

Diocese of Rochester
Catholic Schools

Faith. Academics. Community.

www.dorschools.org

F aith, **A** ssessment, **C** urriculum and **E** xcellence

In our Catholic Schools

This belongs to:

Name: _____

Address: _____

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School: _____

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Letter from Our Superintendent

Dear Catholic School Teachers and Staff,

Across three centuries, Catholic Schools have served as a pillar of spiritual and academic formation in the Diocese of Rochester. Today, our schools carry on this mission as joyful communities of faith, knowledge and service. We are excited to have you, our teachers and school staff, helping to bring this vision to life each and every day throughout our Diocese.

Catholic school teachers are special. Not only do you teach our students the important skills of reading, math, science, social studies, and special areas, but every teacher in a Catholic school also informs the spiritual formation and growth of our students. Through our religion classes, class and school service projects, prayers and Masses, we pass down our faith to future generations. Every day, we must remember that we are a role model for our students, not just as educators, but as models of our Catholic faith in action. Our conduct, professionalism, empathy, compassion, and kindness are all a reflection of our vocation to serve as a Catholic School Teacher and we should wear that title proudly, striving every day to live up to all it entails.

Our Catholic Schools are strong because our team is strong. Collaboration between our teachers, staff, principals, and Diocesan Schools Office helps ensure that we provide the highest quality experience possible for our students and families. We are not just a team, we are a Catholic Schools family. Our journey throughout the school year together will give us many opportunities to support and be supported by one another. These experiences will help each of us as we accomplish spiritual, personal, and professional growth in the seasons to come.

In our schools, our students must come first. Today's children are experiencing unprecedented challenges to their social, emotional, academic, and even physical development that we ourselves never had to face. Our schools provide a safe, faith-filled and Christ-centered environment in which our students can work to grow in these areas through access to a nurturing and inclusive classroom community. Our decisions, informed by our faith, must center on the best interest of our learners, knowing that each child is a beautiful and special gift from God to be cherished and loved. As we lead our classrooms and schools this year, let us always remember to look for Jesus in each of our students, and their families, as we serve them to the best of our abilities.

Thank you for choosing to answer the call to work in a Catholic School. You, our teachers and staff, are truly our most precious resource and you will continue to carry out the mission of our schools as you accomplish great things in the year ahead. Be assured of our prayers for you and your classes and we embark on a new journey together, looking forward to growing in faith, knowledge, and service in the days ahead.

May God bless you and your families always,

A handwritten signature in cursive script that reads "James Tauzel".

James Tauzel
Superintendent of Schools

Our Mission

The Catholic Schools of the Diocese of Rochester offer families a Catholic education rooted in the Gospel of Jesus Christ and the teachings of the Roman Catholic Church.

Our schools:

- *Lead students to be disciples who know and live the Catholic faith;*
- *Inspire a learning community to foster academic excellence; and*
- *Motivate young people to fulfill the two great commandments of Jesus Christ by loving God and self in order to be responsible and give service to our neighbor.*

Belief Statements

Faith

We believe that:

- Jesus Christ is the foundation of our Catholic school community and the center of everything that we do.
- Each child is welcomed in our faith community and makes a positive contribution to the Church and society.
- Catholic schools carry out the educational mission of the Roman Catholic Church and are an integral part of our parishes.
- Catholic schools are instrumental in building communities of faith, hope, and love.
- Parents and guardians are an essential element of the school community and we recognize the rights of parents as the primary educators of their children.

Values

We believe that:

- Each person is a unique being in the image and likeness of God and therefore deserves respect and dignity.
- Respect and dignity begin with self in the context of family and extend to others in the community.
- Students should develop leadership skills that enable them to be active Christians and responsible citizens.
- Our community appreciates the unity and diversity which comprise the human family.
- All of God's creation should be acknowledged as God's gift and deserves admiration through our good stewardship.

Learning

We believe that:

- Children learn in a variety of ways, according to their individual needs, with high academic expectations and support.
- All children have the right to learn in a safe, secure, and stimulating environment.
- Learning is enhanced through meaningful partnerships between the Church, home, and school.

Service

We believe that:

- Life-long faith formation in the teachings of the Roman Catholic Church creates and supports a compassionate, service-oriented community.
- Respect for self, our school family and the diverse community in which we live inspires students to serve.

- Service to the community is rooted in our love for God and motivates us to love one another.

Profile of a Graduate

Graduates of Catholic Schools in the Diocese of Rochester will reach their potential spiritually, intellectually, emotionally, and physically.

Spiritually, graduates will:

- Appreciate that they are created to know, love, and serve God.
- Pray daily and participate in the sacramental life of the Church to deepen their personal relationship with God.
- Be well-prepared to serve their communities with faith, compassion, empathy, and kindness.
- Be equipped to appreciate and articulate Church teachings to spread the Gospel.
- Show respect and appreciation for all of God's creation.
- Be active members of their Catholic community, including the parish, diocese, and universal church.
- Work for truth and promote Catholic social justice.

Intellectually, graduates will:

- Think creatively, independently, and critically.
- Achieve their highest academic potential.
- Use technology in their daily lives safely and ethically for academic and personal needs.
- Remain intellectually curious by becoming reflective, life-long learners.
- Meet and exceed content area standards and expectations.
- Develop multiple interests as life-long and well-rounded students.
- Solve problems using the resources and methods available to them.
- Express themselves clearly and respectfully in speaking and writing.
- Find solutions through critical thinking and the process of collaboration.

Emotionally, graduates will:

- Work collaboratively to appreciate the diversity of the world and the uniqueness of the individual.
- Demonstrate a positive sense of self and ongoing personal growth and development in acquiring virtues.
- Make ethical and moral decisions informed by Catholic teachings.
- Demonstrate self-control and discipline as incarnational values.

Physically, graduates will:

- Reflect their God-given dignity in thought, word and action.
- Strive for a healthy lifestyle which integrates nutrition, fitness, rest, stress management, and overall wellness.
- Make good moral choices that promote stewardship for God's gifts and safety for self and others.
- Develop leadership skills in order to become confident, independent, Christ-like role models.

Department of Catholic Schools Staff

James Tausel	Superintendent
Christine Merle	Coordinator of Curriculum and Instruction
Patricia Selig	Coordinator of Assessment and Professional Growth
Annalise Stark-Hinz	New Teacher Instructional Coach
Sister Francella Quinn, SSJ	Administrative Assistant, Records
Ann Frank	Educational Consultant to Catholic Schools Office (CSO)
Steve Oberst	Principal Mentor
Jean Mercandetti	Middle States Association Coordinator
Brooke England	Coordinator of Catholic Youth Organization

Pastoral Center

The Department of Catholic Schools is located within the Pastoral Center of the Diocese of Rochester at 1150 Buffalo Road, Rochester, NY, 14624.

Websites:

- The Diocese of Rochester website is www.dor.org
- The Department of Catholic Schools website is www.dorschools.org
- The Department of Evangelization and Catechesis operates The Online Learning Center at www.dor.training
- Individual schools maintain their own websites and teachers maintain their own classroom pages.

School and Parish Relationship:

Our Catholic schools operate as part of their associated parish.

Brief History of Diocese of Rochester Schools

1836 German immigrants opened St. Joseph School.
1896 Enrollment over 8,000 students. No tuition charged. Annual cost per pupil is \$22.12.
1900s Enrollment continued to increase and secondary schools opened.
1959 Enrollment peaked at 55,000 students in over 100 elementary schools.
1960s School closings begin. Tuition charged in some elementary schools.
1966 Enrollment down to 45,000 in 97 elementary schools. There are still more religious than lay teachers.
1974 Enrollment down to 25,000 in 77 elementary schools. Now there are more lay teachers than religious.
1985 Enrollment down to 18,000.
1987 Bishop Clark called for a master plan, emphasis on Catholic rather than parochial schools.
2008 13 schools closed. Reversion of schools back to parish management begins.
2012 DeSales High School, only remaining Diocesan high school, closed.
2014 20 elementary schools. Enrollment over 4,000. Excellent new teachers and principals hired.
2017 18 elementary schools. Enrollment over 3,300. Excellent new teachers and principals hired.
2022 17 elementary schools. Enrollment over 2,600. Outstanding new teachers and principals join our Diocesan schools to begin the new school year.

