

# **St. Stanislaus School**

## **Faculty Handbook**

### **2018-2019**

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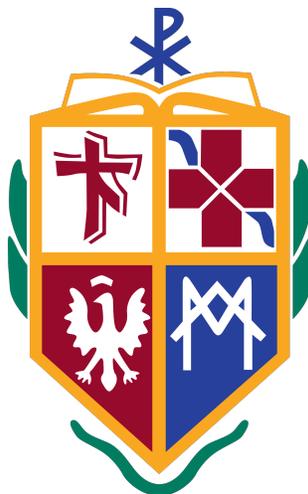
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## **Forward**

Faculty membership at St. Stanislaus enjoins upon each teacher the responsibility of wholehearted service to our mission of evangelization. The pastor, principal and staff support and challenge one another to proclaim the Gospel by example, in and out of school. Staff members encourage each other in daily struggles and rejoice together in triumphs. We make it a priority to pray for one another. We strive to build a school community that motivates children to live as faithful Catholics.

The purpose of the St. Stanislaus Faculty Handbook is to clarify school policies and procedures in order that everyone may work together with a greater sense of community. This handbook provides a local supplement to the Diocesan Personnel Manual. Faculty and staff are expected to familiarize themselves with the Diocesan Personnel Manual, the St. Stanislaus Faculty Handbook, and the St. Stanislaus Student Handbook, and to follow the policies and procedures found therein.

## ***Mission Statement***

*Sheltered by God, transformed in Christ, inspired by the Holy Spirit, and consecrated to Our Lady of Czestochowa, we are St. Stanislaus School. Compelled by the Gospel, we seek to shape our daily lives by our Catholic faith and so bring its light to all we meet. Parishioners, parents, faculty, students, and alumni encourage one another to answer the call to holiness and, as disciples of Jesus, find meaning and purpose in life. Through the unique gifts that Jesus has given each of us, we strive for academic excellence. Imitating our patron, we pray for the courage to give witness to God's presence, responding to the call of Jesus:  
*Be not afraid! Follow Me.**

## **School Logo**

The school logo is a shield divided into four quadrants: the cross of St. Stanislaus, the cross and river symbol of the Diocese of Fall River, the Polish eagle, and the Ave Maria symbol. The shield is topped with a book and the Chi-Ro. The greenery surrounding the logo symbolizes the life that comes from Christ. The motto of the school is *Be not afraid! Follow Me.*

## History of St. Stanislaus School

On January 6, 1906, St. Stanislaus School opened its doors for the first time. The school was established by the community of St. Stanislaus Parish, under the leadership of Reverend Peter Basinski, with the purpose of educating first and second generation Polish immigrants. Sisters from the Congregation of the Sisters of St. Felix of Cantalice (Felician Sisters) would staff the four-room schoolhouse. Instruction was bilingual, in order to preserve the Polish language and customs. The initial enrollment of seventy students rapidly increased. The system of multiage classrooms was developed as a means of accommodating all the grade levels within the building's structure. Originally, the early childhood classes (K, 1, 2) were in one classroom. The other three rooms accommodated two grades each.

In 1967, a new school was built. It contained five classrooms, a multipurpose hall, and a kitchen, all on one level. The fifth classroom housed a self-contained Kindergarten. The other classrooms were multiage.

In 1985, the Felician Sisters terminated their services at the parish. Their more than 75 years of presence in the parish community were marked by a singular dedication, which is still remembered by their former students. Over the course of their last years, the teaching staff gradually changed as religious women were replaced by lay professionals. This gradual transformation, and the fact that many of the teachers, as well as the first lay Principal, were parishioners, enabled a continuity in the mission of the school.

As patterns of immigration changed, the school was transformed from being a Polish school to being a school of Polish tradition. This tradition is still treasured today, and is characterized by a Slavic spirituality which, through its devotion to Mary under her title of Our Lady of Czestochowa, guides each of us to follow her example of prayerful listening and joyful response to God's call.

On April 21, 1991, a major fire destroyed the St. Stanislaus Church building. After much deliberation by the Diocese, it was determined that our parish would remain intact. However, the new worship space would have to be built on the school property, which was located across the street from the now-condemned church structure. Plans were drawn up that would transform the multipurpose hall into the parish worship space. The plans also included the addition of a second floor to the school and the building of a new multipurpose hall with a basement. While construction was in progress, St. Stanislaus School held classes in the former St. Patrick School.

The new building was dedicated on November 29, 1993. In keeping with Polish tradition, each grade level was dedicated to a Polish saint. A new grade level, preschool, was added. A major feature of the new building was the physical connection of the school and the church, enabling the school community to use the church for communal prayer in all seasons.

Four years after the dedication, it was determined that the small computer lab on the second floor had become outdated. A new computer lab/library was built in the basement. Two years later, it

was apparent that both the first and second grade classrooms lacked adequate space. A new classroom was built in the basement. This would house the 7/8 multiage room. The second grade moved to the second floor, occupying the room previously used by grade 7/8. The wall between the small first and second grade rooms was removed, creating one large room for first grade.

Presently, the school is under the leadership of its second lay principal. The staff has been increased with the addition of specialist teachers and classroom aides. The curriculum has undergone a major revision, beginning in September 2003. A School Advisory Board and a Parent Group were established in the 2003-2004 academic year. A Finance Advisory Board soon followed.

In 2006, the administration answered the desire of parents of children with special needs to give their children a Catholic education. St. Stanislaus began the process of becoming an inclusion school, accepting students with a variety of special needs.

