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Curriculum

General Policies

All curriculum policies and procedures are established by the Office of Catholic Education through the Department of Curriculum and Instruction for PK-8 and Staff Development.

In establishing curriculum policies and procedures, the Superintendent of Schools through the Department of Curriculum and Instruction for PK-8 and Staff Development is assisted principally by curriculum committees and local school administrators.

The Department of Curriculum and Instruction for PK-8 and Staff Development provides the following services:

- ◇ Publication of curriculum guidelines
- ◇ Publication of Programs Approved For Use in the Elementary Schools of the Archdiocese of Philadelphia
- ◇ Establishment of time allotments in curriculum areas
- ◇ Preparation of Archdiocesan end-of-year/level assessments
- ◇ Coordination of standardized testing and reporting
- ◇ Establishment of assessment, evaluation, and grading procedures
- ◇ Establishment of curriculum committee procedures and responsibilities
- ◇ Appointment to curriculum committees
- ◇ Coordination of curriculum-related staff development programs
- ◇ Coordination of Act 48 staff development reporting system
- ◇ Coordination of Middle States Accreditation Process

The curricula followed by the students in the elementary schools of the Archdiocese of Philadelphia are developed by and/or approved by the Superintendent of Schools through the Department of Curriculum and Instruction for PK-8 and Staff Development.

Guidelines for specific curriculum areas are prepared and disseminated through the Office of Catholic Education. In teaching the content of any curriculum area, teachers should adhere to the content of the most recent curriculum guidelines, rather than any specific textbook series.

Elementary curriculum guidelines are copyrighted material. Guidelines may not be copied in whole or part, electronically or by any other means. Parents/guardians are able to review the guidelines on the web site for the Office of Catholic Education.

Lists of programs and texts for the implementation of these guidelines are also prepared and disseminated through the Office of Catholic Education entitled: Programs Approved for Use in the Elementary Schools of the Archdiocese of Philadelphia.

INTEGRATED LANGUAGE ARTS - GRADES 1-8

The Integrated Language Arts Curriculum (ILA) reflects the Standards of the National Council of Teachers of English and the Pennsylvania Academic Standards. Instruction in Integrated Language Arts has strong foundations in literacy: *reading, writing, thinking, speaking, listening and visualizing*. Skills are further developed in *critical thinking, literary evaluation, methods of research, competency in self-expression and metacognitive awareness*. Integrated Language Arts includes instruction in reading, writing, vocabulary, phonics, spelling, grammar, and library/reference skills. Integration of language skills across the curriculum is strongly encouraged.

MATHEMATICS - GRADES 1-8

The Elementary Mathematics Curriculum is a carefully planned program, consistent with Pennsylvania standards and standards of the National Council for Teachers of Mathematics, for mathematics instruction. Connections to the NCTM *Focal Points* have also been made.

The Elementary Mathematics Curriculum is divided into nine levels of instruction beginning with Level 1 and extending to an Algebra I Curriculum to be used only in schools with an Honors Math program. With the exception of honors math students, students are heterogeneously grouped for mathematics instruction .

HONORS MATHEMATICS PROGRAM

Students capable of completing the prescribed curriculum in seven years are enrolled in the Elementary Honors Mathematics Program. The students in this program are identified in their third and fourth year and begin an acceleration of levels 4 through 8 in their fourth and fifth year depending on the resources of the individual school. Having completed level eight in their seventh year, these students complete a course of Algebra I in their eighth year. The program is carefully monitored by the school administrator and the Mathematics Coordinator with the use of management guidelines prepared by the Elementary Mathematics Committee. Students who complete the Honrs Math program and satisfactorily master the Algebra I curriculum according to criteria established by the PK-8 Committee are able to begin their second-year of secondary mathematics in the freshman year based upon the policies of the secondary school they select to attend.

SCIENCE – GRADES 1-8

The Elementary Science Curriculum aligns with recommendations of the National Science Teachers' Association. It includes the development of knowledge, skills, and processes appropriate to the children's age and grade level. Lab experiences and development of process skills are strongly encouraged at every level.