Diocese of Rochester Schools

The Diocese of Rochester operates 17 schools within six counties: Chemung, Livingston, Monroe, Ontario, Steuben and Yates. .

Finger Lakes Region:

School	Grade Levels	Location	Principal
St. Agnes	PreK-6	Avon	Elizabeth Dowd
St. Francis-St. Stephen	PreK-8	Geneva	Suzanne Pohorence
St. Mary	PreK-8	Canandaigua	Lisa Milano
St. Michael	PreK-5	Penn Yan	Debra Marvin
St. Patrick's Preschool	PreK	Victor	Donna DeJoode

Monroe County Region:

School	Grade Levels	Location	Principal
Holy Cross	PreK-6	Rochester	TJ Verzillo
St. Ambrose Academy	PreK-5	East Irondequoit	Christine Deutsch
St. Joseph	PreK-6	Penfield	Amy Johnson
St. Kateri	PreK-5	West Irondequoit	Terri Morgan
St. Lawrence	PreK-5	Greece	Frank Arvizzigno
St. Louis	PreK-6	Pittsford	Eileen Schenk
St. Pius Tenth	PreK-5	Gates-Chili	Maria Cahill
St. Rita	PreK-5	Webster	Nancy Ferrarone
Seton Catholic	PreK-6	Brighton	Mary Kate Koecheler

Southern Tier Region:

School	Grade Levels	Location	Principal
All Saints Academy	PreK-8	Corning	Mary Ann Lacey
Holy Family	PreK-6	Elmira	Paula Smith
St. Mary Our Mother	PreK-6	Horseheads	Heather Bill

FAITH

Be it known to all who enter here that Christ is the reason for this school, the unseen but ever present Teacher in its classes, the Model of its faculty, the inspiration of its students.

Catholic Identity

Catholic Identity refers to the “soul” of our Catholic Schools. In essence, it is how our Catholic faith is represented through every aspect of the school program. It includes curriculum, staff witness, student behavior, religious studies, and interactions within and between all stakeholders in the school organization. Teacher-student interactions, approach to discipline, school projects and programs, and religious activities all inform a school’s Catholic Identity.

Catholic Identity and Today’s Children

Our children live in a world that is more global, more diverse, and more public than ever before. Technology and social media have grown in influence over youth culture and many young adults struggle to find a correlation between their faith-life and their social and personal lives. Catholic schools must respond to the call to equip all learners with a Catholic worldview that helps them navigate the complex and diverse issues facing the children of today.

Indicators of Catholic Identity

Indicator:	Examples in Practice:
Religion Curriculum	<ul style="list-style-type: none">• Principal leads teachers in reviewing and selecting a high-quality religion textbook aligned to standards• Teachers begins the day with religion class to emphasize its importance in framing the school day• Students demonstrate mastery of content including recitation of prayers and knowledge of the Catechism
Catechesis	<ul style="list-style-type: none">• Parents are recognized as primary educators and informed of upcoming unit topics with home connections• Teachers use a model of catechesis to deliver religious instruction (e.g., Engage, Explore, Reflect, Respond)• Prayer is part of every class, formally and informally
Staff Witness	<ul style="list-style-type: none">• Staff demonstrate a basic understanding of the faith and a desire to grow in relationship with Jesus• Staff model an active faith life through active participation in Mass and interactions with one another• When appropriate, staff share their personal faith journey to help students/families grow in faith
Student Witness	<ul style="list-style-type: none">• Discipline is understood as an important aspect of education and growing in virtue through reconciliation• Students model an active faith life through active participation in Mass and interaction with one another• Participation in leading and organizing religious activities, including service projects

Environment	<ul style="list-style-type: none"> • School Pastor encourages a strong relationship between the school and parish • Catholic signs and symbols are present throughout the school building and classroom • Classrooms are organized to promote collaboration and community while respecting the individual • Parents are welcomed and encouraged to engage with class and school events regularly
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Service in Catholic Schools

One important cornerstone to the Catholic Identity of our schools is a commitment to service. Service projects should not just be projects; to be effective they must be service *learning* projects. The Ignatian Pedagogical Paradigm is one framework that can be used to ensure service learning is connected to the spiritual goals of boosting Catholic Identity. Read *Hearts and Hands: The Importance of Meaningful Service in the Catholic School Community* by Ronald D. Fussell, Ed.D., link down below.

Ignatian Pedagogical Paradigm (Full Article: https://read.nxtbook.com/ncea/momentum/summer_2019/heart_and_hands.html)

Experience	Teacher provides new information and context to reach a shared understanding	Students examine existing beliefs, understandings, and predispositions
Reflection	Teacher leads students in prayerful reflection	Students reflect on collective experiences and a call to action
Action	Teacher facilitates application of the experience to real-world context	Students apply learned knowledge to help the lives of others



Eucharistic Revival

Beginning in 2022, our Church will start a three-year initiative on reclaiming and rejuvenating a love for the Eucharist through the Eucharistic Revival. All DOR Catholic Schools are asked to celebrate this through participation in monthly Adoration. Corresponding grade-level guides for planning purposes will be provided [Catholic Schools - Adoration Guides 2022 - All Documents \(sharepoint.com\)](#). Each month will focus on a specific theme. The pastor, as the spiritual leader of the school, should be included in all planning for monthly Adoration but guided meditations may also be led by a Deacon, Principal, or

Teacher. Teachers may coordinate and plan with grade levels when possible to celebrate as a larger community.

K-2nd grade - 15 minutes of Adoration
3rd-5th grade - 30 minutes of Adoration
6th-8th grade - 60 minutes of Adoration

Leading & Managing a Catholic Classroom

Although much time is spent on instructing students on core content, teachers also instruct students on appropriate behavior and skills needed to be successful, Christian adults. It is imperative that parents and families are involved in every step of their child's education, and that is true in classroom management of behavior as well.

- It is critical that the student's dignity be maintained during all classroom interactions. As the adult in the room, it is your responsibility to stop the conflict cycle and model how to appropriately respond, even when students are being disrespectful. Although sometimes very difficult in the face of abject discourtesy, it is crucial that adults teach through their actions and words, like Jesus, how to behave and treat others.
- Behaviors must be taught, just as we teach content. As students get older, adults make many assumptions about what behaviors students "should" already know. If a student doesn't know a certain content, we teach, re-teach, and review that content. If a student doesn't know appropriate behavior, we usually punish. Focus on teaching those behaviors that you are not seeing students do well in your classroom. Teach them as you would teach content - with a target, a set, an input, an output, some modeling, etc. Re-teach and review when necessary.
- Correcting a student's behavior publicly may result in escalation of behaviors. Public humiliation or public logging of incorrect behaviors actually harms the ability to change behavior. Some students may become combative or try to "save face" by acting out even more negatively. The goal of any consequence is to change the behavior. Use those consequences that actually change behavior, are linked to the inappropriate choice, and allow a student to learn from the poor choice that they made. Consequences should be natural, logical, and related to the misbehavior.
- Behavior Reflection Sheets for different ages are located in the Sharepoint drive [Catholic Schools - Behavior Management Materials - All Documents \(sharepoint.com\)](#). Consider having students reflect on the choice(s) that they made and learn from the experience. These sheets also have a place for parent signatures, ensuring that families are informed about the behavior challenges their child is facing in the classroom, and can help support teaching appropriate behaviors at home. Some of these reflection sheets allow for the restorative process, link to Scripture and prayer, and encourage students to apologize and make reparations when necessary.

Required Prayers by Grade Level

Every grade level is required to teach, reinforce and eventually use prayers in worship. Prayers are listed in the Sharepoint Curriculum drive, along with the table shown below.