In the spring of 2008, it was determined by the Diocese of Fall River that two of the eight Catholic elementary schools in the city of Fall River would be closed at the end of the school year. With the closing announcement of St. Anne's School and Notre Dame School, the remaining Catholic elementary schools took on the mission of welcoming the former St. Anne's and Notre Dame students to their schools for the following school year and for the future growth of the Catholic schools in the city. The response of St. Stanislaus School was to expand the student population from the multiage classrooms in grades 3/4, 5/6 and 7/8 to single grade classrooms, beginning in the 2008-2009 school year.

With the expansion of the student population into single grade classrooms, construction was completed on the second floor to accommodate the new classrooms. The wall between the former second grade classroom and the 5/6 multiage classroom was replaced with two new walls, forming three classrooms, while the former 3/4 multiage classroom was split in half to form two new classrooms. The computer lab became the homeroom for grade 8, and Narthex B was transformed into a mini-library and resource room for the entire school.

With the construction and expansion of the physical school building, three new classroom teachers were hired to teach in the now single-grade classrooms. A resource teacher was also hired to accommodate the diverse needs of all St. Stanislaus students. Elective courses, taught by community experts and school staff, were added for grades 7 and 8.

The first floor of the school annex building was remodeled in the summer of 2009 to become the school library. The project was accomplished by parent and staff volunteers. When the annex was sold in 2016, the library books were distributed among the classrooms.

The 2016-2017 year will see further improvements in the school infrastructure as well as changes in curriculum.

## Traditions

As a school family, we join in the celebration of certain traditions and feasts. Each day, we gather for Morning Prayer in church. On Mondays, this includes adoration of the Blessed Sacrament. Wednesday are dedicated to Our Lady of Czestochowa. A school Mass is celebrated once a month in addition to holy days.

Special celebrations:

September - Opening school Mass is celebrated with faculty, students and families followed by an opening school cookout hosted by the Parents' group

October - Polish Heritage Month - we celebrate Mary under her title 'Our Lady of Czestochowa'

November 22 - Blessing of Musicians on the Feast of St. Cecilia

December 6 - Feast of St. Nicholas - celebrated with a prayer service

December 20 - Blessing of the Crib and Advent Retreat Day

January 6 - Feast of the Epiphany and the anniversary of the founding of our school - celebrated by blessing the classrooms and marking the doors

February 3 - Feast of St. Blaise

Lent - Stations of the Cross

Holy Week - Special prayers are offered for the bishop and priests of the diocese

Holy Thursday - the children for First Communion participate in the procession

Easter Tuesday - Dyngus Day - a Polish tradition celebrating new life in Baptism - we douse one another with water as a sign of our baptism (sometimes this takes place later in the Spring because of the weather)

April 11 - Feast of St. Stanislaus, Bishop and Martyr - celebrated with a prayer service at which the 7<sup>th</sup> graders receive their class rings

May 3 - Mary, Queen of Poland - celebrated with a May crowning

May - First Communion retreat

In addition, each class celebrates its patronal feast.

Preschool	Blessed Angela Truszkowska	October 10
Kindergarten	St. Paul the First Hermit	January 14
First Grade	St. Stanislaus, Bishop & Martyr	April 11 (Roman Calendar)
Second Grade	St. Casimir	March 4
Third Grade	St. Faustina Kowalska	October 4
Fourth Grade	St. Brother Albert Chmielowski	June 17
Fifth Grade	Blessed Karolina Kozka	November 18
Sixth Grade	St. Josaphat, Bishop & Martyr	November 12
Seventh Grade	Queen St. Jadwiga	June 8
Eighth Grade	St. Raphael Kalinowski	November 19

Other important feasts include:

Pope St. John Paul II October 22

Divine Mercy Sunday

Other school traditions include:

*Seniors Dinner* - Senior citizens in the parish and grandparents of students come for lunch on the Thursday before Thanksgiving. School staff and volunteers cook the meal, which is served by students. Entertainment is also provided by the students.

*Big Buddy/Little Buddy Days* - Older students are paired with younger students for the year. Eighth graders plan periodic activities for the buddies.

*Card Nights* - Held twice a year, these nights are a time for students and their families to come together to make cards for those in the military and for the sick and homebound.

*Family Nights* - Hosted by the Parent Groups, these are evening events varying in theme.

*Community Service* - Throughout the year, the Junior St. Vincent de Paul Society plans outreach opportunities to support the local community. Tag Days are held to support various charities.

*Memorial Day Remembrance Service* - On the Friday before Memorial Day, the school invites veterans of the community to a prayer service which includes the placing of flags at the parish WWII monument in the grotto.

*Class Night* - This is an evening celebration on the Thursday before graduation for the 8th grade and their families. It is planned and hosted by the 7th grade and their parents.

*Graduation* - The 8th grade graduation Mass is held on the Sunday after the parish festival. 7th grade participates in the Mass and graduation ceremony as well.

*Preschool Stepping Up* - The preschool students perform songs and poems showcasing what they have learned throughout the year for their parents and invited guests.

*Polish Dance Troupe* - The 2nd grade class learns traditional Polish dances. They perform at the parish festival.

*St. Stan's Festival* - The festival is our annual 3-day celebration in June.

## **Academics**

Grades PreK - 8 are self-contained classrooms. Grades 5-8 rotate between teachers for instruction in different subject areas. In order to facilitate communication between teachers, every effort will be made to make time available in the schedule for collaboration and communication between teachers. When this is not possible, teachers will schedule meetings before school, at lunch, or after school. Minutes of any meetings are to be given to the pastor, principal, and specialist teachers

St. Stanislaus School uses a Catholic liberal arts curriculum, along with the Fall River Diocesan Curriculum Outcomes, blending and localizing these in curriculum maps. Teachers are required to use the maps as living documents, adjusting them according to the needs of a given class, without compromising the curriculum.