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SOCIAL STUDIES - GRADES 1 - 8

The Elementary Social Studies Curriculum is based upon the standards established by the National Council for the Social Studies. The goals of the Social Studies Curriculum include the development of knowledge, skills, values, and social participation appropriate to the children's age and grade level.

SPECIALTY SUBJECTS

Specialty Subjects are required as part of the elementary school curriculum by the Archdiocese of Philadelphia and the Pennsylvania Department of Education. Specialty subjects include: The Fine Arts (Visual Art and Music), Physical Education, and Technology. While instruction in the specialty subjects varies according to the resources of the local school, the time allotted on the weekly time schedule (Refer to: CIA 609.2) for specialty subjects must be followed as closely as possible.

WORLD LANGUAGES (optional)

Schools are encouraged to include world languages in the elementary curriculum, where feasible. The school administrator must ensure that the program is taught by teachers who are competent in this area. The time allotment for a world language program must be in addition to the required curriculum of the Archdiocese of Philadelphia. Consultation and collaboration with the Director of Curriculum and Instruction for PK-8 and Staff Development is recommended when introducing a world language program in a local school.

Curriculum development and evaluation for the elementary schools of the Archdiocese is accomplished principally through the work of the PK-8 Curriculum Committees in collaboration with the Director of Curriculum and Instruction for PK-8 and Staff Development. The work of these committees greatly influences the direction and content of the instructional programs in the elementary schools.

Elementary Curriculum Committees are maintained in the areas of Religion, Art, Assessment, Early Childhood, Integrated Language Arts, Library, Mathematics, Music, Physical Education, Science, Social Studies, Special Education, Technology, and World Languages.

Membership on Elementary Curriculum Committees is open to all administrators and teachers in the elementary schools of the Archdiocese of Philadelphia through an annual application process published by the Director of Curriculum and Instruction for PK-8 and Staff Development.

Qualifications

- three years of teaching experience in a Catholic school preferred
- background of experience in the subject area of the committee

Role

- a leader in curriculum development
- aware of trends, methods, and research in area of expertise
- able and willing to advise administrators and teachers on relevant issues

Responsibilities

- prompt and regular attendance at committee meetings
- evaluating curriculum resources
- regularly revising and updating curriculum standards and guidelines
- addressing assessment expectations for the elementary schools
- preparation of quality end-of-level assessments
- regularly engage in professional development as a participant and presenter

Term

The term of service of a Curriculum Committee Member will be two years.

Appointment

The Director of Curriculum and Instruction appoints the Curriculum Committee Member with the approval of the Superintendent of Schools.

Curriculum coordinators are appointed by the administrator for each curriculum area and for the standardized testing program of the Archdiocese. Curriculum coordinators serve as leaders in the school in the particular subject area for which they are responsible.

Administrators are responsible to see that local curriculum coordinators receive pertinent communications from the Office of Catholic Education and information concerning staff development opportunities.

Qualification of Curriculum Coordinators

Persons who assume the role of Curriculum Coordinators should:

- Be supportive of the curriculum policies of the Archdiocese of Philadelphia
- Be knowledgeable of the subject area content for which they are responsible
- Have adequate teaching experience
- Be interested in promoting excellence in this subject area
- Desire to develop leadership skills and work collaboratively with colleagues
- Desire to grow professionally
- Be willing to assume the role of curriculum coordinator

Responsibilities of Curriculum Coordinators

Persons who assume the role of Curriculum Coordinators:

- Meet regularly with the administrator to report on the progress and/or the needs of the subject area for which they are responsible
- Review curriculum communications from the Office of Catholic Education and disseminate information to the faculty
- Work with the administrator and faculty to establish local curriculum policies and procedures
- Communicate information regarding staff development opportunities to the faculty
- Act as a resource to assist teachers with specific curriculum needs
- Analyze standardized and local test results and aid the faculty in addressing areas of concern in the particular subject area
- Collaborate with the administrator in guiding the evaluation process for the selection of a new program or textbook series
- Oversee the maintenance of teacher materials including: guidelines, teachers' guides, assessment materials, classroom materials, etc.
- Assist in the ordering process of curriculum materials
- Encourage participation of teachers and students in contests and/or related activities in the specific subject area
- Strive to remain current in the particular curriculum area of responsibility

As a service to the elementary schools of the Archdiocese, programs and textbooks are reviewed and evaluated each year by the respective curriculum committees. Recommendations for programs and textbooks are made by the curriculum committees to the Office of Catholic Education. Approval of programs and textbooks is made by the Office of Catholic Education through the Department of Curriculum and Instruction for PK-8 and Staff Development.