Required Prayers

Prayer	PK	K	1	2	3	4	5	6	7	8
Sign of the Cross	T	R	R	U	U	U	U	U	U	U
Our Father	T	T	R	U	U	U	U	U	U	U
Glory Be	T	T	R	U	U	U	U	U	U	U
Hail Mary	T	T	R	U	U	U	U	U	U	U
Grace Before Meals	T	T	R	U	U	U	U	U	U	U
Grace After Meals			T	R	U	U	U	U	U	U
Guardian Angel Prayer			T	R	U	U	U	U	U	U
Act of Contrition				T	R	R	U	U	U	U
Rosary				T	R	R	U	U	U	U
Apostle's Creed					T	R	U	U	U	U
Mysteries of the Rosary					T	R	U	U	U	U
Nicene Creed						T	R	U	U	U
Hail Holy Queen						T	R	U	U	U
Prayer of St. Francis						T	R	U	U	U
Stations of the Cross						T	R	U	U	U
Angelus							T	R	U	U
Acts of Faith, Hope, and Love							T	R	U	U
Rosary Prayer								T	R	U
Memorare									T	R
The Magnificat									T	R
Litany of the Saints									T	R
Chaplet of Divine Mercy									T	R
Prayer to the Holy Spirit										T
St. Michael Prayer										T
The Divine Praises										T

T-Taught

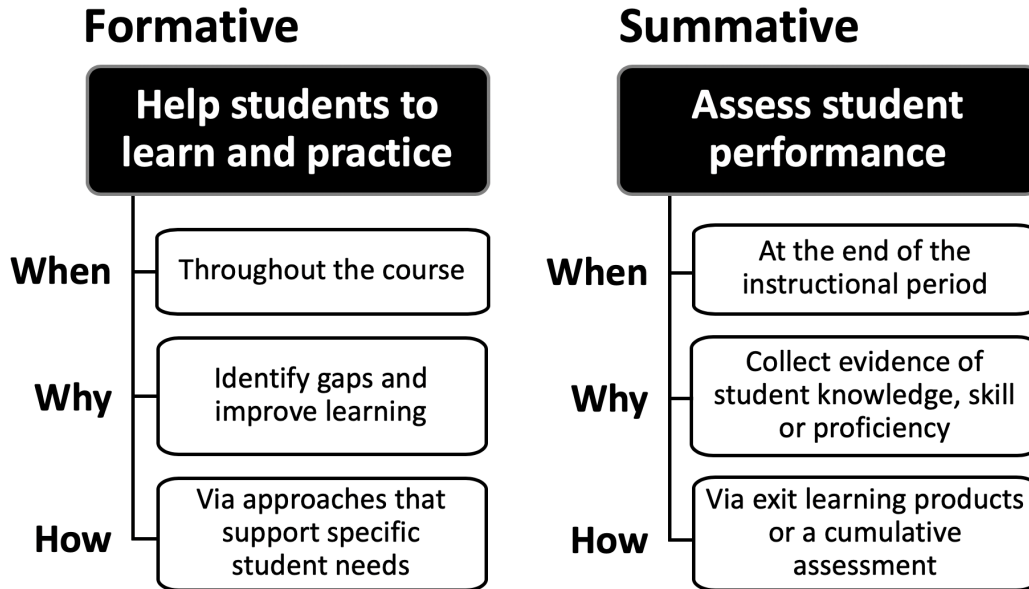
R-Reinforced

U-Used in Worship

ASSESSMENT

Our Assessment Philosophy

The Department of Catholic Schools asserts that the primary purpose of assessment is to improve student learning by providing specific and timely feedback while informing the teaching process. Teachers provide feedback that can be used to improve student learning. A grade is considered one component of assessment. Expectations for the completion of student work must be explicit. As determined by the classroom teacher, rubrics with indicators and samples of appropriate work will be provided for students.



Summative Assessments

Each subject area and area grade level consists of predetermined units of study, with a summative assessment at the conclusion of each unit. Summative assessments come in a variety of forms in order to ascertain students' enduring understandings. Project-based applications of knowledge and skills are encouraged when possible, but there is also value to "traditional tests" when properly designed and appropriately used. The principal is the instructional leader of the school and regularly advises teachers to ensure the appropriateness of summative assessments. Summative assessments should be completed primarily within the school day, but portions may be required to be completed elsewhere when appropriate. Summative assessments can be completed as an individual or group at the discretion of the teacher, but each student should be individually assessed based on his or her work. When the nature of the assessment permits, summative assessments should be evaluated using a rubric with indicators that is provided with the description of the assessment at the beginning of the unit of study. For each unit of study, teachers should retain samples of summative assessments exhibiting high, medium, and low quality work and any accompanying rubrics with feedback. Each summative assessment is completed at a time appropriate to the unit of study and no additional weight is given to summative assessments completed at the conclusion of a semester. For third through eighth grade, summative assessments constitute 50% of the marking period grade and are defined as projects, tests, and quizzes.

Formative Assessments

Formative assessments occur frequently throughout each unit of study during the school year. Formative assessments take a variety of forms as they comprise all assessments completed both in class and at home that are not summative assessments. A variety of instructional tools can be used as a formative assessment in preparation for the summative assessment. In-class formative assessments constitute 35% of the marking period grade for third through eighth grade.

Homework

Homework is an important part of the learning process as it reinforces classroom instruction, fosters study skills and independence, and informs parents/guardians of the curriculum. Homework may take a variety of forms including written work, studying, and reading. It is suggested that a total of 10 minutes of homework per night per grade. That means, for example, that 3rd-grade students should not have more than 30 minutes of homework per night. All grade levels above 4th-grade should have a maximum of no more than 40 minutes per night. Kindergarten should not have more than 5 minutes per night. Homework (at-home formative assessments) constitutes 15% of the marking period grade for third through eighth grade.

Data in Our Catholic Schools

Data is an important resource for understanding and reflecting on our effectiveness as educators. In Catholic schools, data from a variety of sources is utilized in building a complete picture of each child's progress around a goal for personal growth. As Catholic educators, we believe in educating the whole child. Ensuring that data is used in a way that balances a child's academic progress with their overall development (mind, body, and soul) is essential to our effective use of data. Data provides a snapshot of progress at a particular point in time, and it needs additional sources of information to complete the picture of the child's true status. An important component of this is input and feedback from the teacher - teachers should always couple their observations and notes from the classroom with qualitative data to ensure a complete picture of each individual. To do this, our approach must be well balanced, using multiple data sources. Some examples of qualitative and quantitative data are listed below.

Quantitative Data Sources	Qualitative Data Sources
<ul style="list-style-type: none">•iReady Results (school, cohort, individual)•iReady Growth Reports•Classroom Assessment Results•Formative quizzes, CFU's•Summative tests•NYS Exam Results•Rubric-Graded Performance Assessments	<ul style="list-style-type: none">•Teacher observations and notes•Interviews – impressions and feedback•Impact of contextual factors•Interpretation of “human factors”

In our schools, two common data sources are the NYS Exams (Grades 3-8) and iReady (Grades K-8).

New York State Assessments

New York State administers assessments for third grade through eighth grade in English Language Arts and Mathematics. The New York State assessments are designed to assess a student's performance in meeting the grade-level New York State Learning Standards. Diocese of Rochester students in these grades participate in the English Language Arts and Mathematics assessments administered in the Spring of each school year. Students achieving a score in Level 3 or higher have met the grade-level learning standards. The New York State assessments are one of the factors used to determine if a student will receive Academic Intervention Services.

i-Ready Diagnostic

The i-Ready Diagnostic is an adaptive assessment that identifies students' strengths and weaknesses, measures growth, and supports data-driven differentiated instruction. The iReady Diagnostic is online and given three times each year: beginning of year (BOY), middle of year (MOY), and end of year (EOY) in designated testing windows. It provides comprehensive insight into student learning across K-8 skills to help you meet the needs of all students. The adaptive assessment leverages advanced technology to provide a deep, customized evaluation of every student and track student growth consistently and continuously over the students' entire school career. Reading skills are assessed in six key domains which are: phonological awareness, phonics, high-frequency words, vocabulary, comprehension-literature and comprehension-informational text. The Math diagnostic is organized into four domains: number and operations, Algebra and Algebraic thinking, Measurement and data, and Geometry. The diagnostic helps to identify the specific skills each student needs to develop, identifies each student's areas of strength and measures academic growth throughout the school year.

Accommodation Plans

There are differences in the legal requirements of nonpublic schools in regards to Student Support Services and accommodation plans.

