or her responsibility to personally make a report to the SCR."

Media (H.2)

The media—their listeners, readers, and viewers—are so interested in education-related news that they have education editors and reporters who cover the schools and education issues regularly. The Catholic schools in the Archdiocese of New York have an extraordinary story to tell. Even when the media is querying about less positive events in or about or schools, it is important to remember the wonderful work you do. The following are requirements and guidelines for responding to media queries and media presence.

- It is the policy of the Office of the Superintendent that any school contacted by the media for any reason <u>MUST</u> contact BOTH the Regional Superintendent AND the Director of Communication and Public Relations <u>BEFORE</u> responding to the query. The local pastor or other appropriate local administration must be notified as well.

- Although you are under no obligation to talk to the media, it is often to your school's advantage to respond rather than issue a "no comment" statement. "No comment" is often interpreted as an attempt to hide information. <u>A discussion with the Director of Communication prior to speaking to the media will help you identify message points, including positive aspects of your school you want to, or should be, making.</u> You can also request that your district superintendent arrange for the Director of Communication and Public Relations to provide media training sessions for the principals of schools in your area.

- There are subjects about which you cannot comment. While you may be able to confirm or deny a student attends your school or an individual is on your faculty/staff, you cannot provide any information about a student's grades, behavior, home life or faculty/staff performance. <u>We must protect the individual's privacy, without exception.</u>

- <u>A member of the media cannot be admitted to a school or school property</u>, such as a playground, playing fields, parking lot or driveway, without the consent of the principal [who must first consult with the Director of Communication]. With this permission, a staff member must accompany the media representative at all times. No visitor should be allowed to walk through your school without permission or an escort. Remember; your school and its grounds are <u>not</u> open to the public.

- <u>Parents or guardians must sign media consents for all students in your school.</u> A Media Consent form is included in this packet of materials. It is wise to seek additional permission for parents or guardians when responding to each media request for photographs or taping of students. If a parent or guardian declines to provide a media consent, special care must be given to ensure the affected student is not inadvertently included in any media entity.

<u>Points to Remember</u>

- Media Representatives are Neither Your Friends Nor Your Enemies
  - Media reps are people doing their job, which is: get space in print media or air time in broadcast media or Internet space for stories assigned to them by an Assignment Desk or section editor—and do it on deadline. They are competing with other media in a media-intensive marketplace.

- You Think You Have a Friendship with a Media Rep
  - You may have a "friendship" with a media rep. You may have worked together, gone to school together or are neighbors. You think you have access to get the good news about your school covered and the bad news buried. If so, then; good work. However, remember what the media rep's job is about [see above]. Do not depend on your relationship with a media rep to get a story covered, to hold a story back, or to get the facts right.

- You are the School Spokesperson. You are not Speaking for Yourself.

- When speaking with media, beware of questions that start with "*What is your opinion...*" or "*What do you think about...*" It is tempting to talk about how you feel or think. However, it is important to stick to the facts. You will be quoted and judged as a spokesperson for your school and not about how you feel personally.

- In the event of a crisis, it is imperative to be in close contact with the Office of the Superintendent AND issue no statement or comment until you have conferred with the appropriate personnel from that office. There are legal and safety issues that must be taken into consideration.

Two most common mistakes when defining of responding to a crisis are:

- Misunderstanding the nature, scope and ramifications of the crisis; and
- Taking ownership of an issue that is not yours or your school's [e.g. a child has been shot who has not been a student in your school for several years. This is NOT your school's story.]

<u>When Working with the Office of Communications:</u>

- Describe the event simply and thoroughly, including its current status, what you have done and what you have not done.

- Identify your audiences [students, teachers, parents, public, etc].

- Work with the Office to identify: necessary message points, statement for media, communications with other audiences [include facts with an emphasis on efforts to ensure safety of students [evacuation, lockdown, etc].

Medication (E.26)

If a student requires medication during the school day, arrangements must be made with the principal. Teachers are not to distribute or make any arrangements regarding medications. If a teacher sees a student taking medication during the school day, the teacher must report this to the principal for further clarification and direction.

Mission Money

Suggested Language: *In order to promote concern for the needy people of the world, _____ School will collect money for the missions.*

Money

The following procedures must be followed regarding money collected or kept in school:

- Money collected must not be kept in the classroom overnight. Label the money by class identification and send it to the office. The money will be returned to the teacher when requested.
- Students must give any money for a trip or special program to the homeroom teacher in an envelope marked with student's name, the amount of money and the purpose for the money.
- Money collected by an individual teacher for a trip, special occasion, or book club, must be

counted by that teacher and turned into the office. Money must not be counted during class sessions. The envelope containing the money must be labeled for identification, including amount of money and purpose. Teachers are required to roll all coins collected. Wrappers may be obtained from the office. Money must be deposited in the school account. The principal or principal's designee will issue payment checks.

- Teachers must be cautious in carrying personal money in school. Purses, wallets and backpacks must be kept in secure places.
- Money that individual children bring with them to school for their own personal use is not the responsibility of the teacher. Teachers must discourage students from bringing money to school; however, if students do bring in money, they must carry the money with them at all times and not keep it in the closet or various other places.

Notebooks/Test Papers/School Heading

Students must have notebooks for various content areas. All papers that are written should have the school heading. This establishes habits of orderliness and consistency. Teachers must check books regularly to ensure neatness, good writing, and improvement. Stress neatness and orderly arrangement of papers and books. **The school heading on all papers submitted is as follows:**

_____*(name)*_____ *School*

Name _____   **Grade** _____

Subject _____   **Date** _____

Opening Exercises and Activities

Opening exercises and activities may take place in general assemblies or in the individual classroom. If in the individual classroom, teachers must lead daily opening exercises that must not exceed 15 minutes. Talking and socializing must cease after the late bell sounds. As part of the beginning morning activity, teachers and students raise their minds and hearts to God in prayer. Following prayers, the teacher and students are to face the American flag, which must be on display in the classroom, for the daily recitation of the Pledge of Allegiance **and an acceptable patriotic song such as *God Bless America* or the *Star Spangled Banner***. Students may then quietly prepare for their day's activities. Teachers are to remain in the classrooms during this time.

Plan Books

Plan books are a written guide for teachers to implement the learning process in a detailed manner utilizing the Archdiocesan Guidelines for Catechesis, the New York State curricula as delineated in the Essential Learnings, *New York State Common Core Standards,* Values Integration Program and the Pro-Life Infusion Curriculum. The documentation in a plan book is a legal record of instruction in the student's academic experience, and as such can be subpoenaed. Electronic plan books are acceptable provided a printed copy of the plan book can be provided to the principal at the end of the year.

Plan books must be submitted to the principal on _____.

The following components must be included in the Plan Books:

- short term objectives reflecting the collective short term goals of the class
- the listing of all materials to be used including equipment and the use of commercially produced media, such as film and videos to be reviewed by the principal
- the process by which the objectives will be met such as
  1. pair-share
  2. small group work
  3. large group work
  4. learning centers
  5. experiments
- formative assessment of needs, and a continuous evaluation of the objectives including
  1. feedback on skill acquisition
  2. results of self-evaluation
  3. teacher-made tests
- homework

Policy on Sexual Harassment (*see* Harassment)

Prayers

Prayer is an integral part of our Catholic faith experience and is therefore a primary component of activity in the school. Daily school-wide prayer and meditation is encouraged. As ministers of the Catholic faith, teachers must pray with their students at the beginning of the day, at the end of the day, and, if feasible, at the beginning of a class period. Refer to the Archdiocesan Guidelines for Catechesis for direction on types of prayer and approaches that are appropriate to developmental and grade levels.

Pregnancy (*Student*) (E.22)

A teacher who learns or suspects that a student is pregnant must bring this information to the immediate attention of the principal.

Student Abortion Policies (E.23)

Rationale:
The Catholic Church teaches definitively and without question that life begins at conception. Pope John Paul II declared that the Church's teaching on abortion is "unchanged and unchangeable… since it is the deliberate killing of an innocent human being."

Policies:
1. If a student decides to obtain an abortion, and if a school learns of it after the fact, she will be allowed to return to school only if she accepts counseling from a counseling program approved by the Office of the Superintendent of Schools.
2. If a student refuses counseling, she will not be allowed to continue as a student at the school.
3. The counseling requirements stated in Policies 1 and 2 also apply to the student who is considered

the father.

Guideline:
1. In the event a student decides to obtain an abortion despite being counseled by the school beforehand, the continued status of the student's enrollment in the school will be determined by the school administration. Factors such as the parents' role in the decision to abort should be taken into consideration.

Professional Development Credit

(See App. 8)

In-service education is necessary to continue to provide instruction that is superior, current, and reflective of a Catholic Education Community.

In accordance with the new NY State policies, certified teachers and leaders with a professional license are now required to obtain 100 Continuing Teacher and Leader Education (CTLE) credits every five years. The Archdiocese of New York Superintedent of Schools Office is authorized to offer CTLE credits for a variety of courses. The Office of Teaching and Learning will regularly notify teachers of CTLE courses available both internally, as well as externally (through other organizations). It is the teacher's responsibility to maintain all CTLE documentation. More details can be found at this website: http://www.highered.nysed.gov/tcert/reseachers/ctle.html

Promotion/Retention Policy (G.5)

Very few decisions we make about children are more important than recommendations to promote or to retain a student. When a school accepts a student, that school accepts the responsibility for providing appropriate instruction to help the student achieve the prescribed goals. Most students will be able to follow the school's regular program of sequential learning objectives. If the student successfully achieves the program's objectives, the student progresses to the next level.

Testing, diagnosis, and actual performance, however, may indicate that some students cannot follow the school's complete course of study. The principal and school faculty develop for each of these students a special program, based on the school's regular program, which follows the New York State Standards and Archdiocesan Essential Learnings. A copy of the student's modified program is retained in the student's file. Conferences must be held with the parents periodically to inform them of the specific demands of this program and on-going progress. Therefore, the decision to retain a student presupposes that although the school has done everything to help the student achieve success, the student has not made satisfactory progress.

If a student is being considered for retention, teachers must begin discussing this possibility early in the school year with the principal. Parent conferences must be held periodically, and notification of the possibility of retention must be made no later than mid-January, with written notation having been made on the report card. Although the teacher consults with the principal, the final decision for retaining a student rests with the principal.

The following are specific criteria that will assist teachers as they consider a recommendation for

retention.
The student has failed to pass the major subjects on each grade level.

The following table indicates the specific failures by grade level that might result in retention at that grade level:

LEVEL	ACADEMIC PROGRESS
Kindergarten	Evidence that the child is not meeting expectations of the program.
Grade 1	Evidence of insufficient **developmental progress** and a **failure** in **English Language Arts (ELA)**
Grade 2	**Failure** in **ELA**
Grade 3	**Failures** in **ELA** and **Mathematics**
Grade 4, 5, 6	**Failures** in **ELA** and **Mathematics**, *or* **Failures** in **ELA** or **Mathematics** and failures in **two** of the following **subjects**: Religion, Science, and Social Studies
Grade 7, 8	**Failures** in **ELA** and **Mathematics** *or* **Failure** in **ELA** *or* **Failures** in **ELA** or **Mathematics** and failure in one of the following subjects: Religion, Science, and Social Studies

The student has not demonstrated acceptable effort toward achieving academic success.

The following types of behavior might indicate unacceptable effort:

- failure to complete school and homework assignments, and school projects
- pervasive inattention to classroom instruction
- lack of preparedness for school assignments

Generally, a student would be retained only once in the elementary grades (1 - 5), and only once in the upper grades (6 - 8).

Recess (see Teachers, Non-Instructional Responsibilities, Supervisory)

Record Cards (G.1 and G.4)

In June, principals should update and teachers should review all final record cards as follows:

- Student's Grades and Conduct (final grades must be updated to the record card as final averages – refer to end of year procedures for guidance.)
- Attendance/School History
- Achievement Scores including, but not limited to, the NYS Assessments (principals are responsible for syncing the NYS Assessment scores to record cards. Teachers should review in June to ensure all information is correct and updated.)
- Sacrament received

- Teacher name
- Parents' Information
- Recommended related services, if applicable
- Date of Graduation and High School, for graduates
- Record cards should only be printed when a student graduates or transfers.
- Schools who still have students enrolled with permanent paper records containing data prior to SIS should maintain on file two copies of the students' permanent paper record card. One copy (white) is filed in the office, the other (yellow) in the classroom. The office copy (white) remains with the school, and the class card (yellow) must be attached to the printed SIS record card and follow the student upon graduation or transfer.
- Notation of guidance or counseling services is NEVER noted on the record card.
- The permanent record cards may NEVER leave the school building.

References for Former Teachers/Employees

Only the school principal may respond to reference requests for former employees. If you are contacted by an outside employer to give a reference for someone who has left the school's employment, you must direct the person to contact the school principal. Doing otherwise exposes you and the school to potential lawsuits.