The publication entitled Programs Approved for Use in the Elementary Schools of the Archdiocese of Philadelphia is prepared by the Department of Curriculum and Instruction for PK-8 and Staff Development in collaboration with the curriculum committees. This resource aids administrators and faculties in the selection of the program and textbooks which best meet the needs of the individual school. Administrators are encouraged to involve the faculty in textbook selection. Program continuity is essential in the selection of textbooks and materials.

Administrators are responsible to establish a plan with the curriculum coordinators and faculty to update programs and textbooks on a rotating basis. The recommended cycle for renewing curriculum resources is six years.

Schools that wish to select programs or textbooks other than those reviewed and approved by the curriculum committees should seek further information and approval regarding the program or textbooks from the Director of Curriculum and Instruction for PK-8 and Staff Development.

School administrators should consult the guidelines for ordering programs, textbooks, and materials prior to completing state-funded instructional materials orders.

Information literate students are effective users of information in a variety of formats. The school library information center is the vehicle that provides opportunities for students to attain information literacy and to foster a lifelong interest in acquiring knowledge.

To the extent possible, each school should employ a full time certified school library information professional. The school library information professional's function in the school is to provide leadership and expertise in the effective use of information and instructional technologies in order to meet the established academic standards.

The school library information professional's responsibilities include:

- ◇ Instruction
- ◇ Curriculum Development
- ◇ Information Management
- ◇ Instructional Collaboration
- ◇ Program Administration
- ◇ Information Technology
- ◇ Budget
- ◇ Acquisition of Materials/Collection Development

Educational field trips are encouraged. Trips to the amusement parks are not considered an educational experience. Over-night trips for elementary school students are not permitted. It is recommended that each class have a minimum of two trips each year. Written permission from parents for students to participate is required for each trip. A faculty member, assisted by other adults, must accompany the students on any field trip.

Field trip permission forms should be required for all trips. If both parents have custody, they both sign the permission form. If one parent is out of town or otherwise unavailable, the fact should be noted on the form. *If only one parent has custody, permission must be obtained from this parent with an acknowledgment that this parent is sole custodian of the child. If there are two guardians, permission must be obtained as indicated above for two parents. If there is no parent and only one guardian, permission must be obtained from the sole guardian with an acknowledgment that he/she is the sole guardian.*

As far as possible, school buses and/or leased buses should be used for field trip transportation. The use of private cars to transport students other than a parent transporting his/her own child is strongly discouraged. If private cars/vans are used, parents should sign a separate statement on the field trip form agreeing to the mode of transportation.

If parents/guardians are driving private cars, they should be *informed in writing* whether the school has insurance covering them in the event of an accident. If there is no school coverage, parents/guardians should understand that they can be held personally liable in the event of an accident. It is advisable to ask parent/guardian volunteer drivers to furnish the administration with *proof of insurance*. The same cautions apply when teachers use their own cars. A million dollar rider should be carried on private car insurance.

The basic principles involved in successful field trips are planning, correlating the trip to the curriculum, recruiting volunteers, implementing the plan and following through after the trip. Basic principles are the same whether trips are to be walking ones, or children are to be transported by bus, van, or car.

Before a field trip is planned, the teacher obtains permission of the administrator. At this time the purpose, objectives, and goals are discussed. The teacher then requests parent/guardian helpers for the trip. The teacher should be well informed about the trip, check safety hazards, rest room facilities, food, parking areas, and the time scheduling of the trip. It is extremely important to plan a "dry run" of the place being visited to assure the appropriateness of what will be said, how it will be conveyed, and exactly what will be shown.