- IEP's stipulate necessary accommodations and modifications based on a child's rights to receive education; public schools are NOT obligated to provide these resources if children are placed in nonpublic schools within their district.
- Nonpublic schools are NOT required to meet the accommodations/modifications included in an IEP.
- Section 504 plans are an anti-discrimination piece of legislation. Nonpublic schools ARE required to meet the demands of a 504 to a standard of "reasonable accommodation."
- Nonpublic schools may require their own accommodation plans to support students but these can be limited in scope to provide services that are reasonable and feasible.
- An accommodation plan template can be found here [Accommodation Plan Template - 2022.docx \(sharepoint.com\)](#). All accommodation plans should be written by the principal, classroom teacher, and all other involved faculty members (AIS, counselor, etc.). School principals will be the lead on this process and set up meeting dates/times with families to review accommodation plans yearly or more frequently as needed.

While our schools have very few legal obligations regarding student accommodations and modifications, we have a moral obligation to help ensure that every child reaches their full, God-given potential.

Report Cards

All schools are required to report student progress to parent(s)/guardian(s) four times each school year using the report card templates provided by the Diocese of Rochester Department of Catholic Schools. Student progress in Pre-Kindergarten 3 and Pre-Kindergarten 4 is reported on a semester basis, or two times a year, in January and June. An in-person parent/guardian conference is required to be offered at least once annually, but teachers and parent(s)/guardian(s) are encouraged to request additional conferences as needed. More regular forms of communication such as interim progress reports, phone calls, e-mails, and letters are strongly encouraged to create a relationship of trust and transparency. For students consistently not meeting academic expectations, discussions should focus on interventions, remedial services, and future placement.

Prekindergarten 3-year-old and 4-year-old Report Cards

Report cards for Prekindergarten 3 and 4 utilize a grading for learning approach and communicate academic performance and personal development using the following marking codes:

- E – Exceeds Grade-level Diocesan standards
- M – Meets Grade-level diocesan standards
- W – Working toward meeting grade-level diocesan standards
- N – Not Yet meeting grade-level diocesan standards
- X – Not evaluated at this time

Kindergarten – Grade 2 Report Cards

Report cards for Kindergarten through Second Grade utilize a grading for learning approach and communicate academic performance using the following marking codes:

- E – Exceeds Grade-level Diocesan standards
- M – Meets Grade-level diocesan standards
- W – Working toward meeting grade-level diocesan standards
- N – Not Yet meeting grade-level diocesan standards
- X – Not evaluated at this time

Report cards for Kindergarten through Second Grade utilize a growth mindset approach and communicate learner behaviors using the following marking code:

- N – Needs Improvement
- I – Improving
- S – Satisfactory
- E - Exemplary

Special content areas such as art, computer technology, music, and physical education are taught less frequently than other subject areas. In order to provide adequate time for assessment, report card grades are only communicated in marking periods two and four.

Grades 3 – Grade 8 Report Cards

Third through Eighth Grade utilize a percentile grade for Religion, English Language Arts, Mathematics, Science and Social Studies.

Assignment grades for students in Third through Eighth Grade core subjects will be reported using the following breakdown:

- 50% - Projects, Tests, and Quizzes (summative assessments)
- 35% - Classwork (formative assessments)
- 15% - Homework (at home formative assessments)

The classroom teacher, under the supervision of the principal, has full discretion of how to categorize an assignment.

Third through eighth grade Special Subject courses (Art, Health, Computer Technology, Music and Physical Education) utilize a grading for learning approach and communicate academic performance using the following marking codes:

- E – Exceeds Grade-level Diocesan standards
- M – Meets Grade-level diocesan standards
- W – Working toward meeting grade-level diocesan standards
- N – Not Yet meeting grade-level diocesan standards
- X – Not evaluated at this time

Scale for Special Area Subjects:

- E – 90-100
- M – 65-89
- W – 50-64
- N - <50

Physical Education Grade is weighted as follows:

- 33% - engagement/effort
- 34% - sportsmanship
- 33% - respect for self, other and equipment

Music and Health Grade is Weighted as follows:

- 50% - participation/classwork
- 35% - projects, tests and quizzes
- 15% - engagement/effort

Computer Technology and Art

- 50% - engagement/effort
- 50% - cooperation/skill

Special content areas such as art, computer technology, music, and physical education are taught less frequently than other subject areas. In order to provide adequate time for assessment, report card grades are only communicated in marking periods two and four.

Honor Roll - Grades 7 and 8

Students in grades seven and eighth are eligible for High Honor Roll and Honor Roll each marking period. The qualifications for honor roll are:

- High Honor Roll (HHR) – Minimum 95.0 average in core subjects (Religion, ELA, Math, Science, Social Studies) and 85.0 minimum grade or a grade of E or M in all subjects not

included in the core subject calculation (World Language, Health, Music, Art, Physical Education and Computer Technology). Students will not be considered for High Honor Roll if they have earned an N for any Learner Behaviors.

- Honor Roll (HR) – Minimum 85.0 average in core subjects (Religion, ELA, Math, Science, Social Studies) and 80.0 minimum grade or a grade of E or M in all subjects not included in the core subject calculation (World Language, Health, Music, Art, Physical Education and Computer Technology). Students will not be considered for Honor Roll if they have earned an N for any Learner Behaviors.

However, to be **eligible** for **High Honor Roll or Honor Roll**, a student must have **no N's (Need Improvement)** on the **Learner Behavior section** of the report card.

Final Course Grades

In third through eighth grade, the final course grade is an average of the four marking period grades.

Student Work

All students are expected to use proper handwriting skills in all work and exemplify neatness. The discretion of the principal is relied upon as instructional leader of the school, but the general guide is for manuscript (printing) to be used exclusively in kindergarten and first grade, with cursive writing to be introduced in second grade. Handwriting should be integrated into instruction of all subject areas after second grade and both styles of writing should be utilized through eighth grade. A standard heading should be used for written work that includes student name, date, grade, subject, and school name. The rules of writing mechanics (grammar, spelling, and punctuation) should be followed for all written work. Teachers provide instruction on note-taking and organizational skills and students are expected to maintain neat and well organized class materials and notes. The use of technology for completing assignments is at the discretion of the teacher dependent upon student learning needs and the availability of technology.

Student Support

Teachers are expected to modify their teaching styles to meet the learning needs of each student when possible. The school is expected to address the learning needs of students with learning disabilities when possible and work in cooperation with the local public school district's pupil personnel services. Teachers will follow an Individualized Education Plan or the school's Academic Accommodation Plan for students with learning disabilities when assessing student growth and progress. The plan must indicate how academic progress will be communicated to the parent(s)/guardian(s) throughout the school year and becomes part of the student's permanent academic record.

Student Placement

The placement of a child in a particular grade is an important part of the educational process. Each school principal uses every available means to identify an individual student's learning needs. Final acceptance of a new student does not occur until previous school records have been reviewed and the student has been evaluated. The particular methods of evaluation are at the discretion of the school principal. All potential kindergarten students are involved in a screening process to determine readiness for kindergarten. Additional evaluations may be necessary in subsequent years. Students who do not successfully complete the course of study in a major content area (Religion, English Language Arts, Mathematics, Science, and/or Social Studies) are required to complete an approved summer school

program in order to advance to the next grade level. Grade retention is not common practice, yet may be required if it is in the best interest of the student and family. In such circumstances, frequent communication between the principal, teacher(s), and parent(s)/guardian(s) should occur during the second and third marking period with the final decision being made prior to the conclusion of the school year. The written recommendation for grade retention is made by the Principal with the final approval being at the discretion of the Superintendent of Catholic Schools. Parent(s)/guardian(s) are encouraged to submit a written statement with the principal's recommendation. If a student has not completed the necessary coursework required for commencement they will be given a certificate of attendance at the time of commencement. Upon completion of the coursework through an approved summer school program, the certificate of achievement/diploma is issued.

Retention Policy

In general, the practice of student retention is not recommended. Grade-level retention may only be considered as a last resort after extensive efforts to allow the student to meet or make progress toward grade-level expectations. This includes a process that guarantees, prior to consideration of retention:

- Access to accommodations/modifications in the classroom
- Participation in instructional intervention programs (e.g., AIS)
- Documented concern, expressed in writing in academic records and in parent correspondence, indicating the need for additional intervention
- At a minimum, regular team meetings between the school and family to discuss concerns, intervention plans, and alternative solutions, starting at least 4 months prior to the conclusion of the academic school year

For each criteria, **written documentation**, shared with parents, school instructional staff, and school administrative staff is mandatory.

Schools may additionally consider retention if requested by the family.