Registration/Re-Registration Policy (Admission Requirements E.1)

The principal is responsible for the implementation of registration and admission. At the time of re-registration, parents will be notified if their child is being invited to return to the school in September. Anyone with concerns in this area should contact the principal.

Release of Students

(*during school day*)

The school has a sign-out book located in the main office. Occasions for the use of a sign-out book are:

- When altar servers leave school for liturgies and services, students must sign out and in.
- When a student is released to a parent or guardian because of the student's illness, that adult must sign the book.
- When the student is released for a prearranged appointment, the parent, guardian, or approved adult must sign the book. [*Please note: only the principal may approve the release of a student for a prearranged appointment*]

Remediation (G.5)

As per the Handbook on Requirement for Elementary and Secondary School in Education Law, Rules of the Board of Regents, and Regulations of the Commissioner of Education, Sections 2.33 and 4.10, the criteria for remediation is as follows:

"For state tests, students scoring below the state reference point must be provided remedial instruction. For nationally standardized tests, students scoring below the 30th percentile must be provided remedial instruction. Remedial instruction shall be coordinated with and supplement regular classroom instruction. A student's parent or guardian shall be notified in writing, by the principal, of a school's intention to implement the provisions of this paragraph." A copy of parent

notification must be on file in the office of the administrator.

<u>IESP and Student Assistance Plan</u>

There is a legal obligation to adhere to the provisions and mandates of a student's IESP or Student Assistance Plan.

Repairs
(*see* **Classroom Care**)

Report Cards (G. 4 and G.5)

Report cards are distributed four times per year to Grades 1 through 8. The report card used for Pre-Kindergarten and Kindergarten report cards are distributed **(two to four)** times a year. Pre-Kindergarten, Kindergarten, and Grades 1 through 8 must be the approved form of report card.

The report card is an important part of the ongoing communication between the school and the home. Teachers' comments must be professional and representative of the school's philosophy of education.

<u>Academic Achievement</u>

The first part of the approved report card is used to mark the student's achievement in academic and non-academic subjects.

- The achievement mark is based upon the demonstration of mastery of material covered in class such as:
  class work/participation
  homework
  quizzes
  formative assessments
  summative assessments
- Numerical marks are recorded on report cards for Grades 1 – 8.
- A 4-1 scale is used to evaluate student progress toward grade level standards in each core subject area.
  - **4: Meeting Standards with Excellence**
    Student exceeds requirements for grade-level work and consistently applies and extends learned concepts and skills independently
  - **3: Meeting Standards**
    Student demonstrates and applies knowledge and understanding of learned concepts and skills, meets requirements for grade -level work, and completes work independently with limited errors.
  - **2: Approaching Standards**
    Student demonstrates partial understandings and is beginning to meet requirements for grade-level work. Requires some extra time, instruction, assistance and/ or practice.
  - **1: Below Standards**
    Student demonstrates minimal understandings and seldom meets requirements for grade-level work. Requires an extended amount of time, instruction, assistance and/ or practice.
  - **N/A: Not Assessed**

Students were not assessed on these standards this quarter.
- Passing is any mark 70% or above or any mark of D or higher.
- The marks are an average of summative assessments, quizzes, classwork, homework, and formative assessments
- Teachers should record multiple assignments in each category (particularly for quizzes and summative assessments) in each subject area. Teachers may record a cumulative grade for homework and classwork/participation. Please see the Reporting System Manual for additional guidance.

Character Development

- The "Conduct Grade" is placed under Character Development. This mark includes:1) accepts consequences for actions, 2) demonstrates self-discipline, 3) follows classroom and school rules, 4) demonstrates respect, 5) works cooperatively with others, 6) use technology appropriately, 7) follows directions, 8) speaks at appropriate times.

- Consistency in grading must be evident. That is, if a student had a B, C, or D for the Conduct Grade, this must be reflected by the progress code indicating improvement is needed. Likewise, if a student had failing academic grades in some cases this must be reflected in Character Development Grades.

Teacher Comments

Comments on report cards must always be professional and must not reflect anger or frustration. Comments must also reflect the school's Catholic and educational philosophy.

If a child is in danger of being retained, a warning must be noted no later than the January report card. There must be consultation and agreement with the principal. The teacher must arrange a meeting with the parents to discuss the potential retention. Retention must also be noted on each following report card. (see **Promotion/Retention** for criteria)

For problems relating to programmatic concerns or chronic problems of behavior, the teacher must consult with the principal regarding non-re-registration.

Progress Reports

Progress reports are required for all students in Grades 1 to 8 *for the first marking period* and whenever a child's grades dramatically decline, when a child is failing or at the specific request of a parent. The progress report indicates how the child is doing and it offers parents the opportunity to review their child's performance. Progress reports are NOT report cards. Neither passing nor failing on the progress report at the midpoint in the quarter necessarily indicates that the child will pass or fail the quarter.

Report Card Distribution (G.4)

Report cards may not be given before the assigned date. Report cards will be withheld if financial obligations have not been met and fees are outstanding.

In the event that a student will leave school prior to the last day in June and all financial obligations

have been met, the student may give the teacher a self-addressed stamped envelope and the report card can be mailed the last day of school.

Security

The following shall apply:
- During instructional time in the school day the teacher's classroom must remain unlocked.
- During the lunch recess, classrooms are to be locked.
- Teachers must not permit students to enter the building after dismissal unless accompanied by a teacher.
- Upon entering the building, parents or visitors must report to the office.
- Outside school hours, no one may enter a classroom without permission from the principal.

Sex Offender Policy

Teachers should cooperate with the principal in reminding students of safety tips for interacting with strangers, including, but not limited to the following:

- Students should never go home with strangers.
- Students should never talk to strangers.
- Students should never take things from strangers.
- If students are approached by strangers and are still near the school, they should be encouraged to return to the school and immediately inform a staff member.
- Young students should be escorted to and from school.
- Older children should be encouraged to walk/travel to school in groups whenever possible.

Sexual Harassment Policy (E.17)

Smoking (E.15)

New York State Law prohibits smoking in a school building and on school property. Smoking is prohibited at all times in the school building, in its parking lot, playing fields and other property. This prohibition applies to faculty, staff, parents, and all visitors to the school. Smoking on the sidewalk in front of the school building is not allowed. This policy includes cigarettes, cigars, pipe or any other matter or substance containing tobacco, as well as the use of electronic cigarettes (e cigarettes), personal vaporizers, vape pens, e-cigars, e-hookah, vaping devices, mod systems, pod systems or any similar systems.

Speakers

Before a teacher invites an outside speaker to come into the classroom, permission must be obtained from the principal.

Special Learning Needs (F)

Teachers must check students' individual files for existing IESPs or Student Assistance Plans. If any exist, consult with the principal regarding the recommendations contained therein.

Telecommunications Policy and Procedures/

Acceptable Use Policy for Computer and Internet Access (E.29 and E.30)

Freedom of inquiry and access to information is fundamental to the development of our society. On-line electronic resources provide an exceptional opportunity for the promotion of intellectual inquiry, comprehensive information gathering, and awareness of global diversity through worldwide communication and exploration.

On-line resources such as the Internet can be used to educate, to inform, to communicate and to entertain. As a learning resource, they are similar to books, magazines, videos, CD-ROMs, and other information sources. Students and staff have access to other individuals, government documents, social and scientific data, library indexes, and many other types of information.

Internet users at the school are expected to use the Internet as an educational resource. The faculty and staff must follow these procedures and guidelines to help ensure appropriate use.
All teachers must ensure students receive instruction in the proper use of the Internet through a review of *Student Expectations for Use of the Internet* (follows). Any violation of these policies must be reported to the administrator.

Teachers represent the school at all times in their relationships with parents, current students, and previous students. As professionals, they render a professional service to students, and are not the students' friend or buddy. With this in mind, the following policy applies:

E-mail/Internet

Electronic and telephone communications, including e-mail and voicemail, are the sole property of the school.

Security of e-mail communications is not guaranteed. The school may override individual passwords and codes and may require employees to disclose all passwords and codes to the school to facilitate such access.

The school monitors employees' visits to websites at random; by using the school's e-mail and voicemail systems, computers, and other equipment, the employee knowingly and voluntarily consents to being monitored and acknowledges the employer's right to conduct such monitoring.

Teachers' access to e-mail must not occur during supervision or instruction of students.

Teachers' access to websites must not occur during supervision or instruction of students unless required as part of the instructional lesson presently occurring.

Teachers may not engage in any communications that are abusive, slanderous, disparaging of others, their school or the Archdiocese of New York, harassing, vulgar, obscene, threatening, or sexually offensive.

Teachers may not display, on any device, images of themselves or others that are abusive, slanderous,

disparaging of themselves or others, harassing, vulgar, obscene, threatening, or sexually offensive.

Teachers must be aware that all e-mail and voicemail communications are electronically stored and are potentially discoverable in any litigation against the school or employee.

Teachers or other school employees cannot communicate with students on personal social media sites, including but not limited to personal websites, blogs, Facebook pages or Twitter accounts. All communications must be conducted through school-hosted sites.

If school employees receive a request from a student to connect or communicate through a personal social media site, they must decline the request.

Social media outlets offer great networking opportunities for promoting schools, but there are inherent risks if they are not closely managed by school leadership. Volunteers should NOT be in charge of social media or school websites, and should not have access to login information. School leadership or archdiocesan employees should always maintain control of the platforms that communicate the mission and values of our schools. All outgoing social media communications, including but not limited to Facebook posts and "tweets" should be content-reviewed by two school administrators – including the principal or president.

Only one or two people designated by the principal or president should have access to a school's social media platform(s) and be capable of sending out a social media message, including but not limited to Facebook posts and "tweets" on behalf of the school. All faculty and staff should be made aware of this policy, so they do not unintentionally act independently.

Teachers must avoid any communication that has or might be construed as having sexual overtones. If a teacher receives any such e-mail from a student, the teacher must make and keep a copy of any such inappropriate communication and immediately notify the principal. However, if a teacher becomes aware of or is sent inappropriate material that is or may be considered child pornography, it should not be forwarded or otherwise circulated, nor copies made. Legal guidance should be sught immediately.

Where students continue to e-mail a teacher, and the teacher is unable to prevent the student from doing so, the teacher must immediately inform the principal and seek advice on ways to discourage this practice.

Attempts to misuse the Network/Internet either on school property or remotely will not be permitted. Examples of such attempts include, but are not limited to:

- Sending or displaying offensive or inappropriate e-mails, materials or pictures
- Damaging computers, computer systems, or computer networks
- Using another's password
- Trespassing in another's folders, work, or files
- Attempting to gain access to areas on the network where privileges have not been granted
- Intentionally wasting limited resources
- Employing the Network/Internet for illegal activities

(Refer to App. 9, Electronic Mail/Internet Connectivity Agreement)

Telephone

Teachers may not distribute their personal home- or cell- phone numbers to students. Teachers may not call students at their home without the permission and knowledge of the principal. Teachers may only accept phone calls from students at school. All phone calls are to be kept on a professional teacher-to-student level.

If teachers need to communicate with students outside of the normal school day for any reason, the teachers must first communicate with the students' parents. In addition, the teachers must inform the principal as to the nature and frequency of these communications.

SOCIAL MEDIA GUIDELINES

The principal of the school is responsible for maintaining all administrative logins for all social media outlets, blogs or any school-branded media outlets in existence now or in the future that contain the school name. Principals must be mindful that their school's social media may be linked to the Superintendent of Schools Office and the Archdiocese of New York media accounts.

All domain names and access must be owned, secured and maintained by the school principal. UNDER NO CIRCUMSTANCES are these administrative logins, permissions or oversight to be delegated to any parent, volunteer or external vendor separate and exclusive from the principal.

In addition to the login and administrative rights to the school website and all current or future social media outlets (Facebook, Twitter, Instagram, etc.) the principal is also responsible for reviewing and approving the content on such sites.

All social media content must follow the Standards of Behavior for student internet use and must reflect the standards and mission of the school.

Student Information System (SIS)

The Student Information System (SIS) provides a secure online community for teachers, students, parents/guardians and administrators to easily communicate, share information and manage tasks.

School administrators will have received training and guidance on how to set up permission levels within their own schools. Teachers will be given access rights to enable them to manage their student's records, post grades, assign homework and track attendance. Teachers must continue to follow all sections of the " Telecommunications Policy and Procedures/Acceptable Use Policy for Computer and Internet Access" as outlined in the faculty handbook.

Any additional rights and permissions to access the school's information can be assigned at the discretion of the administrator of the school. The following password guidelines and password standards should be followed:

Password Guidelines:
- o Contain both upper and lower case letters
- o Include numerical figures and punctuation characters as well as letters
- o Be composed of at least 8 alphanumeric characters
- o Exclude actual words in any language/slang/dialect

- o Not based on personal or school information
- o NEVER be written down or stored online

Password Protection Standards:
- o Do not reveal a password to anyone in any form
- o Do not use the Remember Password feature
- o Do not write passwords down
- o Change passwords once every 6 months
- o Report if the account has been compromised and change passwords immediately
- o Log out of the system after finishing use.