The local school determines how chaperones are selected and, once selected, school personnel communicate various responsibilities that chaperones will have throughout the field trip experience. The school should have an established policy for clearances for chaperones for field trips. Both teacher and chaperones should be apprised of emergency procedures including contact to school and parents, if necessary. *In addition, if there is a serious emergency, the school administration should notify the Office of Catholic Education.*

It should be carefully noted that on educational field trips, proper supervision is necessary for the safety and welfare of the students. Field trip permission forms are kept for the duration of the school year. In the event that a problem/incident occurs on a field trip, permission forms for that class should be kept for seven years.

(School Letterhead)
Parent(s) / Guardian(s) Permission and Release
For Student's Participation in
(Date and Destination) Field Trip

We, (I) as parent(s) or legal guardian(s) give permission for _____

(Student's name)

to participate in the _____ School field trip on _____ to

_____ which includes all related programs or events. In consideration for our (my) son's/daughter's participation in the field trip, and intending to be legally bound, we (I) and our (my) son/daughter agree and understand that we assume risk in full for our (my) son's/daughter's participation on the field trip, and with full knowledge of the risk inherent on such field trip, we release and hold harmless the school, Parish, the Archdiocese of Philadelphia, and its priests, religious, teachers, aides, employees, agents, administrators, and any official representatives, from any and all liability, damages, or claims for any and all personal injury, bodily injury, and/or property damage arising or related to our (my) son's/daughter's participation on the field trip, except for medical payments up to \$300, or as otherwise described, and provided in the Student Accident Insurance Policy.

We (I) and our (my) son/daughter understand and agree to abide by all rules and regulations established by School pertaining to the field trip.

(Student's Name)

(Date)

(Parent(s)/ Guardian(s) Signature)

(Date)

(Parent(s)/ Guardian(s) Signature)

(Date)

*Both parents and/or guardians should sign this Permission and Release. If one parent and/or guardian is out of town or otherwise unavailable, the fact should be noted on the form. If only one parent has custody, permission must be obtained from this parent with an acknowledgment that this parent is sole custodian of the child. If there is no parent and only one guardian, permission must be obtained from the sole guardian with an acknowledgement that he/she is the sole guardian.

N.B: Each student must return the signed *Permission and Release Form* before being permitted to Participate on the field trip.

Length of School Year

The Pennsylvania School Code (24 PS 15-1501) requires 180 full instructional days in a school year.

Length of School Day

The Pennsylvania School Code (24 PS 15-1504) requires between five and five and one half hours of instructional time according to grade level. Directives for the first week of school are sent to each school prior to the opening by the Superintendent of Schools.

Distribution of Time

It is important that all schools follow the time allotments prescribed for each subject area. According to the Pennsylvania School Code, instructional time allotments are exclusive of lunch and recess, arrival and dismissal times. Shortening the school day, school year, or any abuse of the official school calendar could result in violation of the School Laws of Pennsylvania, and consequent withholding of state assistance.

Arrival and Dismissal

Homeroom or activity periods may not be included in instructional time. The schedule for opening and closing of school should be arranged to allow time for homeroom or activity periods.

The schedule for the opening and closing of the school day should also allow sufficient time for unpacking and packing of books, clothing needs, and other necessary activities.

It is the responsibility of the administrator to arrange the schedule for the opening and closing of school to allow ample time for entering and leaving the building so that there is no loss of instructional time.

Lunch and Recess

Pennsylvania School Code (Article XV, Section 1504 - Dates and times of school terms and sessions) mandates that all students must be given time allotments for lunch during the regular school schedule. Because lunch and recreational facilities, etc., vary greatly among parish elementary schools, the scheduling of lunch and recess periods is left to the discretion of the local administrator. However, neither lunch nor recess may be included as instructional time nor may they be used to “make up” for lost instructional time. Sufficient time should be allowed for lunch and recreation without unduly extending the lunch or recess periods.

The length of the recess period will vary with the age of the children. Recess should be scheduled in such a way that the length of the school day will be equalized for all grades.

P/P Weekly Time Schedule

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SUBJECT	GRADES 1 & 2	GRADES 3 & 4	GRADES 5-8
Religion	150	175	220
Integrated Language Arts Reading, Writing, Listening, Speaking	900	750	500
Mathematics	225	225	275
Science	45	150	220
Social Studies	45	150	220
Technology	30	45	55
Fine Arts (Visual and Performing Arts)	90	90	110
Physical Education	45	45	55
TOTAL	1,530	1,630	1,655

Instructional time must total 5 ½ hours daily excluding arrival, dismissal, recess, and lunch times.