FACTS STUDENT INFORMATION SYSTEM

All Diocesan schools utilize the FACTS Student Information System to record attendance, set up courses, enter assignments/grades, create report cards and communicate with parents. Teachers access the system by logging in to www.factsmgmt.com.

CURRICULUM

Our Curriculum Philosophy

Our curriculum integrates our Catholic faith and includes all teaching and learning experiences. The curriculum taught in our schools is based upon a framework provided by the Diocese of Rochester Department of Catholic Schools and in conjunction with the New York State Education Department. Each teacher, under the direction of the school principal as the instructional leader, uses a variety of resources in developing their lesson plans and units. All curriculum is designed to address learning outcomes agreed upon by diocesan teachers that meet and/or exceed the New York State Learning Standards. Teachers are encouraged to collaborate to show connections between all subject areas and allow for students to apply skills and knowledge across the curriculum.

It is the responsibility of the teacher to use appropriate resources and align their teaching to the appropriate standards and curriculum. It is the responsibility of the school principal to ensure each teacher has access to appropriate resources and aligns their teaching to the appropriate standards and curriculum. It is the responsibility of the Department of Catholic Schools and school principals to maintain a long-range plan for curriculum development based on standards, data collection, and instructional goals.

NYS Standards The Diocesan Curriculum is based on the NYS Learning Standards and then go beyond to present an enriched and academically rigorous curriculum to all students.

[Next Generation Learning Standards | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/standards/next-generation-learning-standards)

[Science Learning Standards | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/standards/science-learning-standards)

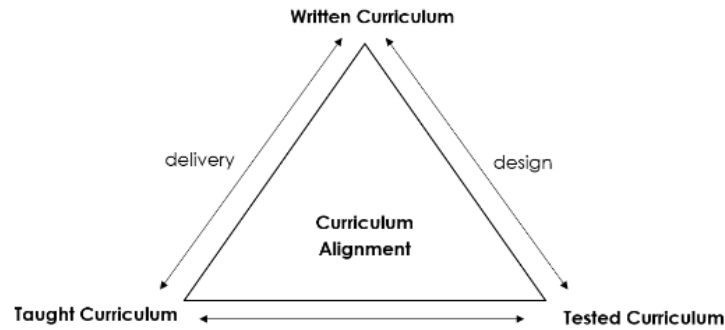
[K-12 Social Studies Framework | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/standards/k-12-social-studies-framework)

[Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels \(nysed.gov\)](https://www.nysed.gov/standards/learning-standards-for-health-physical-education-and-family-and-consumer-sciences)

[Learning Standards for the Arts \(nysed.gov\)](https://www.nysed.gov/standards/learning-standards-for-the-arts)

Diocesan Curriculum All curricula and guiding documents can be found at [Catholic Schools - 2022-2023 DOR Curriculum - All Documents \(sharepoint.com\)](https://sharepoint.com/CatholicSchools-2022-2023DORCurriculum-AllDocuments)

Curriculum Organizational Chart Tight alignment between the written, taught, and tested curriculums across our schools will drive student success and unify our efforts for increasing student achievement. We approach unity through having clear objectives, congruent testing, changes in teaching, and systematic improvement.



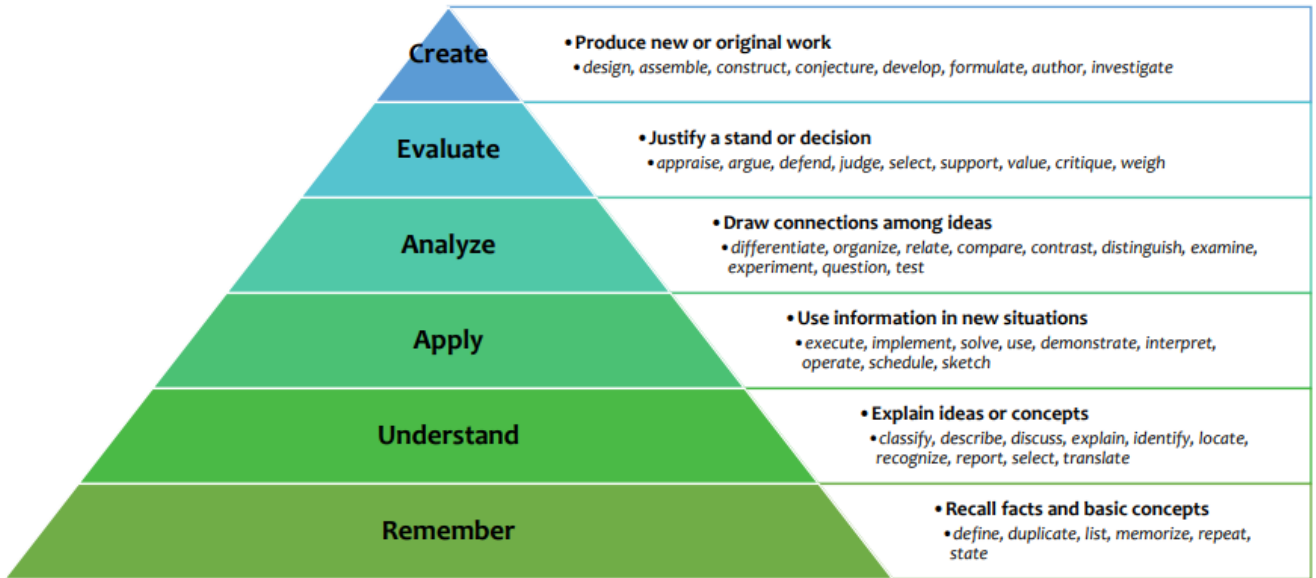
How are students best supported by curriculum efforts?

Diocesan-Based Efforts	School-Based Efforts
<ul style="list-style-type: none"> • Mission and Vision • Standards • Goals and Priorities • Student Objectives • Basic Text and Resources • Student Assessments 	<ul style="list-style-type: none"> • Instruction – lessons and learning activities • Strategies – intervention, approach, pedagogy • Student and Class Groupings • Staffing • Processes • Supplemental Resources or Programs

We're all in this together – hold appropriate responsibilities tightly to prevent organizational "slack"

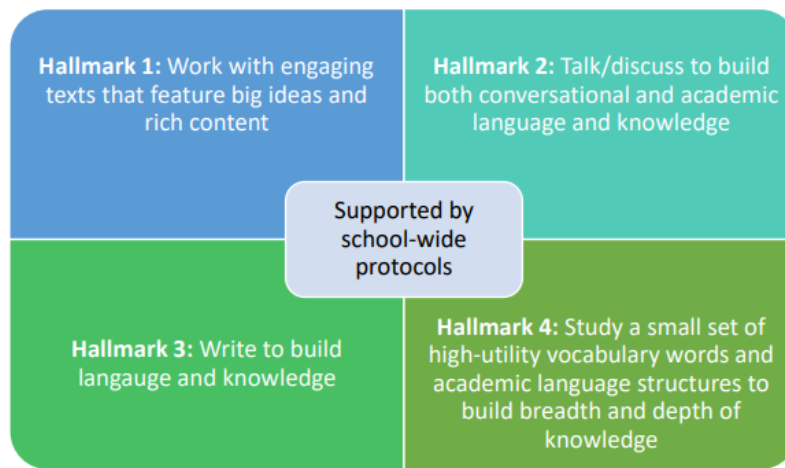
Instructional Level of Cognition Our curriculum, lesson objectives, and planning should lead teachers to use the highest level of cognition possible in every lesson, aiming for application or higher (higher order thinking skills) as often as possible and scaffolded to building understanding from the bottom up.