Student Expectations in Use of the Internet (as written in Parent-Student Handbook)

The use of the Internet is a privilege, not a right, and inappropriate use or violation of any of the following standards will result in serious consequences and could result in expulsion from the school.

1. Use of the computer at school is limited to school related activities. Internet users are expected to behave responsibly in accessing and viewing information that is pertinent to the mission of the school.
2. Vandalism and other infractions of school policy while using the Internet will result in immediate cancellation of privileges along with disciplinary action.
3. After School/Home Access requires students to follow the same student expectations as stated in the "Discipline Code for Student Conduct" and "Harassment Policies" in the student handbook.
4. Students must abide by the generally accepted rules of network etiquette both inside and outside school.
5. Students are responsible for their explorations on the Internet and are subject to the consequences of the school's discipline policy.
6. Students must sign a contract indicating their understanding and acceptance of the school's guidelines (see parent/student handbook).
7. Parents must give their permission for their child to use the Internet for educational purposes as an individual by signing the Contract Form once conditions are clearly understood. Parents also have the option of denying permission for their child to use the Internet independently at school

Standards of Behavior
- ▪ Be courteous and respectful in your messages to others.
- ▪ Use appropriate language. Do not use vulgar, harassing, obscene, threatening, bullying, abusive, or sexually offensive language, or make any statements that are slanderous or disparaging of any students or adults.
- ▪ Never visit inappropriate or offensive websites.
- ▪ Never download materials from inappropriate or offensive websites.
- ▪ Never expose yourself in an inappropriate, vulgar, or sexually offensive manner on any website or via e-mail, either in pictures or videos.
- ▪ Illegal activities are strictly forbidden.
- ▪ Do not reveal your home address or phone number, or that of other students or staff.

- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages related to or in support of illegal activities may be reported to the authorities.
- Proofread your message before you send it.
- Never agree to get together with someone you "meet" on-line.
- Only public domain software ("shareware") can be downloaded.
- Copyright laws must be respected. Do not make-unauthorized copies of software and do not give, lend, or sell copies of software to others.
- Do not use the Network/Internet for illegal activities.
- Software applications and games from home may not be used on school equipment without proof of licensure and prior approval of appropriate school personnel.
- Do not reveal personal passwords, use or try to learn others' passwords. Do not copy, change, read or use another user's files without prior permission from that user. Do not attempt to gain unauthorized access to system programs for computer equipment.
- Do not post personal messages on bulletin boards "list servers or social media platforms." Send personal messages directly to the person to whom you want to write.
- Do not use the network in such a way that you would disrupt the use of the network for other users.
- Do not waste or take supplies such as paper or printer cartridges, that are provided by the school.
- Talk softly and work in ways that will not disturb other users. Keep computer work areas clean and do not eat or drink in the computer lab.
- If students encounter material on a network/bulletin board that is not appropriate (vulgar jokes, statements of belief that some might consider immoral, etc.,) the student is responsible for not pursuing this material and reporting the matter to appropriate school personnel.
- The use of cell phones, camera phones or other digital media is prohibited during the school day. Cell phones, camera phones, or other personal electronic devices will be confiscated if students use them during the school day without permission. In addition, any student who uses a camera, camera phone or other personal electronic devices in school or in the classroom for any reason will be suspended. Further disciplinary measures including expulsion, will be considered depending on the nature of the camera, camera phone, or personal electronic device use.
- Technology Use outside normal academic hours and/or off school grounds (including but not limited to cell phones, e-mail, text messages, camera-phones, cameras, iPads, iPhones, etc., are subject to the same guidelines as previously cited in the "Discipline Code for Student Conduct," "Harassment Policies," and the "Summary Statement.
- The school reserves the right to seek financial restitution for any damage caused by a student or other user. The system administrators will deem what is inappropriate use, and their decision is final. The administration, faculty, and staff of the school may request the system administrator to deny, revoke, or suspend specific privileges. Violation of the rules and code of ethics described above will be dealt with seriously.
- *Transmission of any material in violation of any U.S. or state regulation is prohibited.* This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. The use of school computers and networking resources for commercial activities is not permitted. Their use for product advertisement or political lobbying is also prohibited.

Student Name: _____ Grade _____

Student Signature: _____ Date _____

Electronic Mail/Internet Connectivity Agreement

While at school, in order to use school e-mail, access the Internet and SIS systems, all staff and department directors must abide by and sign the Electronic Mail/Internet Connectivity Agreement contained in the Appendix (App. 9).

Confidentiality and Security Policy (G.3)

All staff members must abide by and sign the Confidentiality and Security Policy contained in the Appendix (App. 5).

Title I

Title I services provided during the school day for reading, math, and ESL (English as a second language) are essentially a "Pull Out Program." Title I requires students may not be taken out of the regular reading class to receive Title I reading, may not be taken out of the regular math class to receive Title I math, and may not be taken out of the regular language arts class to receive Title I ESL. According to school policy, students may not be taken out of the religion class to receive any of the Title I services.

Title IX

The School adheres to the tenets of Title IX: "No person in the United States shall, on the basis of sex be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Transportation of Students (E.10)

Teachers are prohibited from transporting students in their own cars under any circumstance. In addition, they must not permit students to enter the cars of any other staff members.

Tutoring (D.1)

Professional staff members must not accept any monetary compensation for tutoring their own students during the school year, whether said tutoring takes place on or off school property. Teachers may not serve in a "child care" capacity for any children in the school.

(This section should be printed on a separate page
on
School Letterhead)

I have read the 20____- 20____ Faculty Handbook and Appendix. I am aware of the policies and information contained therein.

I understand that if circumstances arise during the course of the year, this handbook and its appendices may be amended. If amended, faculty will receive appropriate notification.

_____   _____
Teacher signature   Date

SIGNED FORM DUE TO THE PRINCIPAL by SEPTEMBER ___, _____.

APPENDIX

Code of Conduct for Employees & Volunteers
Working With Children & Young People

The conduct of those working for Archdiocesan parishes and affiliated agencies and volunteering in our programs must reflect the mission of the Church to teach Christ's truth and extend his love and care to all. In addition, there is a heightened concern that those working with children and young people recognize the importance of legal, professional and responsible conduct.

As an employee or volunteer I recognize the following values:

- To realize that my conduct affects others whom I serve and therefore should help fulfill the Church's mission as outlined immediately above.

- To work collaboratively with my supervisor, colleagues and those whom I supervise to foster an atmosphere of respect in the places where I work or serve.

- To work within the limits of my position, professional competence and, if applicable, licenses, certifications, etc., to abide by the codes of conduct of these positions and professions; to seek appropriate referrals and consultations when issues arise that need the assistance of other professionals; and readily seek the advice of supervisors when appropriate.

- To recognize the great influence I have in working with children and young people and therefore engage in positive behavior and maintain appropriate boundaries in my relationship with children and young people. Certain specific behaviors are to be sought; others are to be avoided. They include the following:

  o Not to engage in any covert or overt sexual behaviors with any child or young person with whom I work; to avoid any sexual innuendo; to avoid sexual comments or jokes or the display of such material;

  o To be attentive to warning signs that might indicate the potential violation of sexual boundaries;

  o To advise my supervisor of any initiation of sexual talk or behavior by those children or young people under my supervision directed toward myself or another adult employee or volunteer;

  o Not to share personal space, such as sleeping quarters, alone with children or young people in unsupervised settings;

  o Not to give gifts to children or young people;

  o To attempt to be with another adult or be in the proximity of another adult when working with children or young people in unsupervised settings;

  o Not to use or be under the influence of alcohol or drugs when working with children or young people;

- o   Not to use profanity when working with children or young people.

- ▪   To adhere to civil law and Archdiocesan policy about reporting any suspected cases of abuse or neglect of children or young people.

- ▪   To advise my supervisor of any violations of this code and in particular any information that should be shared to avoid a child or young person being harmed.

- ▪   To participate in training sessions required by the parish or agency to foster a safe environment and to prevent the sexual abuse of children and young people.

- ▪   To submit to an appropriate background check according to Archdiocesan policy.

I understand that any action that I take that is in violation of this Code may result in disciplinary action up to and including removal from my position. Such disciplinary action will be taken in accord with established personnel policies of the Archdiocese, and the parish or agency where I work or serve, and any applicable collective bargaining agreements.

Teacher Observation Report

Archdiocese of New York **Superintendent of Schools**

Teacher Observation Report

Teacher's Name:_____

Date of Visit:_____

Teacher's Status: _____Tenure _____ Non-Tenure

Time of Visit: From _____ to _____

Subject: _____ Room: _____ Grade: _____

Name of Observer: _____

Title:_____

HE – Highly Effective   E – Effective   D – Developing   I – Ineffective

NB: If D or I is noted in any section, the basis for said ratings must be noted in the space provided at the end of the section (use additional pages if needed). Constructive suggestions for improvement must be included. All comments are to be of a factual nature.

Domain 1: Planning and Preparation
1A – Demonstrating Knowledge of Content, Pedagogy, Common Core Standards, and Curriculum within the context of Catholic Doctrine and Beliefs.

	Lesson and unit plans that reflect important concepts in the discipline
	Lesson and unit plans that accommodate prerequisite relationships among concepts and Skills
	Clear and accurate classroom explanations
	Accurate answers to students' questions
	Feedback to students that furthers learning
	Interdisciplinary connections in plans and practice

1B - Demonstrating Knowledge of Students

	Formal and informal information about students gathered by the teacher for use in planning instruction
	Student interests and needs incorporated by the teacher in planning

1C – Setting Instructional Outcomes

	Outcomes are of a challenging cognitive level
	Outcomes are written in terms of what students will learn rather than what they will do
	Outcomes are central to the discipline and are related to those in other disciplines, when applicable
	Outcomes can be assessed objectively

1D – Demonstrating Knowledge of Appropriate Resources

	Based on student needs and for classroom use
	To extend content knowledge, pedagogy and integration of technology, when appropriate

1E – Designing Coherent Instruction

	Lessons that support instructional outcomes and reflect important concepts
	Instructional maps that indicate relationships to prior learning
	Activities that represent high-level thinking
	Opportunities for student choice, when appropriate
	Learning groups (if used) are strategically planned prior to the lesson
	Structured lesson plans

Teacher Observation Report

1F – Designing Student Assessments
Lesson plans indicating correspondence between assessments and instructional outcomes
Assessment types suitable to the style of outcome
Variety of performance opportunities for students
Expectations clearly written with descriptors for each level of performance
Formative assessments designed to inform real time decision making by the teacher during instruction

Domain 1 Comments:

Domain 2: The Classroom Environment

2A - Creating a Catholic Environment of Respect and Rapport
Catholic Identity is evident in the classroom environment
The teacher has high expectations for both behavior and academics
The relationship between the teacher and the students and among the students is warm and supportive
The classroom is a place where students are safe, encouraged and supported
Modeling and guidance to support spiritual development and Catholic formation

2B – Establishing a Culture for Learning
Belief in the value of what is being learned
High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
Expectation of high-quality work on the part of students
Expectation and recognition of effort and persistence on the part of students
High expectations for expression and work products

2C – Managing Classroom Procedures to Maximize Instructional Time
Clearly articulated expectations
Monitor established routines
Smooth functioning of transitions
Students playing an important role in carrying out the routines
Collaborates with and directs paraprofessionals and volunteers (as applicable)

2D – Managing Student Behavior
Clear standards of conduct, possibly posted, and possibly referred to during a lesson
Mutual dignity and respect are maintained during teacher-student interactions
Teacher awareness of student conduct
Preventive action when needed by the teacher
Reinforcement of positive behavior

Teacher Observation Report

2E – Organizing Physical Space
	Pleasant, inviting atmosphere
	Safe environment
	Accessibility for all students
	Furniture arrangement suitable for the learning activities
	Effective use of physical resources, including computer technology when practical and appropriate, by both teacher and students

Domain 2 Comments:

Domain 3: Instruction

3A – Communicating with Students
	Clarity of lesson purpose
	Clear directions and procedures specific to the lesson activities
	Clear and accurate explanations of content, concepts, and strategies
	Correct use of language

3B – Using Questioning and Discussion Techniques
	A variety of high-quality questions drive the lesson
	Questions build to higher levels of cognition
	Evidence of broad student engagement during class discussion

3C – Engaging Students in Learning
	Evidence of student enthusiasm, interest, thinking, problem solving, etc.
	Learning tasks that require high-level student thinking and invite students to explain their thinking
	Students highly motivated to work on all tasks and persist even when the tasks are challenging
	Suitable pacing of the lesson

3D – Using Assessment in Instruction
	The teacher is attentive to evidence of student learning
	The teacher utilizes formative assessment techniques to monitor student learning and to offer feedback
	Students assess their own work against established criteria

Teacher Observation Report

3E – Demonstrating Flexibility and Responsiveness	
	The teacher incorporates students' interests and current events into a lesson
	The teacher adjusts instruction in response to evidence of learning
	The teacher seizes on a teachable moment

Domain 3 Comments:

Commendable Features of the Lesson:

Suggestions for Growth:

Signatures - A teacher's signature merely indicates that s/he has seen this observation report and received a copy before its placement in the performance file.