All teachers are to follow the philosophy of differentiated instruction, using a wide variety of techniques to individualize teaching, so that each child learns to the best of his/her ability. There should be a balance between whole-class and small-group instruction. All classrooms must have learning centers which reinforce and enhance the curriculum. Activities in these centers should change regularly. Clear procedures for working at centers must be taught to the students.

Teachers are encouraged to use a variety of resources in their teaching. However, care must be taken to ensure that all resources used are in keeping with the teachings of the Roman Catholic Church. When using newspapers, news periodicals, and news web sites to study current events, the applicable ethical and moral teachings of the Church must be part of the classroom discussion. If moral, ethical, or theological questions arise which require more expertise, the pastor should be invited into the class for further discussion of those.

Student choice is an important part of our learning environment. While many activities will be proscribed by the teacher, students should be given the opportunity to choose among two or more activities/assignments when possible. Student choice promotes student ownership of learning.

Unit lesson plans are to be kept up to date in Gradelink. The principal will review these weekly. A substitute folder must be kept by every teacher. This folder should be updated regularly and contain lessons and activities that reinforce the unit material.

Teachers should provide for a balanced assessment of each child: paper/pencil tests, teacher-student conferences, performance assessments, projects, cooperative learning assessments, etc.

All assignments must be graded and entered into Gradelink within four days of the due date. This will allow the teacher to use data from the assignments in planning instruction. This will also allow parents to keep up to date with their children's grades. All graded assignments will be sent home in the Monday envelope. These envelopes will be signed and returned with the papers on Tuesday. Papers should be kept in the student's portfolio or classroom file. Papers are sent home at the end of each term.

There may be certain students who require a modification of the curriculum. The resource teacher will work with the classroom teacher to develop these modification plans.

If a teacher is concerned that a student may have an undiagnosed disability, she is to express this concern to the principal and the resource teacher who is responsible for follow-up.

The faculty of St. Stanislaus School has always been generous with its time, helping students individually or in small groups after school hours as needed. Please be sure to notify the office of such tutoring sessions.

### **Accidents**

The office is to be notified immediately of any accidents or injuries involving students, staff, or visitors. The person involved should be brought to the office unless it is dangerous to move him/her. The office will contact parents. If parents are unavailable, the principal will make the most reasonable decision for the child's welfare. In the case of a student accident, the teacher/aide supervising must fill out an accident report. In the case of an adult injury, the principal will fill out the report.

All teachers and aides must be certified in CPR and First Aid. Training sessions are offered through the school.

### **Aides**

Our classroom aides are an integral part of St Stanislaus School. Aides must attend all faculty meetings and professional development days unless otherwise stipulated by the principal. Their primary duties are to help students who are struggling and to supervise small groups of students in activities under the direction of the teacher. During whole-class lessons, or when the teacher is working with a small group, the aide should ensure that other students are on task, quietly correcting or redirecting any student who is off task. A secondary duty is record keeping, including correcting papers and recording grades in the computer. However, at no time should student needs be sacrificed to record keeping. Students may not be given busy work so that teachers/aides may enter grades. The teacher may request other tasks of the aide as appropriate. In addition, aides have supervisory duties before school and at recess. Occasionally, aides may be called out of the classroom to assist with a whole-school project. If a teacher is absent, the principal may request that an aide function as the substitute. This decision rests solely with the principal.

### **Arrival and Dismissal**

Morning supervision is available from 6:45 a.m. - 8:00 a.m. No student should arrive earlier than 6:45 a.m., as no supervision is available before that time. Students should be dropped off on the school side of Rockland Street, walk up the driveway and report to the adult supervisor. The supervision of the students is in the school hall. Parents/caretakers are not permitted to

stay in the school hall. Preschool students are brought directly to their classroom if arriving after 7:45 a.m. A teacher or aide from each homeroom must report to the morning supervisory area at 7:55 to escort the students to class.

Dismissal is at 2:30 p.m. Preschool parents come into the preschool classroom to pick up their children. All other grades are dismissed from the driveway. All other teachers lead their classes outside and remain with them through dismissal. Grades K - 2 are dismissed from the Rockland Street gates. Grades 3 - 8 are dismissed from the Center Street gates. Parents must exit their cars to pick up children. No student will be dismissed to an adult who remains in the car. An exception to this rule would be a handicapped driver. No student is to be dismissed until the entire class has reached the area and stopped. All parents/guardians are to remain outside the school building unless elderly or infirm. Teachers may release a student only to those persons indicated on the student's emergency card. Any student who remains is to be brought indoors to daycare.

Walkers must report to the principal or the teacher-in-charge before leaving the driveway. Walkers should cross the street at the corner where the city crossing guard is stationed.

If it is raining or snowing heavily, classes will be lined up in the auditorium. Parents must come into the school to pick up their children.

Children of faculty are not permitted in their parent's classroom before or after school. They are to report to morning care upon entering the building. They are to go with their teacher to report to afternoon daycare. Parents sign them out when they are ready to leave the building. There is no daycare charge for faculty.

### **Attendance**

Teachers must arrive at school by 7:30 a.m. and remain until 3:00 p.m. Aides must arrive by 7:45 a.m. and remain until 2:30 p.m. All faculty and staff must sign themselves in and out in the office daily. Please do not ask anyone else to sign in or out for you. The sign-in book is a legal record. All faculty are expected to attend family nights and other school events as requested by the principal. All faculty who work on Wednesdays are expected to attend faculty Morning Prayer.

Student attendance is to be recorded in the computer before 8:15 a.m. At 8:15 a.m., the office computer records attendance from all classrooms. All doctors' notes excusing students' absences must be given to the office for record-keeping purposes.