Level of Cognition/Bloom's Taxonomy:

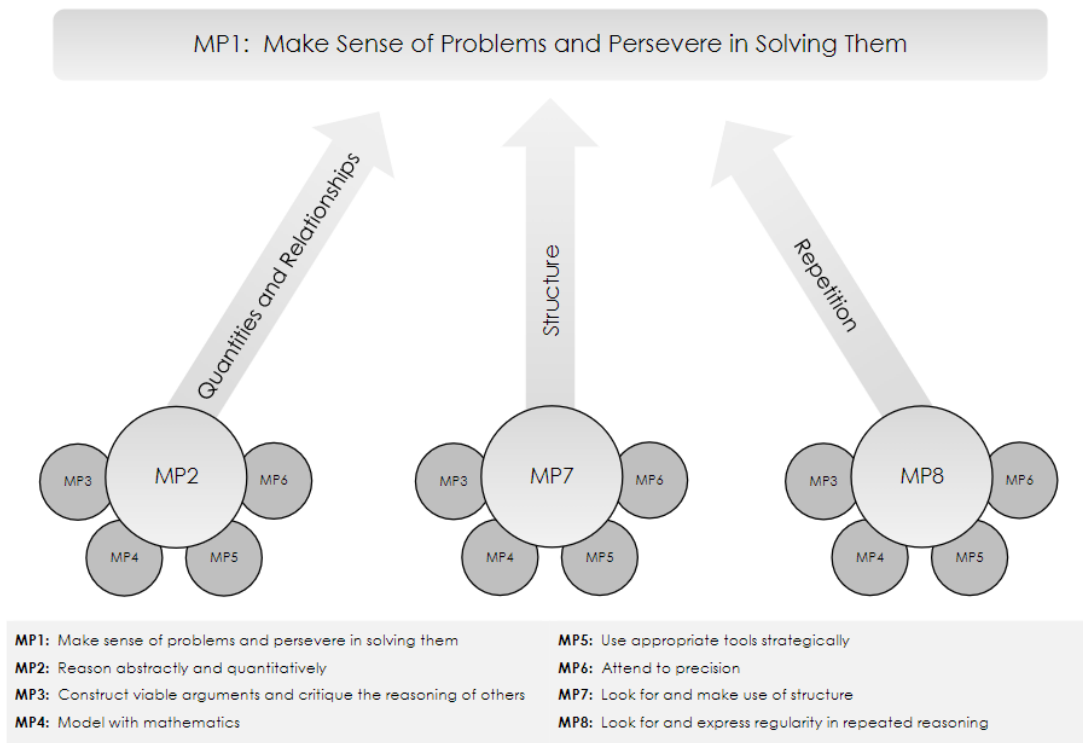


Advanced Literacies for Academic Success Advanced literacies refer to the skills and competencies that enable communication (written and spoken) in increasingly diverse ways and promote the understanding and use of text for a variety of purposes. They are applicable to all grade levels and all content areas.

School culture should be focused on giving students the experience of reading, writing, speaking, and listening all day in all classrooms. Sharepoint includes a section on Novel Studies, beginning in 2nd grade, which allows for the integration of Social Studies and ELA through the use of novels. These studies include all possible materials, questions, and resources to incorporate literature and informational texts as integrated units of study for grades 2-6, as well as studies in social emotional learning.



The Standards for Mathematical Practice The Standards for each grade level and course begin with eight Standards for Mathematical Practice. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.



Special Areas of Instruction Our schools also follow NYS standards in the areas of Health, Art, Music and Physical Education. Although all teachers are given the autonomy and creativity to design units of study that meet these standards, each must create grading rubrics and scales to ensure high levels of

achievement and rigor. These grading rubrics must be shared with principals, students, and parents throughout the year.

Foundation of Instruction & Planning

Every teacher is responsible for planning lessons in all subject areas that include lesson targets/objectives, a variety of instructional methods, methods for formative and summative assessments, and social emotional skill development. Some downtime is expected but instructional pace should be quick, with opportunities for whole group, small group, and independent work. Teachers should strive to maximize use of instructional time.

Lesson Targets/Objectives: Objectives are written for each lesson and include 3 main pieces - **level of cognition**, **content**, and a **measurable behavior**. For example an objective might state, “The learner will demonstrate **application** of **area algorithm** by **completing word problems** with length and width measurements.” The learning target can then be written using this objective incorporating kid-friendly language and “I can” statements. The learning target for this objective would be, “I can complete area word problems using length and width measurements.” “Lesson review” or “p.37” are not learning targets as they do not define the measurable behavior students will achieve by the end of the class period.

Learning targets should be posted in classrooms each day so that students KNOW what they are going to learn for each lesson, each day. These targets will also inform instruction as teachers will be able to see if students have met the target at the completion of each lesson. Just as you would set a final destination in a GPS, students (and teachers) should know where the final destination is going to be for each lesson.

Subject Area Lesson Plans: Many schools use Planbook.com for their daily planning purposes. Planbook does have templates that help with long range planning, as well as weekly plans, and daily lessons. It can be used solely as an agenda/reminder tool or it can be used to create and house the actual lessons. Each lesson should include the following pieces:

- Lesson Target/Objective (based on NYS Standards)
- Anticipatory Set - used to link to prior knowledge/experience
- Input - how the student receives the information
- Output - what the student does with the information; how they process it; guided practice also takes place here
- Closure - how the learner summarizes what has been learned

Two templates for lesson planning are located in [Catholic Schools - 16. Teacher Planning Materials - All Documents \(sharepoint.com\)](#) and one example is shown below. You do not have to use these templates for planning if you have one that you prefer, as long as the main pieces of the lesson are included.

Subject _____		Materials/Resources:
Week _____		
Unit _____		
Learning Target:		Anticipatory Set:
Task Analysis: <small>Everything a student needs to know or be able to do to meet the target (content and skills)</small>	Input: <small>How a student gets the information (e.g. direct instruction, video, text)</small>	Output: <small>What a student does with the information/how they process or practice with it <small>Guided Practice takes place here</small></small>
Closure:	Independent Practice:	Reflection:

Long Range Lesson Planning: There are many resources available in Sharepoint under Teacher Planning Materials [Catholic Schools - 16. Teacher Planning Materials - All Documents \(sharepoint.com\)](#)

to assist with long-term planning.

- [Course Pacing Guides](#) will help you divide the year into units, weeks, and days.
- [Grade Level Pacing Guides](#) will help you plan for every subject area each quarter.
- [Course Time Allotment Guidelines](#) outlines how much time, in minutes, should be spent on every subject every week. Use these guidelines to plan your daily routine.
- [Scope and Sequence](#) Documents for the core subject areas. These documents outline each unit of study by standard and number of weeks planned for that unit. They can be found under specific grade levels in Sharepoint.
- [Math Specificity](#) Documents dig deeper into the scope and sequence of the year, providing success criteria, vocabulary, practices in action, and more to help teachers dig deeper into each standard for a thorough understanding of what must be covered. They can be found under specific grade levels in Sharepoint.
- [Science Standards Curriculum Guides](#) (preK-5) provide analysis of standards and units of study, as well as sample lessons and concept maps for each unit. They can be found under specific grade levels in Sharepoint.

Other Instructional Materials:

- Under Teacher Planning Materials in the Sharepoint Drive you can also find:
 - Understanding by Design Planning Template
 - Thematic Plan Template and an example of a unit of study
- Math Fluency Games
- Novel Studies - resources for read-aloud and full novel studies grades 2-6.

Websites:

- [DOR Loves Math! \(google.com\)](#) This website houses math resources including vocabulary resources, test prep materials, video links, etc. The most missed math

questions from NYS tests can also be found on this site, along with practice worksheets that specifically target those questions.

- [DOR Loves CCAM \(google.com\)](#) This website, A Christ-Centered Approach to Multiculturalism, provides resources to align Catholic Social Teaching with multicultural awareness and inclusive diversity practices.

EXCELLENCE

Our Catholic School communities strive to provide every child with a top quality education that goes beyond academics. The spiritual, social, and emotional wellbeing of every student is at the center of our daily efforts and as such, it includes several key initiatives that promote a school-wide culture of inclusion, support, and compassion.

SEL (Social Emotional Learning)

The Diocese partnered with the Social Emotional Learning Center at Children’s Institute, an affiliate of the University of Rochester, in 2019 to begin a SEL implementation plan. At that time the Diocese aligned NYS SEL Benchmarks with the Gifts and Fruits of the Holy Spirit. The SEL Benchmark document for the Diocese can be found [Catholic Schools - DOR Social Emotional Learning Benchmarks.pdf - All Documents \(sharepoint.com\)](#) and outlines what skills should be reached by early elementary, middle elementary and middle school. This document should be used in accordance with planning for monthly themes, read alouds and skill development. Teachers are encouraged to align content with Catholic Identity and SEL skills as much as possible, and are also encouraged to use classroom practices that support SEL, such as building strong relationships and creating collaborative opportunities for students.