_____   _____
Observer's Signature   Teacher's Signature

_____   _____
Date Presented   Date of Return

Teacher Observation Instruction Plan

Archdiocese of New York   **Superintendent of Schools**

Teacher: _____

Date of Observation: _____

Grade Level: _____

Subject: _____

1. Essential Question(s):

2. Instructional objective(s) for the lesson:

3. Procedure to be followed (please be specific and include materials used along with vocabulary and terms):

4. Describe any modifications you will make to accommodate specific learners:

5. Evidence of student learning (assessments, etc…):

6. Are there any specific aspects of planning, instruction and classroom environment on which you'd like feedback from the observer?

Please return this form at least two days prior to the scheduled observation

Performance Appraisal

Archdiocese of New York **Superintendent of Schools**

Annual Professional Performance Appraisal

School Year _____ to _____

_____

Teacher   FT/PT   Tenure/Non-Tenure   Grade/Subject
        Degree/Step

_____

School/Region   Date Hired   Years
Teaching (all schools)

This form summarizes the teacher's performance for the entire year and includes the results of formal and informal observations, as well as an appraisal of non-instructional tasks up to and including end-of-year obligations. This form is to be completed no earlier than June 1st.

HE – Highly Effective   E – Effective   D – Developing   I – Ineffective

NB: If D or I is noted in any section, the basis for said ratings must be noted in the space provided at the end of the form (use additional pages if needed). Constructive suggestions for improvement must be included. All comments are to be of a factual nature.

Domain 1: Planning and Preparation
1A – Demonstrating Knowledge of Content, Pedagogy, Common Core Standards, and Curriculum within the context of Catholic Doctrine and Beliefs

	Lesson and unit plans that reflect important concepts in the discipline
	Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
	Clear and accurate classroom explanations
	Accurate answers to students' questions
	Feedback to students that furthers learning
	Interdisciplinary connections in plans and practice

1B - Demonstrating Knowledge of Students
	Formal and informal information about students gathered by the teacher for use in planning
	Student interests and needs incorporated by the teacher in planning

1C – Setting Instructional Outcomes
	Outcomes are of a challenging cognitive level
	Outcomes are written in terms of what students will learn rather than what they will do
	Outcomes are central to the discipline and are related to those in other disciplines, when applicable
	Outcomes can be assessed objectively

1D – Demonstrating Knowledge of Appropriate Resources
	Based on student needs and for classroom use
	To extend content knowledge, pedagogy and integration of technology, when appropriate

1E – Designing Coherent Instruction
	Lessons that support instructional outcomes and reflect important concepts
	Instructional maps that indicate relationships to prior learning
	Activities that represent high-level thinking
	Opportunities for student choice, when appropriate
	Learning groups (if used) are strategically planned prior to the lesson
	Structured lesson plans

1F – Designing Student Assessments
	Lesson plans indicating correspondence between assessments and instructional outcomes
	Assessment types suitable to the style of outcome
	Variety of performance opportunities for students
	Expectations clearly written with descriptors for each level of performance
	Formative assessments designed to inform real time decision making by the teacher during instruction

Annual Professional Performance Appraisal

Domain 2: The Classroom Environment

2A - Creating a Catholic Environment of Respect and Rapport

	Catholic Identity is evident in the classroom environment
	The teacher has high expectations for both behavior and academics
	The relationship between the teacher and the students and among the students is warm and supportive
	The classroom is a place where students are safe, encouraged and supported
	Modeling and guidance to support spiritual development and Catholic formation

2 B – Establishing a Culture for Learning

	Belief in the value of what is being learned
	High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
	Expectation of high-quality work on the part of students
	Expectation and recognition of effort and persistence on the part of students
	High expectations for expression and work products

2C – Managing Classroom Procedures to Maximize Instructional Time

	Clearly articulated expectations
	Monitor established routines
	Smooth functioning of transitions
	Students playing an important role in carrying out the routines
	Collaborates with and directs paraprofessionals and volunteers (as applicable)

2D – Managing Student Behavior

	Clear standards of conduct, possibly posted, and possibly referred to during a lesson
	Mutual dignity and respect are maintained during teacher-student interactions
	Teacher awareness of student conduct
	Preventive action when needed by the teacher
	Reinforcement of positive behavior

2E – Organizing Physical Space

	Pleasant, inviting atmosphere
	Safe environment
	Accessibility for all students
	Furniture arrangement suitable for the learning activities
	Effective use of physical resources, including computer technology when practical and appropriate, by both teacher and students

Domain 3: Instruction

3A – Communicating with Students

	Clarity of lesson purpose
	Clear directions and procedures specific to the lesson activities
	Clear and accurate explanations of content, concepts, and strategies
	Correct use of language

3B – Using Questioning and Discussion Techniques

	A variety of high-quality questions drive the lesson
	Questions build to higher levels of cognition
	Evidence of broad student engagement during class discussion

3C – Engaging Students in Learning

	Evidence of student enthusiasm, interest, thinking, problem solving, etc.
	Learning tasks that require high-level student thinking and invite students to explain their thinking
	Students highly motivated to work on all tasks and persist even when the tasks are challenging
	Suitable pacing of the lesson

Annual Professional Performance Appraisal

3D – Using Assessment in Instruction
The teacher is attentive to evidence of student learning
The teacher utilizes formative assessment techniques to monitor student learning and to offer
Students assessing their own work against established criteria

3E – Demonstrating Flexibility and Responsiveness
The teacher incorporates students' interests and current events into a lesson
The teacher adjusts instruction in response to evidence of learning
The teacher seizes on a teachable moment

Domain 4: Professional Responsibilities

4A – Reflecting on Teaching
Accurate reflections on lessons
Citation of adjustments to practice that draw on a repertoire of strategies

4B – Maintaining Accurate Records
Routines and systems that track student completion of assignments
Systems of information regarding student progress against instructional outcomes
Processes of maintaining accurate non-instructional records

4C – Communicating with Families
Frequent and culturally appropriate information sent home regarding the instructional program and student progress
Two-way communication between the teacher and families
Frequent opportunities for families to engage in the learning process

4D – Participating in the Professional Community
Regular teacher participation with colleagues to share and plan for student success
Regular teacher participation in professional courses or communities that emphasize improving practice
Regular teacher participation in school initiatives
Regular teacher participation in and support of community initiatives
Fostering an atmosphere of cooperation
Witness to Catholic values in all interactions

4E – Growing and Developing Professionally
Frequent teacher attendance in courses and workshops; regular academic reading (ADNY Professional Development Individual Teacher Record form attached)
Participation in learning networks with colleagues; freely shared insights
Participation in professional organizations supporting academic inquiry

4F – Showing Professionalism
The teacher is trustworthy and often sought as a sounding board
The teacher frequently reminds participants during committee or planning work that students are the highest priority
The teacher supports students, even in the face of difficult situations or conflicting policies
The teacher challenges existing practice and negative attitudes in order to put students first
The teacher consistently fulfills mandates regarding policies and procedures

Annual Professional Performance Appraisal

Professional Development (Domain 4E):
Please attach the complete the ADNY Professional Development Individual Teacher Record form and any other relevant documentation

Catechist Formation Program:
Circle: Level One: Yes - No   If No, number of hours earned this year _____
Circle: Level Two: Yes - No   If No, number of hours earned this year _____

All elementary school teachers must make appropriate progress toward certification in the Catechist Certification Program of the Archdiocese of New York. "Appropriate progress" shall mean the achievement of 40 hours of Level I certification during a 3-year period for any elementary school teacher who does not hold Level I certification, or the achievement of 32 hours of Level II certification during a 3-year period for any elementary school teacher who does not hold Level II certification.

Classroom Evaluations:

Observation #1 Date: _____ Start time: _____ End time: _____

Observation #2 Date: _____ Start time: _____ End time: _____

Observation #3 Date: _____ Start time: _____ End time: _____

Observation #4 Date: _____ Start time: _____ End time: _____

Teacher Attendance: Total Times Tardy _____   Total Times Absent _____

Comments:

Evaluator: _____   Date: _____

Teacher: _____   Date: _____

The teacher's signature indicates only that the teacher has seen this form and discussed it with the principal. It signifies neither agreement nor disagreement with the appraisal. The teacher has the right to respond in writing within 10 days of the conference held to discuss this appraisal. A copy of any response will be filed with the teacher's performance file.

This teacher has signed a contract to return to this school for the next academic year: Yes _____ No _____
(If no, please send the Termination of Employment form to the Regional Superintendent attached to this appraisal by the close of school)

DISTRIBUTION OF ORIGINAL to teacher's Performance File with any responses attached
COPY to teacher & to the Regional Superintendent by the close of school with any Termination form attached

Walkthrough Protocol

Archdiocese of New York   **Superintendent of Schools**

Teacher Name:		Action Plan Goal:
Date:	Time:	Subject/Grade:
Conducted By:		Focus:

1. FOCUS ON CURRICULUM

1a. What is the learning objective(s) for the lesson?
Objective(s):

1b. Learning objective(s) is evident to the students (select one)

☐ Evident	☐ Not evident	☐ Unable to determine

1c. Learning objective(s) on target with pacing guide for grade level standards (select one)

☐ Evident	☐ Not evident	☐ Unable to determine

1d. Learning Objective(s) on target with Catechetical Guidelines, Common Core, or Essential Learnings (select one)

☐ Evident	☐ Not evident	☐ Unable to determine

2. FOCUS ON INSTRUCTION

2a. Identify instructional practices

☐ Discussion	☐ Lecture	☐ Providing opportunities for reinforcement
☐ Hands-on experience	☐ Modeling	☐ Teacher-directed Q & A
☐ Informal assessment	☐ Presentation	☐ None
☐ Formal assessment	☐ Providing ons/instructions	

2b. Identify grouping strategy

☐ Whole group	☐ Small group	☐ Paired	☐ Individual

2c. Identify research-based instructional strategies (T = teacher; S = students)

T	S		T	S	
		Identify similarities and differences			Cooperative learning
		Summarizing/note-taking			Setting objectives/providing feedback
		Reinforcing effort/recognition			Generating/testing hypothesis
		Homework/reinforcement			Cues/questions/graphic organizers
		Visual representations			

3. FOCUS ON THE LEARNER

3a. Identify student actions

☐ Reading	☐ Speaking	☐ Working with hands-on materials
☐ Writing	☐ Listening	

3b. Identify instructional materials

☐ Computer software	☐ Published materials	☐ Websites	☐ Hand-held technology
☐ Student-created materials	☐ Real-world objects	☐ Worksheets	☐ None
☐ Video/media	☐ Lab/activity sheet	☐ Overhead/board/flip	☐ Other _____
☐ Content-specific manipulatives			

3c. Determine level(s) of student work

☐ Recalling information (Remembering)	☐ Breaking down information into parts (Analyzing)
☐ Comprehending information (Understanding)	☐ Making judgments and justifying positions (Evaluating)
☐ Using information in a new way (Applying)	☐ Building a structure from diverse elements (Creating)

Walkthrough Protocol

3d. Determine level of class engagement (select one)

☐ Highly engaged – all students clearly on task with interest and active participation
☐ Engaged – most students on task with interest and active participation
☐ Minimally engaged – some students on task with interest and active participation
☐ Dysfunctional – many students actively reject the assigned task or substitute another activity

4. FOCUS ON CLASSROOM

4a. Environment

☐ Materials available in classroom	☐ Students interact with classroom environment
☐ Routines and procedures are evident	☐ Current student work displayed
☐ Scoring rubrics are displayed/provided	☐ Evidence of mutual respect and rapport among students adults

4b. Management

☐ Well managed: lesson / transition (circle one or both)	☐ Poorly managed: lesson / transition (circle one or both)

5. TEACHER RESPONDING TO SPECIFIC LEARNING NEEDS THROUGH DIFFERENTIATION OF:

☐ Content (What is learned)	☐ Process (How it is learned)	☐ Product (How it is assessed)	☐ Not evident

NOTES:

Evaluator: _____   Date: _____

Report Card Instructions for Teachers

In order to complete the portion on *Academic Achievement, the following must be adhered to*:

1. Actual numerical grades must be used for each major subject that appears above the *Average* line. And, no quarter grade lower than a 60 may be given.

2. Letter grades are given in those subjects that appear below the *Average* line. The letters that appear in the box *Marking System Code* are to be used.

3. The 4-1 profeciency scale will be used to indicate progress toward grade level standards.

4. Foreign language is given a numerical grade <u>only if</u> the class meets for more than 120 minutes per week with the goal of students taking the New York State Foreign Language Proficiency Exam in grade 8. This is indicated on the line below Health*.*

5. Foreign Language is given a letter grade if the class meets for less than 120 minutes per week. This is indicated on the line below Art.

6. Your principal will tell you if Health is to be given a separate grade or if it is to be averaged into the Science grade.

7. It is the policy of the Office of the Superintendent of Schools not to give a grade in computer science or library as these two areas are to be integrated into the total learning process.