### **Cell Phones**

Faculty cell phones must be off when teaching or supervising students. Calling or texting among faculty members during the day is not permitted, as it will interfere with faculty duties. In the

rare case of a family situation which requires that a faculty member be easily reached, a cell phone may be left on but the principal must be notified. In this case, when the call comes through, the faculty member should request that the aide or another staff member supervise the class while the phone call is taken outside the room.

Cell phones should be carried and left on during recess for emergency purposes.

Any student who is not following the school cell phone policy as outlined in the Student Handbook is to be sent to the office immediately for disciplinary action.

### **Child Abuse**

If a faculty member suspects a child is being abused, he or she must report that information to the principal. The principal will contact the child advocate at Catholic Social Services who will be responsible for investigating and reporting the suspected abuse to authorities.

### **Classroom Procedures and Routines**

Every teacher is to develop procedures and routines for the students to follow in her classroom. A copy of these must be submitted to the principal by the first day of school. Copies may be given to the students or posted in the room. A copy will be given to parents at the first parent meeting. These procedures and routines are to be rehearsed with the students during the first weeks of school so that the classroom runs smoothly.

### **Climate Controls**

Each classroom has its own climate controls for heat and air conditioning. The heat control should be kept at 72° or lower. The air conditioning control should never be set below 70°. The air conditioning units ice up and do not work properly at lower temperatures.

### **Close of Year Procedures**

At the end of the year, teachers must submit to the secretary supply orders and book orders for the following year. Student supply lists for the following year must be submitted to the principal for approval one month prior to the close of school. Homeroom teachers must fill out student permanent record forms before leaving on the last day of school. All teachers must consult with the custodian as to how to prepare the room for summer cleaning.

## **Confidentiality**

Teachers are to treat all student information with confidentiality. Discussions involving students should be limited only to concerned parties. Student matters should not be discussed between concerned parties in an area where any students are present. If discussions need to take place after school, be aware that neighboring teachers may have students or parents in their rooms and regulate your volume accordingly.

## **Counseling**

Students who are experiencing social or academic difficulties should be referred to the guidance counselor. The guidance counselor will follow up with the student. If additional extended counseling is needed, the guidance counselor will inform the principal and contact the parents.

If a teacher is experiencing a personality clash with a student, the guidance counselor should be consulted as to a course of action to remedy the problem.

## **Crisis Plan**

A copy of the Crisis Plan is included at the end of this handbook. All faculty must learn the procedures for emergencies and must be completely familiar with the Crisis Plan. Failure to do this may place students and colleagues in danger should an emergency arise.

## **Custody**

If parents are separated or divorced, the school presumes that both parents have access to the children and their records unless a legal document, such as a court order, is on file in the office. If duplicate school notices, report cards, etc. are needed, the school must receive a written request. Under the Massachusetts General Laws, an eligible non-custodial parent must submit an annual request to the principal. Request forms for non-custodial parents are available in the office.

If a teacher has a question about a custodial matter, she should consult the principal before releasing any information.

## Daily Schedule

The school day begins at 7:55 a.m. and ends at 2:30 p.m. The school year consists of 180 student days, and 185 teacher days. The five additional days are for professional development at the local and diocesan levels.

- 7:55 a.m. School day begins. Teachers meet students at the morning supervision area.
- 8:15 a.m. Monday through Thursday Prayer in church (On Friday, prayer is at 9:00.)
- 8:30 a.m. Classes begin (On Friday, classes begin at 8:15 and resume after 9:00 prayer.)
- 10:00 a.m. Snack (This time may be adjusted for grades PK-4; grades 5-8 must adhere to it.)  
Snack break for the lower grades should be limited to 10 minutes. Middle school has a working snack: students take out their snacks and consume them quietly while continuing on task.  
Teachers may have a snack as this time, as well. Teachers are allowed to keep a drink on their desks all day, provided they allow students to keep a water bottle on their desks or allow students to go to the water bubbler at any time.
- 11:25 a.m. Lunch: grades PK, K and 5-8  
Recess: grades 1-4
- 11:50 a.m. Lunch: grades 1-4  
Recess: grades PK, K and 5-8
- 12:15 p.m. Classes resume
- 2:25 p.m. After-school care personnel report to school hall.  
Closing prayer before the icon in each classroom.
- 2:30 p.m. School day ends. Teachers escort students to driveway and release them to parents.

The complete middle school schedule, as well as the specials schedules for all grades, are generated from the office. Teachers of grades PK - 4 must submit their weekly schedule to the principal for approval prior to the first day of school. Any revisions of the schedule made during the course of the year must be submitted in writing for approval by the principal.

## Discipline

The teacher is the authority within her classroom. A proper climate for learning must be maintained. Mutual respect and appropriate language on the part of faculty and students are expected at all times.

Each teacher/aide is responsible for the active supervision of conduct of the children under her care. Teachers should handle most disciplinary concerns at the time of the incident. A child who causes a major disruption of the learning environment is to be sent immediately to the principal. At no time is a child to be left alone or be publicly humiliated. Physical punishment of any kind is not permitted. If you need to take some time before you can effectively deal with a situation, send the child to the office and call down to the principal to explain the situation.

There are school-wide discipline procedures and techniques which must be followed by the entire faculty. Teachers may create consequences specific to their classroom for particular offenses; however, these may not contradict the student handbook or school-wide policies and procedures. A copy of classroom discipline procedures must be submitted to the principal for approval one week prior to the first day of school.