P/P Weekly Time Schedule

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(For use in schools that incorporate World Languages Curriculum)

SUBJECT	GRADES 1 & 2	GRADES 3 & 4	GRADES 5-8
Religion	150	175	220
Integrated Language Arts Reading, Writing, Listening, Speaking	855	710	420
Mathematics	225	225	275
Science	45	150	220
Social Studies	45	130	190
Technology	30	45	55
Fine Arts (Visual and Performing Arts)	90	90	110
Physical Education	45	45	55
World Languages	45	60	110
TOTAL	1,530	1,630	1,655

Instructional time must total 5 ½ hours daily excluding arrival, dismissal, recess, and lunch times.

P/P Weekly Time Schedule TEMPLATE

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See Forms in Appendix

Curriculum Modification

Simply defined: a small alteration, adjustment or limitation in the existing grade level curriculum expectations which is not commonly done for all students within the regular elementary classroom. The modification should maintain the integrity of the subject matter so that the student in this plan achieves the necessary foundation of skills for the grade level.

Applicable to: students who have undergone a psychological-educational evaluation through the public school district, the intermediate unit, or a certified psychologist and a determination is made that a student is in need of small alterations, adjustments or limiting expectations in certain curriculum areas in order for the student to make progress

Modified Plan: The specific results of the psychological-educational evaluation for a student should be reviewed by the school instructional support team. Membership on the instructional support team may include, but not be limited to, the principal, the teacher(s), intermediate unit personnel, Title I personnel, parents/guardians.

A modified plan should be maintained for a student requiring modifications. A modified plan should describe the area(s) that will be modified and the necessary involvement and responsibilities by all parties, including the student, to ensure the success of the plan. (cf P/P CIA 610.1 and CIA 610.2)

The plan must continue to bear the integrity of all curriculum areas for a specified grade level. Once the alterations, adjustments and the limiting of expectations become increasingly complex, further decisions need to be made around the best and most appropriate educational setting for the student.

Length of time: A modified plan is valid for one school year. At the conclusion of the school year, the plan must be reviewed by the instructional support team, including the following year teacher(s) of the student, to determine next steps.

It is not intended that a student remain on a modified plan from the beginning to the end of the elementary school experience without serious scrutiny and the intention of moving the student beyond the need for alterations, where possible.

Re-testing: Students who are on a modified plan as a result of a psychological-educational evaluation must be re-tested every three years to see the progress of the child and to use this tool as an integral part of the ongoing plan.

Notification and Consent: To ensure that parents/guardians understand that their child is on a Modified Plan and will receive an adapted grade, a written agreement (cf P/P CIA 610.1 and 610.2) must be on file.

Adapted Grading

Grading: For the integrity of the grading system as well as clarity of intention, an indication must be noted on records that a student has received a modified curriculum and grades. Coded grading will be implemented on *roll slips, report cards, 8th grade placement cards and permanent record cards* in this manner:

An asterisk (*) should be placed beside those specific subjects which have been adapted and graded as noted in the student's modified plan.

Typical letter or number grades will be used appropriate to the student's grade level, but the superscript 'M' (for modified curriculum and grades) will be noted above the grade. Examples: S^M 72^M

A failure in subject which has been modified for a student should only be given in extreme and well-documented cases.

(School Letterhead)

Elementary Curriculum Modifications and Adapted Grading Parental Agreement

Name of Student: _____ **Grade:** _____

Academic Year: 200__ - 200__

I, the parent/guardian of _____, understand that my child is in need of some alterations, adjustments and limitations to the existing grade level curriculum. I have been apprised of this need which was supported by the psychological-educational evaluation of my child.

Date of Evaluation _____

Evaluator _____

I understand that the school is willing to apply small alterations, adjustments or limitations to the grade level curriculum so that my child will receive the necessary foundation of skills for the grade level. I realize that a special grading code will be used on my child's school records to indicate that this plan existed for the grade level(s) needed.