8. *Academic Achievement* must include all components of academic assessment: tests (weekly, chapter, unit); mid-term, end-term; class work/participation; homework; projects and/or portfolios. Teachers should record multiple assignments in each category (particularly for quizzes and summative assessments) in each subject area. Teachers may record a cumulative grade for homework and classwork/participation. Please see the Reporting System Manual for additional guidance. In discussing *Academic Achievement* with parents, teachers need to be able to assure them that grades are based on an adequate number and variety of assessments.

9. *General Effort* is given a letter grade of A, B, C, D, or F. Pluses and minuses are not used here. The scale for *Conduct & General Effort* is to be the teacher's guide.

10. Complete the portion on *Character Development:*

    A single letter grade using the scale is given on the *Conduct Grade* line. Teachers will use the 3-1 progress scale to indicate student performance in subcategories.

11. Complete the portion on *Attendance:*

    Accuracy is essential in reporting student lateness and absence. The principal will determine the official starting and closing dates for each marking period.

12. Complete the portion on *Promotion, Retention, and Summer School:*

The principal consults with the teacher in making final decisions in accordance with Archdiocesan policy regarding promotion, retention, or summer school. Notice of possible retention must be communicated to the parents and the Regional Superintendent on school letterhead no later than the end of the 3rd marking period.

13. Complete the portion on *Teacher Comments:*

    All comments must be factual, containing some positive component, with correct grammar and spelling.

14. Collect the *Parent Tear-off Portion* in a timely manner; make note of the parent comments, verify the authenticity of the parent signature, and keep on file.

Report Card Templates

Pre-Kindergarten 4
Developmental Summary

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Valentino, Isabella

_____

Teacher:

This Archdiocesan summary captures a variety of methods for collecting data on your child: careful observation, the use of a skills checklist, and collection of student work. These methods, in combination with the teacher's knowledge of your child's development, produced this assessment. Please remember meeting these standards is a "work in progress" for all students and becomes a journey of an entire school year. Descriptions of the levels of progress are provided below to help you better understand how your child is developing in the distinct areas outlined on the summary.

Development Summary Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each semester. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

Descriptor	Code	Description
Proficient	P	Child can reliably demonstrate learned concepts and skills
In Progress	IP	Child demonstrates indicator intermittently
Not Yet	NY	Child cannot demonstrate indicator

Personal and Social Development	S1	S2
Personal and Social Development		
Shows some self-direction		
Follows simple classroom rules and routines		
Manages transitions		
Attends to tasks and seeks help when encountering a problem		
Approaches tasks with flexibility and inventiveness		
Interacts easily with one or more children		
Interacts easily with familiar adults		
Participates in the group life of the class		
Identifies some feelings and responds to those of others		
Uses simple strategies to resolve conflict		

Physical Development, Health and Safety	S1	S2
Physical Development, Health and Safety		
Moves with increased balance and control		
Coordinates combined movement patterns to perform single tasks		
Uses emerging strength and control to perform simple tasks		
Uses eye-hand coordination to perform tasks		
Shows beginning control of writing, drawing, and art tools		
Performs some self-care tasks independently		
Follows basic safety rules with reminders		

	Semester 1	Semester 2	Total
Days Late	0	0	0
Days Absent	0	0	0

Archdiocese of New York

2019-2020 Pre-Kindergarten 4 Developmental Summary

Development Summary Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each semester.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

Descriptor	Code	Description
Proficient	P	Child can reliably demonstrate learned concepts and skills
In Progress	IP	Child demonstrates indicator intermittently
Not Yet	NY	Child cannot demonstrate indicator

	S1	S2
Religious Studies		
Language and Literacy		
Demonstrates knowledge of letters		
Demonstrates phonological awareness		
Shows appreciation and understanding of books and reading		
Recounts some key ideas and details from text		
Represents ideas and stories through pictures, dictation, and play		
Uses letter-like shapes, symbols, and letters to convey meaning		
Understands purposes for writing		
Speaks clearly enough to be understood without contextual cues		
Follows rules for conversation		
Gains meaning by listening		
Follows two- or three-step directions		

	S1	S2
Mathematics		
Counts with understanding		
Shows beginning understanding of number and quantity		
Applies addition and subtraction to problems		
Orders, compares, and describes objects according to a single attribute		
Participates in measuring activities		
Shows understanding of and uses several positional words		
Recognizes and describes the attributes of shapes		
Composes and decomposes shapes		
Science		
Asks questions that arise during explorations		
Uses senses and simple tools to explore		
Generates ideas and solutions based on observations		
Social Studies		
Shows beginning awareness of people, communities, rules, and the environment		

Semester 1 Comments:
Semester 2 Comments:

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based. Future-Focused.

Report Card
Kindergarten

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Oehrlein, Alaina

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement, Personal, Social and Physical Development Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

Descriptor	Level	Description
Meeting Standards with Excellence	4	Student meets requirements for grade-level work with excellence and consistently applies and extends learned concepts and skills independently.
Meeting Standards	3	Student demonstrates and applies knowledge and understanding of learned concepts and skills, meets requirements for grade-level work, and completes work independently with limited errors.
Approaching Standards	2	Student demonstrates partial understandings and is beginning to meet requirements for grade-level work. Requires some extra time, instruction, assistance and/ or practice.
Below Standards	1	Student demonstrates minimal understandings and seldom meets requirements for grade-level work. Requires an extended amount of time, instruction, assistance and/ or practice.

Personal and Social Development	Q1	Q2	Q3	Q4
Shows initiative and self-direction				
Follows classroom rules and routines				
Manages transitions and adapts to changes in routine				
Shows eagerness and curiosity as a learner				
Sustains attention to a task, persisting even after encountering difficulty				
Approaches tasks with flexibility and inventiveness				
Interacts easily with familiar peers				
Interacts easily with familiar adults				
Participates in the group life of the class				
Identifies feelings and shows empathy to others				

Physical Development	Q1	Q2	Q3	Q4
Moves with balance and control				
Coordinates increasingly complex movement patterns to perform tasks				
Uses increased strength and control to perform tasks				
Uses eye-hand coordination to perform tasks effectively				
Uses writing and drawing tools with some control				

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4
Music				
Art				
Physical Education				
Foreign Language				

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York   **2019-2020 Report Card**

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

Academic Achievement Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence   3 = Meeting Standards
2 = Approaching Standards   1 = Below Standards

	Q1	Q2	Q3	Q4
Religious Studies				

English Language Arts	Q1	Q2	Q3	Q4
Answers questions about key details of the text using text evidence (RL.K.1, RI.K.1)				
Retells the events in a story/main topic in a text in a sequence (RL.K.2, RI.K.2)				
Identifies characters, setting, and main events of a story or text (RL.K.3, RI.K.3)				
Identifies and describes the role of author and illustrator and types of texts (RL.K.4, RL.K.5, RL.K.6, RI.K.4, RI.K.5, RI.K.6)				
Describes how pictures relate to/support the text (RL.K.7, RI.K.7)				
Uses the concepts of compare and contrast to gain meaning (RL.K.9, RI.K.8, RI.K.9)				
Reads from left to right (RF.K.1 (a-c))				
Recognizes and names all uppercase letters (RF.K.1 (d))				
Recognizes and names all lowercase letters (RF.K.1 (d))				
Recognizes and produces rhyming words (RF.K.2 (a))				
Blends sounds in words (RF.K.2 (b-e))				
Reads common high-frequency words by sight (RF.K.3 (a-d))				
Reads emergent-reader texts with purpose and understanding (RF.K.4)				
Generates ideas for writing (W.K.1, W.K.7, W.K.8)				
Uses words and phrases to express ideas (W.K.2)				
Uses pictures to express ideas (W.K.2)				
Sequences ideas into a story (W.K.3)				
Prints all uppercase letters (L.K.1 (a))				
Prints all lowercase letters (L.K.1 (a))				
Spells words phonetically (L.K.2 (a-d))				
Uses high frequency words in writing (L.K.1 (b-f))				
Comprehends and collaborates while speaking and listening (SL.K.1 (a-b), SL.K.2, SL.K.3)				
Orally presents knowledge and ideas with evidence (SL.K.4, SL.K.5, SL.K.6)				

Science	Q1	Q2	Q3	Q4
Observes and describes how objects move from one place to another				
Demonstrates an understanding of cause and effect relationships				
Observes and describes the sun's effect on the Earth				
Observes and describes the weather				
Identifies and describes differences between living and non-living things				
Identifies needs of living things				
Identifies and describes differences between plants and animals				

Social Studies	Q1	Q2	Q3	Q4
Identifies features and interests of oneself				
Identifies similarities and differences among oneself and others				
Makes connections between oneself, home, and the community				
Identifies community helpers and their function				
Identifies features of a community and neighborhood				
Identifies members of the school community and their function				
Retells events in chronological order				
Uses geographic reasoning				

Mathematics	Q1	Q2	Q3	Q4
Counts to 100 by ones (K.CC.1, K.CC.2)				
Counts to 100 by tens (K.CC.1, K.CC.2)				
Writes numbers 0-20 (K.CC.3)				
Demonstrates one-to-one correspondence in counting numbers (K.CC.4 (a-d), K.CC.5)				
Compares numbers (K.CC.6, K.CC.7)				
Understands the concept of addition as putting together (K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5)				
Understands the concept of subtraction as taking apart (K.OA.1, K.OA.2, K.OA.3, K.OA.4, K.OA.5)				
Composes and decomposes numbers 11-19 using base-ten (K.NBT.1)				
Describes and compares measurable objects (K.MD.1, K.MD.2, K.MD.3)				
Identifies, describes, composes, and compares shapes (K.G.1, K.G.2, K.G.3, K.G.4, K.G.5, K.G.6)				

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based.Future-Focused.

**Report Card
Grade 1**

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Cleary, Jennifer

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100   B = 80-89   C = 74-79   D = 70-73   F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent   B = Good   C = Fair   D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes 1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	Q3	Q4	Final
Religious Studies					
English Language Arts					
Science					
Social Studies					
Mathematics					
Foreign Language					
AVERAGE					

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Comprehends what is read and can accurately retell the story and key details in a text (RL.1.1, RL.1.2, RL.1.3, RI.1.1, RI.1.2, RI.1.3)				
Recognizes different types of literature and texts and understands basic literary elements and text features (RL.1.4, RL.1.5, RL.1.6, RI.1.4, RI.1.5, RI.1.6)				
Uses the concepts of compare and contrast to gain meaning (RL.1.7, RL.1.9, RI.1.7, RI.1.8, RI.1.9)				
Reads fluently and with expression (RF.1.4 (a-c))				
Reads independently during assigned times (RL.1.10, RI.1.10)				
Uses a variety of skills to decode (sound out) unknown words (RF.1.3(a-g))				
Writes for a variety of purposes and audiences (W.1.1, W.1.2, W.1.3)				
Understands and uses the steps in the writing process (W.1.5, W.1.6)				
Writes clearly and effectively to build knowledge (W1.7, W.1.8)				
Uses proper grammar and conventions (i.e. capitalization, punctuation, etc) (L.1.1 (a-j), L.1.2(a-c))				
Uses correct spelling (L.1.2 (d-e))				
Acquires and uses age-appropriate vocabulary (L.1.4(a-c), L.1.5(a-d), L.1.6)				
Comprehends and collaborates while speaking and listening (SL.1.1 (a-c), SL.1.2, SL.1.3)				
Orally presents knowledge and ideas with evidence (SL.1.4, SL.1.5, SL.1.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (my family and other families)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems (consumer/producer; scarcity)				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Represents and solves problems involving addition and subtraction (1.OA.1, 1.OA.2)				
Understands and applies properties of operations and the relationship between addition and subtraction (1.OA.3, 1.OA.4)				
Adds and subtracts within 20 (1.OA.5, 1.OA.6)				
Works with addition and subtraction equations (1.OA.7, 1.OA.8)				
Extends the counting sequence (1.NBT.1)				
Understands place value (1.NBT.2(a-c), 1.NBT.3)				
Uses place value understanding and properties of operations to add and subtract (1.NBT.4, 1.NBT.5, 1.NBT.6)				
Measures lengths indirectly and by iterating length units (1.MD.1, 1.MD.2)				
Tells and writes time and money (1.MD.3)				
Represents and interprets data (1.MD.4)				
Reasons with shapes and their attributes (1.G.1, 1.G.2, 1.G.3)				

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based. Future-Focused.