### **Duties**

Each teacher/aide has supervisory assignments in the morning and on assigned days for recess and lunch. Staff must be prompt for duties. All supervisory duties are times for active supervision. This is not a time to talk to other adults or engage in long conversations with students. At recess time, the area is to be divided between the two adults on duty. Staff should walk their areas, taking note of student behavior and keeping an eye out for hazardous situations. The first aid kit and the bell should be brought out at every recess.

In inclement weather, when recess is indoors, each teacher supervises his or her own class. Indoor recess routines should be rehearsed with the class. The teacher should be actively supervising the classroom during indoor recess.

### **Extended Care**

Extended care is available before and after school. Faculty members who choose to supervise this care are paid by the hour. The policies and procedures for extended care are decided and agreed upon by all supervisors, and approved by the principal. All adults supervising extended care must follow these policies. The area should be divided between the adults on duty. Staff should walk their areas, taking note of student behavior and keeping an eye out for hazardous situations.

### **Extracurricular Activities**

With the exceptions of choir and drama, students are released to extracurricular activities upon re-entering the building with the teacher after dismissal. Teachers are responsible for making sure the adult supervisor of an activity is present before releasing students. If the supervisor is not present, students are brought to extended care. Choir and drama members are sent to their meeting places before the class exits the building.

### **Faculty Dress Code**

Faculty members are expected at all times to look professional and be neatly dressed. This means that appropriate, modest adult dress such as skirts, slacks, dresses, jumpers, sweaters, and dress shirts should be worn daily. Tank tops and sleeveless attire are not appropriate. School

sweatshirts may be worn on gym day; however, sweatpants and windpants are not permitted except for aides who are assisting with gym. Safe, appropriate footwear must be worn. Excessively high heels, flip-flops, sandals that resemble flip-flops, and the like are not permitted; as such types of shoes are too casual in appearance, as well as a hindrance in responding quickly to an emergency. Sneakers may be worn only if you are going on a field trip to a place such as a farm or zoo, or if you are assisting with gym. Faculty may wear casual dress on Fridays when a half-day faculty meeting is scheduled. Professional dress is required on diocesan professional days.

The administration reserves the right to determine what constitutes appropriate dress.

### **Faculty Meetings**

All full-time teachers and aides are required to attend faculty meetings. Faculty meetings are held on the first Friday of each month from 12:00 - 4:00 p.m. Each meeting includes a professional development component. The agenda for meetings is emailed in the previous week's memo. Faculty members are free to add to the agenda. Faculty members are encouraged to share ideas and opinions at the meetings. Any faculty member who has attended a workshop in the intervening month is asked to give a report. Lunch for faculty meetings is hosted by the pastor.

### **Field Trips**

Each class must take at least one field trip per term. These should be related directly to the curriculum and must be planned before the year begins. All field trips are subject to approval of the principal. Once the principal has approved the trip, the secretary will submit it to the Diocesan Education Office for approval. Notices and permission slips will then be sent to parents. No child will be permitted on a field trip without a signed diocesan permission slip.

Teachers are to take with them the permission slips and any student medications that are normally given during the day. Such medications may be administered only by school personnel, unless the child's parent is on the trip.

Chaperones for field trips must have attended an Abuse Prevention Workshop and have successfully undergone a CORI check by the diocese. Teachers submit a list of those who have volunteered to the office and the principal selects those who will go on the trip. The teacher informs the parents of the decision. All chaperones must meet with the principal on the day of the trip to review policies. Children who are not enrolled in St. Stanislaus School are not permitted on field trips.

### **Fire Drills**

Evacuation routes are to be posted in each classroom. Teachers are responsible for practicing primary and alternate routes with their classes. There will be an announced fire drill on the

second day of school. All other drills will be unannounced. Teachers must take the red crisis bag, as well as their daily attendance sheet, with them whenever the building is evacuated. When the line is in place outside, teachers must take a verbal roll-call. A numerical count is not sufficient.

### **Homework**

Faculty must guide students in using their assignment agendas. A classroom routine should be established for recording homework. This must be teacher-directed. It is the teacher's responsibility to post homework on Gradelink daily before 3:00 p.m.

Homework is a necessary extension of the school day and is given in varying degrees daily. Math homework will be given nightly Monday through Thursday. Homework is not to be given on weekends. However, long-term projects may extend over weekends and holidays. Neatness, promptness, and legibility are expected when handing in assignments. Teachers should not accept any homework that does not meet these requirements. Teachers should demonstrate and post the appropriate heading for all assignments. Care should be taken not to overload students with homework. The rule of thumb is that it will take your average student five times as long to do an assignment as it takes you. Keep this in mind when giving homework. Middle school teachers need to coordinate homework during the weekly level meetings.

Effective teaching practices require that homework be explained carefully, and that it be begun in the last few minutes of a class period. This enables the teacher to walk around and check to see that everyone is doing it correctly. Practice makes permanent; a student doing homework incorrectly will have a hard time unlearning what he/she has incorrectly practiced.

### **Hot Lunch/Milk Programs**

The school offers a hot lunch/milk program. If you wish to order hot lunch, you must fill out the monthly form and submit it by the due date. If you wish to order milk, you must do so at the beginning of the school year. There is no charge to faculty for hot lunch. Faculty may purchase lunch for their children for half price. If you order milk, you must pay the yearly rate, since the milk program is federally funded.

### **Illness**

If you are ill, call the principal on her cell phone. If there is no answer, leave a message. Also call the school and leave a message there. If you have any detailed instructions, leave those on the school answering machine or email them to the principal and secretary. The principal will make arrangements for a substitute. If you are absent for five consecutive days, you need a physician's note to return to work.

For a prolonged illness, diocesan policies as found in the Diocesan Personnel Manual will be followed.