Caring School Community Curriculum

As the next step in the SEL implementation plan, the Diocese purchased the Caring School Community Curriculum for the fall of 2021-2022. Teachers should familiarize themselves with the program before the school year begins, conduct morning meetings at least 3 days per week and have closing meetings at least 1 day per week. Although some morning meeting lessons are written to take a significant amount of time, the expectation is that those lessons may be modified to be no longer than 15-20 minutes. The curriculum can be modified to align with Religion and ELA standards, in which case the lessons may take a longer amount of time. [Diocese of Rochester \(google.com\)](#) contains introductory videos for the program, as well as other resources. Lessons are to begin on day one of the school year.

Christ-Centered Approach to Multiculturalism

The Christ-Centered Approach to Multiculturalism (CCAM) is our Diocesan approach towards a more diversity-rich, multiculturally aware, and inclusive Diocese, grounding ourselves firmly in the traditions of Catholic Social Teaching. Our goal is to highlight the similarities all people have as children of Christ, and to value those differences that make us unique. See [DOR Loves CCAM \(google.com\)](#) for more information and resources around the topic of diversity and multicultural education.

Mentor Program

Each school provides mentorship to its new teachers, headed by the principal and other staff as assigned. The Catholic Schools Office has a New Teacher Instructional Coach who will provide ongoing on-site support to all new teachers. This coach can provide help with planning and pedagogy, as well as co-teaching opportunities and one-on-one observation and reflection cycles for practice improvement. At any time teachers may also feel free to reach out to the CSO for additional resources and support.

Teacher Evaluation

Principals are required to evaluate all teachers annually using a common form provided by the Department of Catholic Schools. Principals are required to formally observe teachers (1-4 years of service) twice per school year (fall and spring) and to formally observe teachers (5+ years of service) once per year. The process of formal observations may be conducted using the traditional pathway for teacher year 1-4 and teacher year 5+. There is also a video coaching pathway which may be chosen with the permission of the principal to pursue this pathway. Principals are encouraged to informally observe all teachers on a regular basis. The specific process of informal observations, forms used, and feedback provided varies as it is at the discretion of the principal. The purpose of teacher observations is to provide the teacher with feedback to inform the teaching process and provide the principal with information to complete the teacher evaluation. The formal evaluation form can be found here [Catholic Schools - Teacher Eval 22-23.pdf - All Documents \(sharepoint.com\)](#)

Professionalism

Diocesan employees are held to a high standard of professionalism in all their interactions with students, families, and colleagues. Professional responsibilities include:

- Meeting deadlines for assigned tasks such as progress reports, report cards, etc.
- Being punctual for school and meetings - each principal will identify start/end time of the school day for teachers and staff
- Completing tasks efficiently, including grading papers and posting grades in the FACTS system in a timely manner
- Maintaining a neat and professional appearance. As students wear a uniform to prepare them for a day of learning, teachers should also wear clothes that convey their status as instructional leaders and demonstrate their commitment to a day of teaching. Younger grade levels (pre-K/K), art and physical education instructors may wear attire that is suited for their classroom activities.
- Maintaining confidentiality in parent communication and keeping discussions about students/behaviors to a minimum in semi-public settings, like the faculty room. Although we recognize the need to process situations or vent frustrations occasionally, try to have these conversations in rooms with closed doors where they cannot be overheard by students, parents, or other staff as they move through the building.
- Ensuring that the classroom stays neat, organized and decorated appropriately
- Participating in ongoing professional development and learning to keep pace with learning trends, processing incoming student data, and improving professional practice.
- Communicating with students, families, colleagues, and administration using a professional and calm demeanor, both in verbal and written form. The language that teachers use in the classroom represents a high moral and professional standard.
- Limiting personal phone use to emergency situations. Students should not have access to a staff member's phone at any point. Each principal will set guidelines for phone use and accessibility in their school faculty handbook.
- Being aware of your presence on social media platforms. Personal and professional boundaries on any platform (Facebook, Instagram, Twitter, Snapchat, etc.) must be maintained. Faculty and staff are encouraged to set privacy guidelines and closely monitor who is able to see personal posts. Allowing parents and students into your private network is **strongly** discouraged. Any posts that may be seen by students, parents, families, and other members of the public Diocesan community should represent the highest level of morality and respect for self and others. As a representative of the Rochester Catholic School community, it is imperative that personal opinions and activities are not showcased for public consumption and judgment. Controversial,

disrespectful, or inappropriate posts that become available to school communities may warrant disciplinary action by the principal, pastor, or administration.

Communication

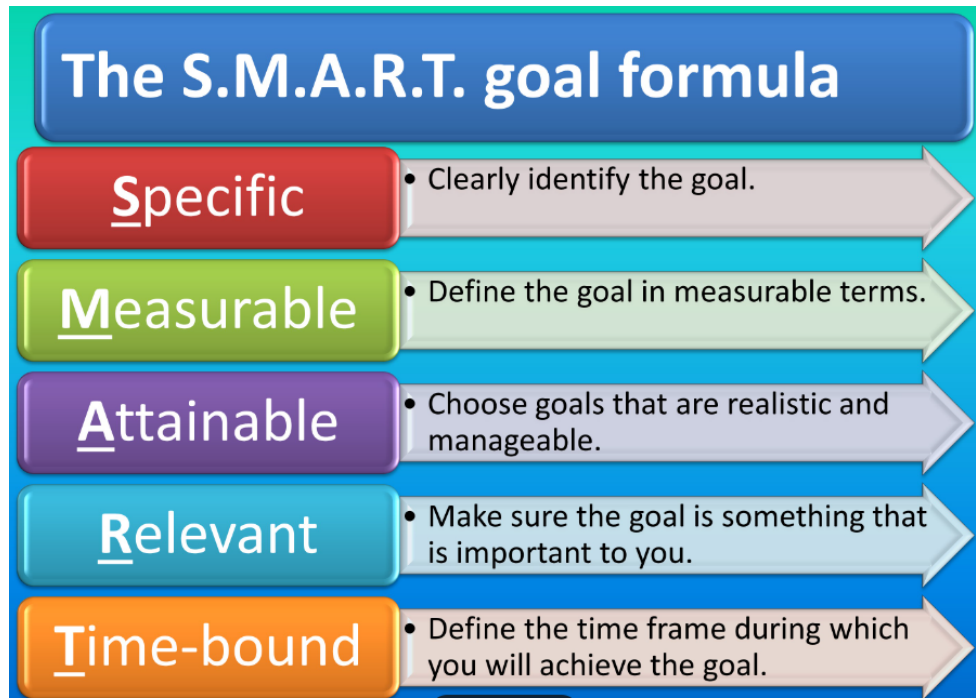
Communicating frequently with parents/families is a crucial responsibility. Weekly communications such as newsletters or classroom posts should keep parents informed of daily activities and upcoming classroom events. As behavior and/or academic problems occur, parents should be notified as soon as possible, and emails should **not** be the only form of communication. Phone calls home provide the two-way communication that is needed in order to work together to change behavior, solve problems as a team, and move forward in the best interest of the student. All interactions should be documented with notes and action items for all involved parties, and principals should be copied in on emails as warranted. Teachers are not expected to check their work email account in the evening and they are encouraged to set reasonable boundaries for communication. However, all parental or administrative inquiries should be responded to within 24 hours, even if just to make arrangements for a future phone call or correspondence.

Professional Learning Communities (PLCs)

The Diocese of Rochester CSO instituted the use of PLCs in 2019. Each teacher is assigned to a grade level PLC for hour-long monthly meetings to share and discuss pedagogy, data, planning, and resources. Attendance at these virtual or in-person meetings is mandatory and participation is required as part of each teacher's professional growth plan. The schedule for PLC meeting dates is posted by August. Each PLC may schedule their own meeting time on that day and report as required. These professional development opportunities do earn CTLE credit.

SMART Goals

As goal setting is an important social emotional competency that is being taught to students, part of a teacher's professional and personal growth throughout the year requires that each teacher set SMART goals for themselves. According to educational research, educators who establish goals notice a significant improvement in their classrooms and their self perception. These goals will be reviewed by the administrator/principal as part of the evaluation process. SMART goals can help teachers improve their relationships with students, increase and improve student motivation, support professional development and student progress, and encourage skill growth. SMART goals are specific, measurable, attainable, relevant and timely.