Report Card
Grade 2

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Roccaro, Samantha

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100   B = 80-89   C = 74-79   D = 70-73   F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent   B = Good   C = Fair   D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes   1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	Q3	Q4	Final
Religious Studies					
English Language Arts					
Science					
Social Studies					
Mathematics					
Foreign Language					
AVERAGE					

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

Roccaro, Samantha, Grade 2

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Comprehends what is read and can accurately retell the story and key details in a text (RL.2.1, RL.2.2, RL.2.3, RI.2.1, RI.2.2, RI.2.3)				
Recognizes different types of literature and texts and understands basic literary elements and text features (RL.2.4, RL.2.5, RL.2.6, RI.2.4, RI.2.5, RI.2.6)				
Uses the concepts of compare and contrast to gain meaning (RL.2.7, RL.2.9, RI.2.7, RI.2.8, RI.2.9)				
Reads fluently and with expression (RF.2.4 (a-c))				
Reads independently during assigned times (RL.2.10, RI.2.10)				
Uses a variety of skills to decode (sound out) unknown words (RF.2.3(a-f))				
Writes for a variety of purposes and audiences (W.2.1, W.2.2, W.2.3)				
Understands and uses the steps in the writing process (W.2.5, W.2.6)				
Writes clearly and effectively to build knowledge (W.2.7, W.2.8)				
Uses proper grammar and conventions (i.e. capitalization, punctuation, etc) (L.2.1 (a-f), L.2.2 (a-c), L.2.3(a))				
Uses correct spelling (L.2.2 (d-e))				
Acquires and uses age-appropriate vocabulary (L.2.4(a-e), L.2.5 (a-b), L.2.6)				
Comprehends and collaborates while speaking and listening (SL.2.1 (a-c), SL.2.2, SL.2.3)				
Orally presents knowledge and ideas with evidence (SL.2.4, SL.2.5, SL.2.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (my community and other communities)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems (goods and services)				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Represents and solves problems involving addition and subtraction (2.OA.1)				
Adds and subtracts within 20 (2.OA.2)				
Works with equal groups of objects to gain foundations for multiplication (2.OA.3, 2.OA.4)				
Understands place value (2.NBT.1 (a-b), 2.NBT.2, 2.NBT.3, 2.NBT.4)				
Uses place value understanding and properties of operations to add and subtract (2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9)				
Measures and estimates lengths in standard units (2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4)				
Relates addition and subtraction to length (2.MD.5, 2.MD.6)				
Works with time and money (2.MD.7, 2.MD.8)				
Represents and interprets data (2.MD.9, 2.MD.10)				
Reasons with shapes and their attributes (2.G.1, 2.G.2, 2.G.3)				

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based. Future-Focused.

Report Card
Grade 3

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Adinolfi, Tom

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100   B = 80-89   C = 74-79   D = 70-73   F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent   B = Good   C = Fair   D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes   1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	ME	Q3	Q4	FE	Final
Religious Studies							
English Language Arts							
Science							
Social Studies							
Mathematics							
Foreign Language							
AVERAGE							

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York   **2019-2020 Report Card**

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Comprehends what is read and can accurately retell the story and key details in a text (RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.3)				
Recognizes different types of literature and texts and understands basic literary elements and text features (RL.3.4, RL.3.5, RL.3.6, RI.3.4, RI.3.5, RI.3.6)				
Uses the concepts of compare and contrast to gain meaning (RL.3.7, RL.3.9, RI.3.7, RI.3.8, RI.3.9)				
Reads fluently and with expression (RF.3.4 (a-c))				
Reads independently during assigned times (RL.3.10, RI.3.10)				
Uses a variety of skills to decode (sound out) unknown words (RF.3.3 (a-d))				
Writes for a variety of purposes and audiences (W.3.1 (a-d), W.3.2 (a-d), W.3.3 (a-d))				
Understands and uses the steps in the writing process (W.3.4, W.3.5, W.3.6)				
Writes clearly and effectively to build knowledge (W.3.7, W.3.8)				
Uses proper grammar and conventions (i.e. capitalization, punctuation, etc) (L.3.1 (a-i), L.3.2 (a-d)				
Uses correct spelling (L.3.2 (e-g)				
Uses and acquires age-appropriate vocabulary (L.3.3 (a-b)				
Comprehends and collaborates while speaking and listening (SL.3.1 (a-d), SL.3.2, SL.3.3)				
Orally presents knowledge and ideas with evidence (SL.3.4, SL.3.5, SL.3.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (communities around the world)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Represents and solves problems involving multiplication and division (3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4)				
Understands properties of multiplication and the relationship between multiplication and division (3.OA.5, 3.OA.6)				
Multiply and divide within 100 (3.OA.7)				
Solves problems involving the four operations, and identify and explain patterns in arithmetic (3.OA.8, 3.OA.9)				
Uses place value understanding and properties of operations to perform multi-digit arithmetic (3.NBT.1, 3.NBT.2, 3.NBT.3)				
Develops an understanding of fractions as numbers (3.NF.1, 3.NF.2 (a-b), 3.NF.3 (a-d))				
Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects (3.MD.1, 3.MD.2)				
Represents and interprets data (3.MD.3, 3.MD.4)				
Understands concepts of area and relates area to multiplication and to addition (3.MD.5 (a-b), 3.MD.6, 3.MD.7 (a-d))				
Recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures (3.MD.8)				
Reasons with shapes and their attributes (3.G.1, 3.G.2)				

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based. Future-Focused.

Report Card
Grade 4

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Bilotti, Deanna

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100   B = 80-89   C = 74-79   D = 70-73   F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent   B = Good   C = Fair   D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes 1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	ME	Q3	Q4	FE	Final
Religious Studies							
English Language Arts							
Science							
Social Studies							
Mathematics							
Foreign Language							
AVERAGE							

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Comprehends what is read and can accurately retell the story and key details in a text (RL.4.1, RL.4.2, RL.4.3, RI.4.1, RI.4.2, RI.4.3)				
Recognizes different types of literature and texts and understands basic literary elements and text features (RL.4.4, RL.4.5, RL.4.6, RI.4.4, RI.4.5, RI.4.6)				
Uses the concepts of compare and contrast to gain meaning (RL.4.7, RL.4.8, RL.4.9, RI.4.7, RI.4.8, RI.4.9)				
Reads fluently and with expression (RF.4.4 (a-c))				
Reads independently during assigned times (RL.4.10, RI.4.10)				
Uses a variety of skills to decode (sound out) unknown words (RF.4.3 (a))				
Writes for a variety of purposes and audiences (W.4.1 (a-d), W.4.2 (a-e), W.4.3 (a-e))				
Understands and uses the steps in the writing process (W.4.4, W.4.5, W.4.6)				
Writes clearly and effectively to build knowledge (W.4.7, W.4.8, W.4.9)				
Uses proper grammar and conventions (i.e. capitalization, punctuation, etc) (L.4.1 (a-g), L.4.2 (a-c))				
Uses correct spelling (L.4.2 (d))				
Uses and acquires age-appropriate vocabulary (L.4.3 (a-c))				
Comprehends and collaborates while speaking and listening (SL.4.1 (a-d), SL.4.2, SL.4.3)				
Orally presents knowledge and ideas with evidence (SL.4.4, SL.4.5, SL.4.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (NY state, local history, government)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Uses the four operations with whole numbers to solve problems (4.OA.1, 4.OA.2, 4.OA.3)				
Gains familiarity with factors and multiples (4.OA.4)				
Generates and analyzes patterns (4.OA.5)				
Generalizes place value understanding for multi-digit whole numbers (4.NBT.1, 4.NBT.2, 4.NBT.3)				
Uses place value understanding and properties of operations to perform multi-digit arithmetic (4.NBT.4, 4.NBT.5, 4.NBT.6)				
Extends understanding of fraction equivalence and ordering (4.NF.1, 4.NF.2)				
Builds fractions from unit fractions by applying and extending previous understandings of operations on whole numbers (4.NF.3 (a-d), 4.NF.4 (a-c))				
Understands decimal notation for fractions, and compares decimal fractions (4.NF.5, 4.NF.6, 4.NF.7)				
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit (4.MD.1, 4.MD.2, 4.MD.3)				
Represents and interprets data (4.MD.4)				
Understands concepts of angle and measures angles (4.MD.5 (a-b), 4.MD.6, 4.MD.7)				
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles (4.G.1, 4.G.2, 4.G.3)				

1st Quarter Comments:
2nd Quarter Comments:
3rd Quarter Comments:
4th Quarter Comments:
End of Year Comments:

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based. Future-Focused.

Report Card
Grade 5

_____

Anderson, Gianna

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100   B = 80-89   C = 74-79   D = 70-73   F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent   B = Good   C = Fair   D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes 1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	ME	Q3	Q4	FE	Final
Religious Studies							
English Language Arts							
Science							
Social Studies							
Mathematics							
Foreign Language							
AVERAGE							

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence , 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Comprehends what is read and can accurately retell the story and key details in a text (RL.5.1, RL.5.2, RL.5.3, RI.5.1, RI.5.2, RI.5.3)				
Recognizes different types of literature and texts and understands basic literary elements and text features (RL.5.4, RL.5.5, RL.5.6, RI.5.4, RI.5.5, RI.5.6)				
Uses the concepts of compare and contrast to gain meaning (RL.5.7, RL.5.9, RI.5.7, RI.5.8, RI.5.9)				
Reads fluently and with expression (RF.5.4 (a-c))				
Reads independently during assigned times (RL.5.10, RI.5.10)				
Uses a variety of skills to decode (sound out) unknown words (RF.5.3 (a))				
Writes for a variety of purposes and audiences (W.5.A (a-d), W.5.2 (a-e), W.5.3 (a-e))				
Understands and uses the steps in the writing process (W.5.4 (a), W.5.5, W.5.6)				
Writes clearly and effectively to build knowledge (W.5.7, W.5.8, W.5.9 (a-b))				
Uses proper grammar and conventions (i.e. capitalization, punctuation, etc) (L.5.1 (a-e), L.5.2 (a-d))				
Uses correct spelling (L.5.2 (e))				
Uses and acquires age-appropriate vocabulary (L.5.3 (a-b))				
Comprehends and collaborates while speaking and listening (SL.5.1 (a-d), SL.5.2, SL.5.3)				
Orally presents knowledge and ideas with evidence (SL.5.4, SL.5.5, SL.5.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (Western Hemisphere)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Writes and interprets numerical expressions (5.OA.1, 5.OA.2)				
Analyzes patterns and relationships (5.OA.3)				
Understands the place value system (5.NBT.1, 5.NBT.2, 5.NBT.3 (a-b), 5.NBT.4)				
Performs operations with multi-digit whole numbers and with decimals to hundredths (5.NBT.5, 5.NBT.6, 5.NBT.7)				
Uses equivalent fractions as a strategy to add and subtract fractions (5.NF.1, 5.NF.2)				
Applies and extends previous understandings of multiplication and division to multiply and divide fractions (5.NF.3, 5.NF.4 (a-b), 5.NF.5 (a-b), 5.NF.6, 5.NF.7 (a-c))				
Converts like measurement units within a given measurement system (5.MD.1)				
Represents and interprets data (5.MD.2)				
Understands concepts of volume and relates volume to multiplication and to addition (5.MD.3 (a-b), 5.MD.4, 5.MD.5 (a-c))				
Graphs points on the coordinate plane to solve real-world and mathematical problems. (5.G.1, 5.G.2)				
Classifies two-dimensional figures into categories based on their properties (5.G.3, 5.G.4)				

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

CATHOLIC SCHOOLS *in the*
ARCHDIOCESE *of* **NEW YORK**
Faith-Based. Future-Focused.

Report Card
Grade 6

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Acevedo, Kate

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100 B = 80-89 C = 74-79 D = 70-73 F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent B = Good C = Fair D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes 1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	ME	Q3	Q4	FE	Final
Religious Studies							
English Language Arts							
Science							
Social Studies							
Mathematics							
Foreign Language							
AVERAGE							

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Cites textual evidence and draws inferences from text (RL.6.1, RI.6.1)				
Determines theme/central idea of text and summarizes (RL.6.2, RL.6.3, RI.6.2, RI.6.3)				
Determines meaning of words and their contribution to meaning and tone (RL.6.4, RI.6.4)				
Analyzes how literary elements and text features contribute to meaning (RL.6.5, RI.6.5)				
Determines and analyzes point of view (RL.6.6, RI.6.6)				
Compares and contrasts across texts (RL.6.7, RI.6.7, RI.6.8, RI.6.9)				
Writes for a variety of purposes and audiences (W.6.1 (a-e), W.6.2 (a-f), W.6.3 (a-e))				
Produces clear and coherent writing appropriate to task, purpose, and audience (W.6.4)				
Develops and strengthens writing by using the steps in the writing process (W.6.5, W.6.6)				
Develops research skills by investigating multiple sources to support analysis and reflection (W.6.7, W.6.8, W.6.9 (a-b))				
Demonstrates command of grammar, conventions, and spelling in writing and speaking (L.6.1 (a-e), L.6.2 (a-b))				
Applies knowledge of language to make writing and reading effective (L.6.3 (a-b))				
Acquires and uses academic and age-appropriate vocabulary (L.6.4 (a-d), L.6.5 (a-c), L.6.6)				
Comprehends and collaborates while speaking and listening (SL.6.1 (a-d), SL.6.2, SL.6.3)				
Orally presents knowledge and ideas with evidence (SL.6.4, SL.6.5, SL.6.6)				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (Eastern Hemisphere)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Understands ratio concepts and uses ratio reasoning to solve problems (6.RP.1, 6.RP.2, 6.RP.3 (a-d))				
Applies and extends previous understandings of multiplication and division to divide fractions by fractions (6.NS.1)				
Computes fluently with multi-digit numbers and finds common factors and multiples (6.NS.2, 6.NS.3, 6.NS.4)				
Applies and extends previous understandings of numbers to the system of rational numbers (6.NS.5, 6.NS.6 (a-c), 6.NS.7 (a-d), 6.NS.8)				
Applies and extends previous understandings of arithmetic to algebraic expressions (6.EE.1, 6.EE.2 (a-c), 6.EE.3, 6.EE.4)				
Reasons about and solves one-variable equations and inequalities (6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8)				
Represents and analyzes quantitative relationships between dependent and independent variables (6.EE.9)				
Solves real-world and mathematical problems involving area, surface area, and volume (6.G.1, 6.G.2, 6.G.3, 6.G.4)				
Develops an understanding of statistical variability (6.SP.1, 6.SP.2, 6.SP.3)				
Summarizes and describes distributions (6.SP.4, 6.SP.5 (a-d))				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

CATHOLIC SCHOOLS in the ARCHDIOCESE of NEW YORK
Faith-Based. Future-Focused.