I recognize that this agreement is contingent upon the continued involvement in my child's learning experience by me as parent/guardian as well as the continued best effort of my child. I will assist my child in the specific ways the school's Instructional Support Team has advised and as documented in this agreement.

The school will review this status *at least* on a year-to-year basis to ensure that this plan and placement of my child in this school, supported by the Modified Plan, continues to be appropriate for the ongoing progress of my child. Once the alterations, adjustments and the limiting of expectations become increasingly complex, further decisions need to be made around the best and most appropriate educational setting for my child.

Signatures:

Parent(s)/Guardian(s) Date

Teacher Date

Teacher Date

Teacher Date

Student (where appropriate) Date

Principal Date

**P/P Elementary Curriculum Modifications
and Adapted Grading Policies
Parental Agreement**

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(School Letterhead)

Elementary Curriculum Modifications and Adapted Grading Parental Agreement

Name of Student: _____ **Grade:** _____

Academic Year: 200__ - 200__

Reason for Modification: _____

<u>Parent Responsibilities</u>	<u>Student Responsibilities</u>
<u>Teacher Responsibilities</u>	<u>Principal Responsibilities</u>

P/P Homework

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Homework refers to an assignment made by a teacher that will positively reinforce a concept presented in class and should include both written and study assignments. Homework assignments should be such that they can be done by the student independently. While this does not preclude parental help or interest, the assignments should not require undue parental assistance or supervision. Ample time should be allowed for the completion of out-of-class research assignments or projects.

Homework for the sake of homework should not be given. Unless the assignment has real meaning and value for reinforcement of class work, it serves no purpose. **Punishment assignments are absolutely forbidden.** While the quality and completion of homework assignments may contribute to a student's report card grade, academic points should not be deducted solely because of incomplete or undone homework.

The following time allotment is suggested for homework. This includes both written and studied assignments. Homework assignments *may not exceed* these limits.

◇	Grades 1 and 2	30 minutes
◇	Grades 3 and 4	60 minutes
◇	Grades 5 and 6	90 minutes
◇	Grades 7 and 8	120 minutes

Teachers in departmental situations should coordinate assignments to insure that these time limits are adhered to.

The Archdiocese of Philadelphia's standardized test program is administered in all grades (K-8) in the Spring of the school year. It is recommended that schools opt to test non-mandated grades (1, 3, 5, and 8) in addition to the required grades (K, 2, 4, 6 and 7).

The administrator is responsible for the effective administration of the standardized test program within the school. Therefore, administrators and teachers new to the Archdiocese are encouraged to attend pre/post test workshops in order to ensure for the effective administration of the standardized test. The administrator is responsible for ordering, maintaining, and securing standardized test materials. A classroom teacher or a member of the support staff may be appointed by the administrator to assist with these duties and/or act as a coordinator of the program. In the event of a breach of security, the Director of Curriculum and Instruction for PK-8 and Staff Development should be contacted immediately to determine the appropriate action to be taken.

Administrators and classroom teachers are encouraged to analyze standardized test reports, share appropriate reports with parent(s)/guardian(s), and use the information gleaned from the reports to plan for the improvement of instruction in the school, in the classroom and for the individual student. Administrators are encouraged to use standardized test results, when appropriate, in marketing the academic program of the school to parents interested in admission to the school and in public relations materials used for this purpose. The administrator may also share school reports with the Home and School Association as a means of providing an academic report on the progress of the school.

End-of-year Assessments in Religion, Integrated Language Arts, Mathematics, Science and Social Studies are administered to students in the elementary schools at the end of the third trimester. The Office of Catholic Education through the Department of Curriculum and Instruction for PK-8 and Staff Development provides an end-of-year assessment schedule to all schools. Schools should follow this schedule so that the integrity of the assessments are not compromised. Parents should be notified regarding end-of-year assessment schedules in a timely manner. Schedules should be designed to provide students with an optimal testing experience.

- ◇ Archdiocesan-prepared end-of-year assessments should be administered in Religion, Integrated Language Arts, Mathematics, Science and Social Studies.
- ◇ End-of-year assessments in other subject areas should be reviewed by the administrator for content, professional quality, and format.
- ◇ An end-of-year assessment file should be maintained in the school office. These assessments should serve as placement testing for new students entering the school. Assessments should be kept on file for a period of two years beyond the date of administration.