## Indicators of Good Practice

### *INTRODUCTION*

These Indicators of Good Practice can serve as a resource guide and evaluative tool for both beginning and experienced teachers. They can support teachers and administrators in the development of professional growth plans, in coaching and supervising, and in producing written evaluation reports. These indicators describe good professional practice of teachers as they work with students, staff, parents and members of the community. The Indicators of Good Practice are a guide, providing a common language for professionals to discuss their practice.

### *ORGANIZATION OF INDICATORS*

Indicators of Good Practice are organized into seven broad categories. Each category is subsequently divided into sections.

CATHOLIC IDENTITY

CLASSROOM LEARNING ENVIRONMENT

CLASSROOM MANAGEMENT

CONTRIBUTIONS TO THE TOTAL SCHOOL ENVIRONMENT

INSTRUCTIONAL PROCESS

INTERPERSONAL RELATIONSHIPS

STUDENT EVALUATION

### CATHOLIC IDENTITY

Teachers are committed to fostering the Catholic identity of the school.

The teacher provides a Catholic climate in the classroom

- models and fosters an attitude of reverence for God.
- creates an environment of reconciliation and respect in the classroom, guiding students to recognize that each person is an icon of God, that is, made in his image and likeness.
- provides a variety of prayer experiences from Catholic tradition.
- fosters appreciation and respect for the spiritual traditions of the school.
- integrates the Gospel and Church teachings across the curriculum.
- guides students in applying faith teachings to their lives.
- demonstrates and exemplifies Catholic teaching.
- seeks ways to deepen his/her understanding of Scripture and Church teaching
- uses Catholic symbols in the learning environment

## CLASSROOM LEARNING ENVIRONMENT

Teachers are committed to providing a safe, stimulating and creative learning environment.

The teacher provides appropriate learning resources

- provides an adequate number of learning materials, appealing to a wide range of individual needs, learning styles and abilities.
- make learning materials accessible to all students.
- provides varied opportunities for students to learn through the multiple intelligences
- selects culturally diverse learning materials.
- ensures that classroom displays are relevant to the topics of study, interactive, and visually appealing.

The teacher makes effective use of space

- organizes furniture and materials to facilitate successful learning.
- provides classroom space for individual, small-group and large-group learning.
- develops and maintains a physically-safe learning environment for students.
- encourages student responsibility for maintaining a clean and orderly environment.

The teacher provides stimulating and creative experiences

- enhances the learning environment through the contributions of guests, parents, other teachers and students.
- enriches the learning environment through experiences beyond the classroom and the school.
- provides learning centers/stations that encourage in-depth exploration.

## CLASSROOM MANAGEMENT

Teachers are committed to students and their learning

The teacher establishes a positive classroom environment

- develops and communicates classroom rules in cooperation with students early in the school year.
- assists students to articulate and rehearse classroom routines and to understand why they are necessary.

- implements school policies on student behavior.
- provides models which reinforce positive student behavior.
- includes cooperative and social skills as part of the program.
- promotes courtesy and respect among all students.
- practices and encourages effective use of classroom time.
- uses a variety of techniques for managing behavior.
- deals fairly, consistently and sensitively with misbehavior.
- applies appropriate and reasonable consequences.

The teacher promotes self-esteem

- listens to students and responds positively.
- interacts in a manner that recognizes the value of each student.
- promotes an environment that is free from stereotyping.
- models, expects and encourages respect.
- treats students as individuals and responds to their needs.
- is generous with encouragement, praise and thanks.

The teacher plans and organizes for success

- delivers an active, stimulating program that is supported by resource material appropriate to the topic and the students' developmental levels.
- ensures that the academic and social goals of the curriculum are clearly understood by the students.
- organizes the timing and pacing of lessons to the developmental stages of learning and adjusts appropriately.
- systematically monitors social behavior and academic achievement and provides clear and constructive feedback.

CONTRIBUTION TO THE TOTAL SCHOOL ENVIRONMENT
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Teachers are members of learning communities.

The teacher fosters the development of lifelong learners

- provides individual learning assistance to help students succeed.
- supports student participation in extra-curricular activities.
- guides and supports students with their emotional, social and intellectual development.
- guides students in becoming autonomous learners.
- guides students in planning for their future.

The teacher contributes to parents/guardians and community partnerships

- communicates with parents/guardians about their son/daughter's progress, as well as class activities and expectations.
- appreciates and acknowledges the contributions of parents and community volunteers.
- supports school partnerships and parent and community organizations.

The teacher contributes to the school

- assists in the development and implementation of the school improvement plan.
- promotes a safe and orderly school environment.
- performs supervisory responsibilities.
- promotes student and staff morale.
- works cooperatively to implement change.

The teacher contributes to colleagues

- participates in professional development activities and shares information and resources.
- assists and supports new teachers.
- fosters professional growth through mentoring relationships.
- assists and supports substitute teachers.
- works collaboratively with colleagues.
- recognizes and supports the work and responsibilities of colleagues.
- cooperates with administration.
- assumes ownership for school and department goals.

INSTRUCTIONAL PROCESS
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Teachers know the subjects they teach and how to teach those subjects to students.

The teacher implements school expectations and policies for curriculum and program planning.

- follows diocesan and school curriculum guides.
- possesses a sound knowledge of subject content.
- understands the progression of curriculum from grade to grade.
- integrates a global perspective.
- maintains a clear lesson plans, identifying objectives and teaching strategies
- integrates cross-curricular components.
- implements programs consistent with school decisions and plans.

- assesses program effectiveness in light of student
- addresses individual needs, learning styles, interests, abilities
- selects instructional strategies appropriate to students= developmental stages, learning styles and facility with language.
- recognizes and accommodates individual learning differences.
- uses inclusive and equitable instructional strategies.