Report Card
Grade 7

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Acevedo, Josue

_____
Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100   B = 80-89   C = 74-79   D = 70-73   F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent   B = Good   C = Fair   D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes 1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	ME	Q3	Q4	FE	Final
Religious Studies							
English Language Arts							
Science							
Social Studies							
Mathematics							
Foreign Language							
AVERAGE							

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

1st Quarter Comments:
2nd Quarter Comments:
3rd Quarter Comments:
4th Quarter Comments:
End of Year Comments:

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Cites textual evidence and draws inferences from text (RL.7.1, RI.7.1)				
Determines theme/central idea of text and summarizes (RL.7.2, RL.7.3, RI.7.2, RI.7.3)				
Determines meaning of words and their contribution to meaning and tone (RL.7.4, RI.7.4)				
Analyzes how literary elements and text features contribute to meaning (RL.7.5, RI.7.5)				
Determines and analyzes point of view (RL.7.6 (a), RI.7.6)				
Compares and contrasts across texts (RL.7.7, RI.7.7, RI.7.8, RI.7.9 (a))				
Writes for a variety of purposes and audiences (W.7.1 (a-e), W.7.2 (a-f), W.7.3 (a-e))				
Produces clear and coherent writing appropriate to task, purpose, and audience (W.7.4 (a))				
Develops and strengthens writing by using the steps in the writing process (W.7.5, W.7.6)				
Develops research skills by investigating multiple sources to support analysis and reflection (W.7.7, W.7.8, W.7.9 (a-b))				
Demonstrates command of grammar, conventions, and spelling in writing and speaking (L.7.1 (a-c), L.7.2 (a-b))				
Applies knowledge of language to make writing and reading effective (L.7.3 (a))				
Acquires and uses academic and age-appropriate vocabulary (L.7.4 (a-d), L.7.5 (a-c), L.7.6)				
Comprehends and collaborates while speaking and listening (SL.7.1 (a-d), SL.7.2, SL.7.3)				
Orally presents knowledge and ideas with evidence (SL.7.4, SL.7.5, SL.7.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (History of the United States and New York - I)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Analyzes proportional relationships and uses them to solve real-world and mathematical problems (7.RP.1, 7.RP.2 (a-d), 7.RP.3)				
Applies and extends previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers (7.NS.1 (a-d), 7.NS.2 (a-d), 7.NS.3)				
Uses properties of operations to generate equivalent expressions (7.EE.1, 7.EE.2)				
Solves real-life and mathematical problems using numerical and algebraic expressions and equations (7.EE.3, 7.EE.4 (a-b))				
Draws, constructs, and describes geometrical figures and describes the relationship between them (7.G.1, 7.G.2, 7.G.3)				
Solves real-life and mathematical problems involving angle measure, area, surface area, and volume (7.G.4, 7.G.5, 7.G.6)				
Uses random sampling to draw inferences about a population (7.SP.1, 7.SP.2)				
Draws informal comparative inferences about two populations (7.SP.3, 7.SP.4)				
Investigates chance processes and develops, uses, and evaluates probability models (7.SP.5, 7.SP.6, 7.SP.7 (a-b), 7.SP.8 (a-c))				

CATHOLIC SCHOOLS *in the* **ARCHDIOCESE** *of* **NEW YORK**
Faith-Based.Future-Focused.

Report Card
Grade 8

A Saint Imaginary School
20855 Kensington Blvd.
Lakeville, MN 55044
942-469-1589
Principal: Mr. Michael J. Deegan

_____

Barge, Ronda

_____

Teacher:

The Archdiocesan report card communicates a student's growth in the areas listed below. It is based upon the mission, expectations, and curricular standards of the Archdiocese of New York. The Archdiocesan elementary school curriculum reflects state, national, and international learning standards. This tool is designed to enable you to work more effectively with your child's teacher. We encourage you to take advantage of parent-teacher conferences to learn more about your child's progress in the areas below.

Academic Achievement   General Effort   Conduct

Academic Achievement Code

Students receive numerical percentage grades rounded to the nearest whole number in the core academic subjects and letter grades as defined below in the special subject areas.

If a student scores below a 60%, the grade will be calculated as 59.99% and recorded as a 60- on the report card.

A = 90-100 B = 80-89 C = 74-79 D = 70-73 F = Below 70

General Effort and Conduct Code

General effort and conduct are assessed using the code below.

A = Excellent B = Good C = Fair D = Poor
F = Consistently unacceptable

Progress Codes are more specific information indicating a student's progress on the grade level expectations for each quarter. Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

3 = Consistently / Independently
2 = Sometimes 1 = Rarely / Not Yet

Academic Achievement: Core Subjects	Q1	Q2	ME	Q3	Q4	FE	Final
Religious Studies							
English Language Arts							
Science							
Social Studies							
Mathematics							
Foreign Language							
Regents Algebra I							
Regents Living Environment							
Regents Earth Science							
Regents U.S. History and Government							
AVERAGE							

General Effort	Q1	Q2	Q3	Q4	Final
Overall General Effort					
Participates in discussions / activities with relevant information					
Is focused and attentive					
Displays organizational skills					
Completes tasks independently					
Works effectively in group settings					
Completes class assignments on time					
Completes homework on time					
Displays grade-level penmanship					

Academic Achievement: Special Subjects	Q1	Q2	Q3	Q4	Final
Foreign Language (< 120 min)					
Music					
Art					
Physical Education					

Conduct	Q1	Q2	Q3	Q4	Final
Overall Conduct					
Accepts consequences for actions					
Demonstrates self discipline					
Follows classroom and school rules					
Demonstrates respect					
Works cooperatively with others					
Uses technology appropriately					
Follows directions					
Speaks at appropriate times					

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Days Late	0	0	0	0	0
Days Absent	0	0	0	0	0

The mission of the Catholic Schools in the Archdiocese of New York is to ensure its schools are Christ-centered, academically excellent, and welcoming communities that teach students to be life-long learners and leaders energized by fidelity to Christ, the Church, and one another.

Archdiocese of New York

2019-2020 Report Card

1st Quarter Comments:	
2nd Quarter Comments:	
3rd Quarter Comments:	
4th Quarter Comments:	
End of Year Comments:	

Progress Codes

Progress Codes are more specific information indicating a student's progress on the grade level standards for each quarter.
Evidence may include teacher observations, student work samples, projects, tests, quizzes and exams.

4 = Meeting Standards with Excellence, 3 = Meeting Standards, 2 = Approaching Standards, 1 = Below Standards

English Language Arts	Q1	Q2	Q3	Q4
Cites textual evidence and draws inferences from text (RL.8.1, RI.8.1)				
Determines theme/central idea of text and summarizes (RL.8.2, RL.8.3, RI.8.2, RI.8.3)				
Determines meaning of words and their contribution to meaning and tone (RL.8.4, RI.8.4)				
Analyzes how literary elements and text features contribute to meaning (RL.8.5, RI.8.5)				
Determines and analyzes point of view (RL.8.6, RI.8.6)				
Compares and contrasts across texts (RL.8.7, RI.8.7, RI.8.8, RI.8.9 (a))				
Writes for a variety of purposes and audiences (W.8.1 (a-e), W.8.2 (a-f), W.8.3 (a-e))				
Produces clear and coherent writing appropriate to task, purpose, and audience (W.8.4 (a))				
Develops and strengthens writing by using the steps in the writing process (W.8.5, W.8.6)				
Develops research skills by investigating multiple sources to support analysis and reflection (W.8.7, W.8.8, W.8.9 (a-b))				
Demonstrates command of grammar, conventions, and spelling in writing and speaking (L.8.1 (a-d), L.8.2 (a-c))				
Applies knowledge of language to make writing and reading effective (L.8.3 (a))				
Acquires and uses academic and age-appropriate vocabulary (L.8.4 (a-d), L.8.5 (a-c), L.8.6)				
Comprehends and collaborates while speaking and listening (SL.8.1 (a-d), SL.8.2, SL.8.3)				
Orally presents knowledge and ideas with evidence (SL.8.4, SL.8.5, SL.8.6)				

Science	Q1	Q2	Q3	Q4
Asks questions and defines problems				
Plans and carries out investigations				
Analyzes and interprets data				
Develops and uses models to demonstrate				
Constructs explanation and designs solutions				
Obtains, evaluates, and communicates information				
Engages in argument based on evidence				

Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of grade-level concepts (History of the United states and New York - II)				
Gathers, uses, and interprets evidence				
Uses chronological reasoning and causation				
Compares and contextualizes among regions				
Uses geographic reasoning				
Understands the basics of economic systems				
Engages in civic participation				

Mathematics	Q1	Q2	Q3	Q4
Knows that there are numbers that are not rational, and approximates them by rational numbers (8.NS.1, 8.NS.2)				
Works with radicals and integer exponents (8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4)				
Understands the connections between proportional relationships, lines, and linear equations (8.EE.5, 8.EE.6)				
Analyzes and solves linear equations and pairs of simultaneous linear equations (8.EE.7 (a-b), 8.EE.8 (a-c))				
Defines, evaluates, and compares functions (8.F.1, 8.F.2, 8.F.3)				
Uses functions to model relationships between quantities (8.F.4, 8.F.5)				
Understands congruence and similarity using physical models, transparencies, or geometry software (8.G.1 (a-c), 8.G.2, 8.G.3, 8.G.4, 8.G.5)				
Understands and applies the Pythagorean Theorem (8.G.6, 8.G.7, 8.G.8)				
Solves real-world and mathematical problems involving volume of cylinders, cones, and spheres (8.G.9)				
Investigates patterns of association in bivariate data (8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4)				

APPENDIX 4

GENERAL ATTENDANCE INSTRUCTIONS

(**http://www.p12.nysed.gov/sss/pps/attendance/attendanceQ-A.html**)

I.   GENERAL DIRECTIONS

Note: reference to word "register in documentation is meant to indicate SIS System"

II.   PUPILS ENTERING SCHOOL:

1. *The Class List.* Before any names are entered in the register, a list should be made of the names of all minors who are either required or expected to attend school in the class to which the register pertains. This list should be checked for completeness against the school census. The names should then be entered in the attendance register in alphabetical order, with additional personal data required. Boys and girls need not be separated. Do not list the names of pupils who have been exempted from attendance, graduated, or who are known to be attending elsewhere.

2. *Use of Letter "E".* After the name of each child in attendance on opening day of school, place the letter **"E"** in the space for the opening day to indicate that he is present. After the name of each pupil of compulsory age who is absent on opening day, but who has not left the district, select absent from menu choice. Continue to enter absent for each day until he enters. Then place the letter "E" in the space for the day on which he enters and code the absent/s with the proper status/comment to show the cause of absence. When pupils other than those required to attend the first day enter place the letter "E" in the proper space for the day on which they actually enter. This applies to transfers from another school, from another register in the system, or to pupils not of compulsory age who enter for the first time. In these cases a note should be made to indicate where the pupil had previously attended.

III.   RECORDING ABSENCES AND TARDINESS:

1. *What to record.* The attendance register is intended to show any unusual or irregular circumstance connected with a pupil's attendance in school. All absence, tardiness, and time lost by a pupil excused for part of a school day should be recorded and explained with the proper symbol.

2. *Method of Recording.* A pupil is not to be counted present and immediately excused. No pupil is to be counted present who is not present for at least one period of instruction. A pupil not in his assigned place at the time required is absent and is to be marked in the register. A absent will be used for this purpose.

3. *Explaining Absence.* The letters and symbols shown below should be used to explain all time lost from school. Excuses should be required for all absence and tardiness. If excuses are not received, and investigation does not determine otherwise, all absences should be entered as illegal.