It is the responsibility of the local school administrator to monitor student assessment and grading. This may be accomplished by reviewing the contents of the assessment folder that should be maintained for each student in his/her respective classroom. Additionally, the administrator should regularly review mark books for adherence to guidelines and policies regarding assessment and evaluation. Parent(s)/guardian(s) have the right to see grades and review test folders and portfolios.

Teachers should have at least five evaluations for each core curricular area per trimester marking period. Evaluation should provide a sufficient and valid measure of a student's work and progress to warrant giving a specific grade.

Evaluations other than tests should be included in determining the grade of a student. Such evaluations may include, but should not be limited to: homework, projects, performance assessments, cooperative learning projects, class participation, class work, etc.

Infractions for conduct may never be used to deduct points from any academic subject.

P/P Reporting/Report Card

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The report card should be an evaluation of the student's performance in school as far as the teacher can determine and should show the student and his/her parent(s) / guardian(s) the steps that are necessary for further progress. Report cards are issued three times a year in accord with the schedule set by the Office of Catholic Education.

Every school should have a failure warning policy. When a student is performing in an unsatisfactory manner, the failure warning policy of the local school should be employed. Parent(s)/guardian(s) must be notified of the possibility of a failure prior to the issuing of the report card and a conference should be scheduled. This should be done in sufficient time for a student to improve a failing grade.

The student's ability must be considered in making judgments concerning the non-academic portion of the report card. In settings or where more than one teacher is responsible for the student, teachers should collaborate on the grades for the Non-Academic portion of the report card, that is: Personal and Social Growth and Effort and Study Skills. Infractions for conduct may never be used to deduct points from any academic subject.

If a student has been absent for a prolonged period of time, the teacher, with the approval of the administrator, may assign no marks for that period. Provisions should be made for *make-up testing* to take place, if appropriate. Otherwise, "prolonged absence" should be inserted in place of the grades in this column.

The marking code as indicated on both primary and upper grade report cards should be consistently followed in all grades. No grades below 70 should appear on the report card. Failures of any grade below 70 should be indicated by "F". When recording grades on the student roll sheet, exact marks are recorded for 60 and above. No grade below 60 should be recorded on the student roll sheet, permanent record card or in the teacher grade book.

Grades 1- 3

The philosophy of the primary report card is to report the *progress* of the young child. No numerical values should appear on a report card or on primary grade assessments. The verbal interpretation of the letters should be emphasized with parents rather than numerical equivalents and this should be consistently followed in all primary grades. Letter grades should not be associated with numerical equivalencies. O (Outstanding) and U (Unsatisfactory) should not be used with great frequency.

A mark for Social Studies and Science is given only in grade three.

P/P

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Rubrics for Personal and Social Growth, Effort and Study Skills, Art, Music, Physical Education, Technology and World Languages

The use of rubric grades on the report card in Personal and Social Growth, Effort and Study Skills, Art, Music, Physical Education, Technology, and World Languages should be preceded at the beginning of the school year and each trimester with an explanation of the rubrics to students and parents.

P/P Retention

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Careful assessment of a student's performance and ability must be considered before retention is recommended. Except in unusual cases, retention is discouraged. The administrator and teacher should seek the assistance of the school's Instructional/Educational Support Team (IST/EST), in making a decision to retain a student. Support services should also be sought prior to making a decision for retention. No student may be retained in a grade for more than an additional year or more than once during the elementary school years.

Parents should be informed in writing of the possibility of retention at the beginning of the second trimester and a conference should be scheduled. During the second and third trimesters, ongoing, consistent communication should take place with the teacher, administrator, and parent(s)/ guardian(s). Every effort should be made to reassure parent(s)/guardian(s) that the decision will be made in the best interest of the child.

Prolonged absence is never the basis for retention. If student achievement is affected due to a prolonged absence, retention in the grade may be necessary. Other alternatives may be pursued prior to the final decision such as: home-bound tutoring, supervised study, and/or summer school.