The teacher employs a repertoire of instructional strategies

- uses appropriate strategies to achieve identified outcomes.
- provides opportunities for students to experience, analyze, reflect, communicate, hypothesize and self-evaluate.
- continues to refine skills and strategies such as: inquiry, concept-information, concept-attainment and cooperative learning.
- balances guided and independent learning activities.
- is attentive to group processes.
- promotes critical thinking and skill building.
- makes accommodations for challenged students.
- incorporates and encourages use of technology.
- explains the goals for learning to students.
- gives clear verbal or written instructions, checks for students' understanding of the instructions, questions effectively, and allows appropriate wait time for student response.

INTERPERSONAL RELATIONS
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Teachers are committed to working collaboratively with students, colleagues and parents.

The teacher interacts positively with students

- treats all students as individuals and promotes their success.
- respects individual differences.
- encourages students with praise and thanks, and models supportive behavior.
- is interested in, available to and responsive to all students.
- implements strategies that build student self-concept.
- encourages and assists students in developing positive relationships within and beyond the classroom.
- encourages students to accept responsibility for their own behavior.
- provides opportunities for students to share in decision making.
- fosters high mutual regard and respect between teacher and student.

The teacher interacts positively with colleagues

- participates in program and instructional planning with colleagues.
- shares time and expertise with colleagues.
- welcomes and helps colleagues new to the school.
- values the professional contributions of colleagues.
- models professional language and ethical behavior to colleagues
- supports school-wide activities.
- shares in school decision making.
- contributes to creating a collaborative school culture.

The teacher interacts positively with parents and community

- communicates with parents.
- interacts with community and other organizations on educational issues.

Student Evaluation
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Teachers are responsible for managing and monitoring student evaluation.

The teacher understands the purpose of assessment and evaluation

- plans assessment and evaluation strategies that address a full range of outcomes, such as skills, knowledge and attitudes.
- uses assessment data for individual students to identify strengths and weakness in learning, and areas for further growth/challenge.
- uses student assessment data to revise programs and to implement appropriate instructional strategies.
- uses assessment data to give timely and systematic feedback to students and to promote teacher-student dialogue about learning.
- communicates with parents about student progress in a manner that is clear, objective and timely.

The teacher implements a variety of assessment and evaluation strategies

- incorporates strategies that are consistent with the school's assessment and evaluation policy.
- implements assessment and evaluation as a continuous process that is both formative and summative.
- uses a variety of methods from a number of sources, such as paper and pencil tasks, performance, conferencing, self and peer evaluation.
- uses accurate, effective methods for record keeping.
- makes accommodations for challenged students.

## **Keys and Alarm Codes**

Each full-time teacher is issued a gate key, a key to the building, a classroom key, and alarm code. If you are in the building after hours, it is your responsibility to determine if there is anyone else in the building when you leave. If you are the last to leave, it is your responsibility to shut off all lights, set the school and church alarms, determine that the door is secure, and lock the gates.

## **Leaving the School Grounds**

Staff members are not permitted to leave the school grounds during the day without the principal's permission. Such requests should be limited to emergencies. Staff must sign out and back in if leaving during the day.

## **Liturgy**

We strive to help our children experience the richness of the liturgical life and traditions of the Church. Faculty members are expected to be practicing their faith, especially in regard to regular weekly Sunday Mass attendance. At all times, faculty members are expected to set an example of reverence. Faculty members are responsible for guiding the children to proper behavior whenever and wherever we gather for worship. Children are not permitted to leave the church to go to the bathroom unless they are ill.

The entire school gathers for prayer at 8:15 a.m. in the church on Monday-Thursday, and at 9:00 a.m. on Friday. All teachers and aides who work on those days must be present for prayer.

On Thursdays, the faculty gathers for prayer in front of the tabernacle at 7:40 a.m. Preparation of the prayer is rotated among the faculty. All teachers and aides who work on Wednesday should be present for prayer.

## **Mail**

Faculty mailboxes are located in the office. Mailboxes should be checked in the morning, at lunchtime, and before leaving for the day. Please keep your mailboxes clean.

Faculty should check their email in the morning and before leaving for the day. Emails are to be answered in a timely manner.

## **Maintenance**

Teachers are responsible for maintaining a neat, orderly room. At the end of the day, students should assist the teacher in putting away materials, cleaning the sink, and straightening the room. This includes clearing the floor of paper scraps, books, pencils, etc. Whiteboards and chalkboards should be cleaned daily. Janitorial staff vacuums the rooms daily and makes repairs as needed. Teachers are to submit Maintenance Request Forms to the secretary as repairs become necessary.

## **No School/Early Dismissal**

We follow the Fall River Public Schools for no school/dismissals related to inclement weather. Listen for an announcement on channel 10 or 12. If we have to cancel school for some other reason (a boiler problem, for example), you will receive a telephone call.

## **Parent Group**

The Parent Group exists to plan activities and help with fundraising for the school. Each staff member must attend at least one Parent Group meeting and most activities each year in order to provide support for this hard-working group.

## **Parent-Teacher Communications**

The teacher is expected to exhibit professional conduct toward parents at all times. All parent-teacher communications are to be documented. Any notes sent to parents must be approved by the principal prior to sending. This includes email as well. Aides are not permitted to contact parents or answer parent questions about students. Aides should refer the parent to the teacher.

Teachers must take the initiative in communicating with parents if a child is struggling or not passing in work. Do not rely solely on Gradelink. Follow-up communication is very important. A parent should not be surprised by what is on a progress report or report card.

## **Parent-Teacher Conferences**

Formal parent-teacher conferences are held at the end of the first term. Parents receive the report card and discuss their child's progress with the teacher. Teachers should keep notes on these conferences. A copy of these should be submitted to the principal.