LEGAL		OTHER LEGAL	
Sickness	S	Impassable roads or weather	P
Sickness or death in family	F	Religious observance	P
Excused absence, part of a day	X	Quarantine	P
ILLEGAL		Required to be in court	P
Unlawful detention	O	Music lessons	P
Truancy	_	Attendance at health clinics	P
		Approved cooperative work program	P
		Approved college visits	P
		Military obligations	P

4. *Full-Day Absences.* The absent is always used for full day absences, regardless of the reason for absence. When school is in session only for half a day, a child who is absent is considered as having been absent for a full day.

5. *Part-Day Absences*

a. Excused. The symbol "X" should be used only for excused part-day absences of a legal nature. Pupils may be excused for legal reasons as set forth above. No symbols or codes, other than the symbol "X" should be entered in the register. The time a pupil leaves and returns should, however, be entered in a "sign out" book or other record of a similar nature and kept in the main office or some other central place. The "sign out" book or other record must be filed and stored with the registers at the end of the year.

a. *Other.* In cases where parents remove their children from school unlawfully the symbol "O" should be entered in the register without the chevron, thus indicating absence for part of a day. The symbol "_"is used in the same manner to indicate truancy, which occurs after attendance has been taken.

6. *Miscellaneous.* In some schools pupils are not released during the noon hour, or no definite lunch hour is observed at the same time for all pupils. In such cases a pupil who enters late is recorded as absent for one half day if he enters after half of the scheduled class periods for that day have elapsed.

Occasions may arise when absence from school for a day or part of a day may appear to be of a legal nature but where no appropriate symbol is provided to explain such absence. In such cases, teachers should add the explanation in the comments of the register, using an asterisk to signal the entry explained. (House burned)

Generally, absences for family reasons should be limited to no more than five days during any one year.

Bus tardiness need not be recorded in the register.

7. *Illegal Absence.* Most absences not mentioned in item 3 above are interpreted under the law a as illegal absence or unlawful detention. Unlawful detention occurs when a pupil is absent with the knowledge and consent, stated or implied, of his parent, for other than legal reasons. Such excuses as the following come under this heading: "visiting", "away", "vacation", "shopping", "needed at home", "caring for baby", "work", "no

shoes", "overslept", etc. A child, whose parents expect him to be in school, and who does not attend for other than lawful reasons is truant.

8. *Education Trips.* Educational trips are not absences from school and the chevron should never be used to record them. Educational trips should be planned as an integral part of a particular course or program and the pupils must be accompanied by a teacher. On these few occasions, the pupil's absence from his regularly assigned place may be indicated by the use of the symbol "Ed", or with the asterisk and the time and explanation recorded in the comment section. Class trips, trips with parents, vacations etc., are not approved educational trips.

IV.   PUPILS LEAVING SCHOOL:

1. **Recording.** When a pupil leaves school the letter "L" should be placed in the space for the last day the pupil attended.

2. **Conditions necessary** if pupil is to be marked "LEFT". No pupil shall be discharged, nor shall his record be terminated except for one of the following reasons: death, moved address unknown, verified admission to another school, transfer to another room, withdrawal of a child by parent, exemption from attendance, admission to an institution. Reason for leaving must be definitely established.

V.   TOTALS

At the end of each attendance period the totals for each pupil should be entered in the appropriate columns. The totals in the column for absences (column 9) plus the totals in the column for number of days attended (column 10) must equal the total possible attendance for each pupil (column 11). The class totals should be computed by adding down each column. The register should be balanced by making sure that the class total in column 9, plus the class total in column 10, equals the class total in column 11.

VI.   Summaries

Read the instructions on page 4 before completing the summary on page 5.   Complete all items on the summary sheet as directed by the instructions. The columns in the register are numbered to correspond with the numbers of the same columns on the summary sheet. For items 7 through 11 it is merely necessary to transfer the class totals to the same number columns on the summary sheet.

VII.   MISCELLANEOUS

1. *Persons permitted to keep registers.* Persons other than the teacher may keep the register. Registers may be kept in a central place. In this case the board of education shall designate a professional member of the school staff to supervise the employee making the entries.

2. *The forty-week attendance card.* If a person other than the teacher keeps the register, the teacher should be provided with a forty-week attendance card for each pupil in her class or homeroom. This card should be sent to the office daily for the use of the attendance teacher or supervisor, and the person making register entries.

3. ***When school is closed***. When school is closed for all or part of a day, indicate the time and cause of closing in the column for that day. For absences which occur when school is in session for one half day, complete the chevron, however, use a dotted line for that part of the day during which school was closed (see instructions on page three)

4. ***Attendance for conference and Regents days.*** No attendance shall be recorded for pupils for days teachers spend at zone meetings or superintendents' conferences. IN all registers attendance records shall be omitted for those grades for which Regents examinations are held, unless regular sessions are held on these days.

5. ***Days in session.*** Schools must be in session for 180 days inclusive of Regents examination and scholarship days and conference days as provided by law.

6. ***Register Periods.*** Registers may be kept on either an eight or ten period basis. When kept on an eight period basis, each period must be contained within at least five consecutive calendar weeks. When kept on a ten period basis, such periods must run consecutively and must end on the last Friday of each calendar month. (Note, this does not necessarily mean the last Friday for which school was in session).

APPENDIX 5

Confidentiality and Security Policy of _____ School

(Workforce, Vendor, Visiting Observer and Scholar)

The (School Name) is committed to protecting its confidential information.   During the course of my duties or purpose at (School Name) I may have access to proprietary or confidential information. I understand that all proprietary and protected school information must be maintained confidentially, and in a secure fashion.

I will regard both confidentiality and security as a duty and responsibility while part of the (school name) workforce, or during my involvement with (school name) as a non-workforce member.

 I agree that I will not access, release, or share student information or other confidential information except as necessary to complete my duties or purpose at (school name). I understand that I may not access any information relating to friends or family members unless a Release of Information form authorizes me to do so, unless doing so is a necessary part of my job duties, or unless I am otherwise permitted to do so by (school name) policies. I understand that I am not authorized to use or release student information or other confidential information to anyone who is not part of the (school name) workforce or an approved visiting observer or scholar except as provided in (school name) policies and procedures, by the Principal or as required by law.

I agree that I will use all reasonable means to protect the security of (School Name) in my control, and to prevent it from being accessed or released, except as permitted by law. I will use only the access privileges I have been authorized to use, and will not reveal any of my passwords or share access with others. I will take precautions to avoid inadvertently revealing Student Information or confidential information.   I will use workstations in a safe manner and will make reasonable efforts to prevent conversations from being overheard, including speaking in lowered tones and not discussing student information or confidential information in public areas. If I keep student information or confidential information on a handheld or laptop computer or other electronic device, I will ensure that my supervisor knows of and has approved such use and I will keep this information secure and confidential. If, as part of my responsibility, I must take student information or confidential information off the premises, I will do so only with permission from the principal of the school. I will protect student information or confidential information from disclosure; and will ensure that the student information or confidential information is returned to the school.

I agree that when my employment, affiliation, visitation or assignment with (school name) ends, I will not take any student information or confidential information   with me and I will not reveal any student information or confidential information that I had access to as a result of my duties at (school name). I will return student information or confidential information to (school name).

I agree to report unauthorized use or disclosure of student information or confidential information, or security issues affecting systems that contain or give access to student information or confidential information, to the principal of the school, (or to the either delete or enter additional position_____).

I understand that if I do not keep student information or confidential information confidential, or if I allow or participate in inappropriate disclosure or access to student information or confidential information, I will be subject to immediate disciplinary or corrective action, up to and including dismissal or loss of access privileges to (school name) property and facilities. I understand that unauthorized access, use, or disclosure of student information or confidential information may also violate federal and state law, and may result in criminal and civil penalties.

Name: _____

Job Title: _____

Signature _____Date _____

(5/08 orig)

APPENDIX 6

PARENTAL REQUEST FOR CHILD'S PARTICIPATION

IN A SCHOOL SPONSORED FIELD TRIP

Date _____

Dear Principal,

Please allow my child _____ of class _____

to attend the field trip to _____ which will be

held on _____. Transportation to and from the above

destination will be by _____.

I understand that my child will leave the school at _____ and return by

_____.

I understand that the school authorities will take reasonable precautions against accident, personal injury, and loss of, or damage to, property while going to, from, and at the site of the trip, but they, the parish, the Catholic School Region and/or the Archdiocese of New York, as the case may be, are not assuming any legal liability for any such occurrence except any liability based on their failure to take such reasonable precautions.

_____
Parent Signature

_____
Home Address

_____
Telephone

APPENDIX 7

FIELD TRIP REQUEST FORM
(page 1 of 2)

This form must be submitted, in duplicate, to school administrator at least 3 weeks prior to field trip.

Date of Field trip: _____ Grade _____

Destination: _____

_____

Time of Departure: _____

Time of Return: _____

Method of Transportation: _____

Total Cost Per Pupil: _____

Names of Teachers Attending: _____

_____

_____

Number of Students Attending: _____

Names of Chaperones Attending: 1. _____

2. _____   3. _____

4. _____   5. _____

(Add additional names, if necessary, on the back of this form.)

Has the kitchen been notified?   _____

Have special subject teachers been notified?   _____

(form continued on next page)

FIELD TRIP REQUEST FORM
(page 2 of 2)

Please explain the educational purpose of this trip:

_____

_____

_____

Teacher's Signature _____ Date of Request: _____

****

Approval _____   Denial _____

Administrator's Signature _____ Date: _____

ARCHDIOCESE OF NEW YORK

PROFESSIONAL DEVELOPMENT

CERTIFICATE OF ATTENDANCE

Teachers Name: _____

Session Title: _____

Provider: _____

Date Attended: _____

Location: _____

Hours Completed: _____

Administrator Signature: _____

Please Note: This certificate is to be attached to the *Individual Teacher Record* form that was given to you in September by your principal.

Electronic Mail/Internet Connectivity Agreement

SCHOOL NAME: _____

It is understood that email and Internet systems, like all school systems, are intended primarily for business use and should not be used to communicate sensitive, proprietary, confidential, scandalous or otherwise inappropriate information (including chain letters, solicitations, etc.) or for any purpose which conflicts with the policies, procedures and values of the School.

Users of email and the Internet should keep in mind that their messages may be considered records comparable to written correspondence of memoranda. Incidental and occasional personal use of these systems are permitted but are subject to the same standards as business use. No software may be loaded onto, or copied from, any School computer or computer network without the express permission of authorized School personnel. The misuse of email or the Internet may result in disciplinary action. Individuals using these computer systems are subject to having their activities monitored by authorized School personnel. All School computers and their contents are subject to inspection at any time by authorized personnel.

Anyone using these systems expressly consents to such monitoring and is advised that if such monitoring reveals evidence of inappropriate activity, the School may take disciplinary action, up to and including termination.

User's Signature_____ **Date**_____
Please sign and complete section A on the reverse side

Dept. Director's   Signature_____ **Date**_____
Please sign and complete section B on the reverse side

Section A: to be filled out by employee

Prefix: _____
First Name: _____
Last Name: _____
Suffix: _____
Department: _____
Telephone:(_____) _____-_____ **Ext.** _____

Section B: to be filled out by Department Director

This Employee has authorization for E-mail   ☐

This Employee has authorization for Internet   ☐

Existing Network Connection will be used   ☐

NEW Network Connection Required   ☐

Create a Personal Folder (recommended)   ☐

Employee needs access/permissions to the following network folders or common drives:

Folder	Permissions	Authorization

Employee needs access to the following Applications:

Application	Permissions	Folder

Fire Drills (continued)

Education

§ 807. Fire and emergency drills. 1. It shall be the duty of the principal or other person in charge of every public or private school or educational institution within the state, other than colleges or universities, to instruct and train the pupils by means of drills, so that they may in a sudden emergency be able to respond appropriately in the shortest possible time and without confusion or panic. Such drills shall be held at least twelve times in each school year, eight of which required drills shall be held between September first and December thirty-first of each such year. Eight of all such drills shall be evacuation drills, four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress. Four of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly. Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during
the first week of summer school.

1-a. In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

2. It shall be the duty of the board of education or school board or other body having control of the schools in any district or city to cause a copy of this section to be printed in the manual or handbook prepared for the guidance of teachers, where such manual or handbook is in use or may hereafter come into use.

3. It shall be the duty of the person in charge of every public or private college or university within the state, to instruct and train the students by means of drills, so that they may in a sudden emergency be able to leave the college or university building in the shortest possible time and without confusion or panic. Such drills shall be held
at least three times in each year, one of which required drills shall be held between September first and December first of each such year. In buildings where summer sessions are conducted, one of such required drills shall be held during the first week of such summer session. At least one of such required drills shall be through use of the fire
escapes on buildings where fire escapes are provided. At least one additional drill shall be held in each year during the hours after sunset and before sunrise in college or university buildings in which students are provided with sleeping accommodations.

4. Neglect by any principal or other person in charge of any public or private school or educational institution to comply with the provisions of this section shall be a misdemeanor punishable at the discretion of the court by a fine not exceeding fifty dollars; such fine to be paid to the pension fund of the local fire department where there is such a fund.