Technology Use

Each school has an Acceptable Use of the Computer Network and Internet policy for students. Faculty and staff members are held to the same standards of use, making sure to use Diocesan-provided laptops and other equipment for professional purposes only.

Handwriting

Instruction in cursive handwriting is another way that Catholic education pushes students to a higher level of excellence. All teachers will instruct and reinforce the use of cursive handwriting starting in second grade. Teachers should also require that cursive handwriting is used for various projects, papers, or assignments throughout the year. Handwriting books that contain a faith element are located in Sharepoint under each grade level.

Headings

Each school has a format for a school heading to be used on all assignments. This practice should be reinforced by every classroom teacher as a way to help students learn organizational skills, accountability, and attention to detail in their assignments.

Public speaking

New York State ELA Standards include Speaking & Listening Anchor Standards that require students to present information and ideas clearly. Beyond classroom activities and projects, students should be asked to speak publicly in a variety of ways, such as reading at Mass, giving tours to prospective families at an appropriate age, participating in class plays, etc. Practicing and acquiring this skill provides a strong foundation for students as they transition into middle and high school settings, improving their communication/persuasion skills and giving them self-confidence.

Records

It is the responsibility of the principal to oversee the annual completion of all students' records in consultation with the Department of Catholic Schools.

APPENDIX

Monthly Checklist

August/September - to Do/Review Before School Starts	
Things to Do:	Things to Know About:
<ul style="list-style-type: none"> ● Find room & tour building ● Locate supplies and review supply requisition procedures ● Locate/Review NYS and Diocesan Learning Standards ● Read all handbooks (Diocese, building, student) ● Gather texts and materials ● Prepare lesson plans ● Become familiar with grading procedures and FACTS ● Develop/review daily schedule ● Review class list ● Prepare bulletin boards (religion, etc.) ● Prepare introductory letter to Families ● Outline classroom procedures ● Develop management plan (check school plan and guidelines) ● Mark calendar with key dates ● Review bus procedures/report forms ● Locate professional library ● Review teacher dress code and student dress code ● Review school wide student arrival/dismissal procedures ● Review FACE document ● Review assigned duties and responsibilities for each duty 	<ul style="list-style-type: none"> ● Substitute finder system ● School calendar ● Attendance procedures ● Faculty parking procedure ● Office procedure (acceptable use policy: computer usage, copy machine, email, etc.) ● Procedures for sub plans ● School hours (teacher and student) ● District policies/procedures regarding school closings ● Procedures for leaving school ● Open house dates and procedure ● Lunch routine & recess if applicable ● Office referrals ● Counselor referrals ● Confidential records/cumulative folders ● Students with identified special education and/or health records (check cumulative records for IEP's and 504's) ● Procedure as Mandatory Reporter of Child Abuse ● Report card/grading system ● Playground rules/procedures (K-6) ● Procedure for documenting communications ● Parent/Teacher conferences ● Electronic equipment available ● School Emergency Plan/Safety Plan ● Fire and emergency drill procedures ● Procedure for Mass schedule/prayer ● Letter of intent ● Personal/Professional leave ● Repair procedures ● Requisitions for buses/field trips ● Field trip permission slips/responsibilities

September/October	November/December
<ul style="list-style-type: none"> ● I-Ready Diagnostic 1st Administration (September 8 - October 14) ● Fall Conference Day (October 7) ● Review parent/teacher conferences procedures ● Review end of quarter procedures ● Fire Prevention Week (October 6-12) ● Red Ribbon Week (October 23-31) 	<ul style="list-style-type: none"> ● Locate and review parent/teacher conference sheets ● First quarter ends (November 12) ● Prepare report cards (FACTS) - check with principal on due date ● Conduct parent/teacher conferences ● Advent/Christmas practices ● Review and revise lesson plans to end at an appropriate place for Christmas recess ● Complete mid-year evaluation form - check deadline date ● Rest and recuperate during Christmas break

January/February/March	April/May
<ul style="list-style-type: none"> ● I-Ready Diagnostic 2nd Administration (January 4 - February 10) ● 2nd quarter ends January 28 ● Prepare report cards (FACTS) - check with principal on due date ● Discuss Catholic Schools Week (January 29 - February 4) ● Conference with parents as necessary and complete parent/teacher conference form ● Enjoy February break ● Lent/Holy Week/Easter practices 	<ul style="list-style-type: none"> ● Enjoy spring break ● NYS ELA 3-8 test administered (April 19-21) ● Quarter 3 ends (April 15) ● Prepare report cards (FACTS) - check with principal on due date ● ELA Diocesan scoring dates (April 28) ● NYS Math 3-8 test administered (May 2-4) ● Math Diocesan scoring dates (TBD) ● NYS Science 8 Performance test (May 23-June 2) ● I-Ready Diagnostic 3rd Administration (May 15 - June 16) ● Mary and May Celebration information ● Finalize student placement for next year ● Complete end of year evaluation form ● Inquire about school's end of year prayer service for closure

June	End of Year Responsibilities
<ul style="list-style-type: none"> ● NYS Science 8 Written Test (June 5) ● Quarter 4 ends (June 22) ● Prepare end of year report cards ● Review final record keeping and reports ● End of year celebrations ● Enjoy your summer vacation and celebrate the conclusion of a successful year 	<ul style="list-style-type: none"> ● Cumulative folder responsibilities ● Permanent record cards (blue cards) ● Year-end paperwork, keys, maintenance requests, etc. ● Complete forms for HIV/AIDS/Sex Abuse/Safety and Sex Education ● Discuss room preparation requirements ● Find out textbook storage procedures ● Complete supply requisition for next year

Teacher Calendar 2022-2023

<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #333; color: white;"> <th colspan="7">AUGUST '22</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	AUGUST '22							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>22 New Teacher Orientation 23 New Teacher Orientation 24 New Teacher Orientation 29-31 PLC Meeting Week of August 29th</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #333; color: white;"> <th colspan="7">FEBRUARY '23</th> </tr> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	FEBRUARY '23							S	M	T	W	Th	F	S			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					<p>17 Early Dismissal – PLC 1:00 p.m. 20 Presidents' Day 21-24 Winter Recess</p>														
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TIME ALLOTMENT GUIDELINES

Based on New York State and Diocesan Instructional Requirements

The time allocations outlined below are a recommendation for the allocation of weekly minutes of instructional time. As the instructional leader, the classroom teacher has the authority to adjust instructional time as needed and is highly encouraged to do so in order to meet student needs.

For guidance purposes only, the DCS provides the following suggested time allocations, based on a six-hour school day that includes 280 weekly minutes for specials, and daily allocations for a 40-minute lunch, 20-minute recess, and 4-minute flex time for announcements and/or transitions.

Subject	Grade									
	K	1	2	3	4	5	6	7	8	
English Language Arts	450	450	420	300	300	300	200	200	200	
<i>Reading/Literature</i>	320	290	260	150	150	150	80	80	80	
<i>Writing</i>	90	120	120	110	110	110	80	80	80	
<i>Spelling/Conventions</i>	40	40	40	40	40	40	40	40	40	
Mathematics	390	390	420	300	300	300	200	200	200	
Religion	120	120	120	200	200	200	200	200	200	
<i>Speaking/Listening</i>	40	40	40	60	60	60	60	60	60	
Science	120	120	120	200	200	200	200	200	200	
<i>Investigations</i>	40	40	40	80	80	80	80	80	80	
Social Studies	120	120	120	200	200	200	200	200	200	
<i>Reading/Research</i>	40	40	40	60	60	60	40	40	40	
<i>Writing</i>	40	40	40	60	60	60	40	40	40	
Physical Education	80	80	80	80	80	80	80	80	80	
Health/Wellness	40	40	40	40	40	40	40	40	40	
Music	40	40	40	40	40	40	40	40	40	
Technology	40	40	40	40	40	40	40	40	40	
Visual Arts	40	40	40	40	40	40	40	40	40	
Library/Information Literacy	40	40	40	40	40	40	--	--	--	
Language Other Than English	--	--	--	--	--	--	200	200	200	
Total	1480	1480	1480	1480	1480	1480	1480	1480	1480	

All recommendations are in minutes/week

Link for Time Allotment Guide and other Curriculum Documents:

[Catholic Schools - 01. Curriculum Guiding Documents - All Documents \(sharepoint.com\)](#)