Parents or teachers can request conferences at any other time. The principal is to be notified in advance of such conferences. A Parent Conference form must be filled out and signed by both parties. A copy is submitted to the principal.

The principal is available to sit in on conferences as requested. The resource teacher must be a part of any conference that involves a possible referral for testing.

## **Parties**

Classroom parties, other than at Christmas, during the Easter Octave, and to celebrate the patron saints of classrooms are generally not permitted. Other types of celebrations, as a culmination of a unit, for example, are encouraged. Such celebrations should include a variety of activities related to the theme of study. These celebrations must be pre-approved by the principal.

When serving refreshments, care must be taken to include students with special dietary needs.

## **Personal Conversations**

Conversations among staff members regarding their personal matters must not take place in front of children.

## **Personal Days/Time**

Requests for personal days, except in cases of emergency, must be submitted in writing, using the form provided in the Appendix.

## **Professional Development**

Teachers and aides are expected to continue their professional development. The school will assist with finances for conferences.

Supervision and evaluation are part of professional development. Teachers set goals for themselves each year. Teachers will be evaluated using the weClimb system.

Teachers are responsible for keeping their certification current.

## **Promotion/Retention**

If a teacher has serious doubts about a student's ability to perform successfully in the next grade, the concern is first addressed with the Principal by January. The teacher is given the Retention/Promotion Checklist. The teacher meets with the parents to discuss her concerns. She gives the parents their portion of the checklist and sets a date for a subsequent meeting. In the interim, she then fills out her portion of the checklist and the parents fill out theirs. They meet within two weeks to discuss the results of the checklist. If there is clear evidence that the child should be retained, and the parents agree, the evidence is presented to the principal for a final decision. If the parents disagree, a meeting is scheduled with parents, teacher, and principal to further discuss the matter.

## **Report Cards**

Report cards are issued three times a year for Grades 1 - 8 and twice yearly for PK - K. Grades and comments must be entered by 5:00 p.m. on the Monday after the marking period closes. No one may be logged onto Gradelink after 5:00 p.m. on that Monday. At the end of first term, report cards are given to parents at conferences. At the end of second term, the principal meets with each student individually to review the report card. At the end of third term, the principal and pastor distribute report cards and promote students.

## **School Advisory Board**

The School Advisory Board is established to assist the Principal and the Pastor by providing advice and counsel particularly in the following areas:

### **1. Strategic Planning**

To assist in formulating strategic goals for the long-term direction of the school.

### **2. Policy Formation**

To provide advice and counsel with regard to policies in areas determined by the Pastor and Principal.

### **3. Spiritual Awareness**

To provide advice and counsel on fostering the spiritual life of the school.

### **4. Evaluation of policies, plans, mission effectiveness and Board self-evaluation.**

### **5. Institutional Advancement/Development**

To provide advice and counsel with regard to institutional advancement.

To provide advice and counsel with regard to the establishment of a comprehensive development program to ensure the financial strength of the school.

### **6. Communications**

To provide advice and counsel with regard to communicating school policies and activities to the various school constituencies.

The School Advisory Board has no authority for formulating policies. The School Advisory Board does not have responsibility for determining the amount of parish funds used in support of the school and has no responsibility with regard to school curriculum, staff, personnel or students.

The relationship between the Board and the faculty shall be characterized by mutual support, good communication and cooperation. The Principal represents the faculty to the Board. From time to time, faculty members may be invited by the Principal or Pastor to share information with the Board on matters concerning the school. The Board shall have no role in hiring, evaluating, terminating or renewing teacher or staff positions.

### **Social Media**

The internet provides a variety of easy means of communication. The internet is a public place, and thus all material posted on web sites or otherwise sent over the internet is, or has the potential to become, public. Ethical teachers treat information sources, subjects, colleagues, and information consumers as human beings deserving of respect, and their use of social media reflects this.

Staff members are not permitted to “friend” students or any minors, with the exception of their own relatives, except on the school network for academic purposes. Staff members are not permitted to text students. While the nature of our school may result in faculty-parent friendships, and thus “friending” on social media sites, care should be taken so that your communication is reserved to personal matters and is not subject to misinterpretation.

### **Speakers**

Teachers may invite speakers into their classrooms with the permission and prior approval of the principal. Requests must be submitted one month in advance. Certain categories of speakers need diocesan approval, as well. All speakers must undergo a CORI check through the diocese. Once a speaker is initially approved, a special CORI form will be sent to him/her.

### **Standardized Testing**

IOWA Tests of Basic Ability are given to grades 3 - 7 at the beginning of May. CoGAT tests are given to grades 3, 5, and 7 during the same period. Teachers must submit their testing schedules to the office one week in advance. Classes may not be interrupted during testing. Classes taking a break during testing must do so quietly, so that neighboring classes are not disturbed. When results are received, they are to be used for grade and school diagnosis, with a view to improving instruction.



In addition, overhead projectors and 4 LCD projectors are available for classroom use.

ActivBoards are available in the computer lab and the grade 7 homeroom. Middle school teachers will coordinate among themselves regarding use of the boards. If a lower school teacher has planned a lesson using the board, she must coordinate with the seventh grade teacher.

Grades 2-4 have BoardShare software. Grades PK, K, and 1 have one copy of BoardShare to use between them.

If you experience any difficulties with any of the technology equipment, fill out a Technology Maintenance Request form and submit it to the secretary.

### **Use of Equipment**

IPad: Each teacher has an iPad for classroom use. The login and password for the associated iTunes account must be given to the secretary.

Copier: The copiers are located in the office and in the faculty room. A code is required for use. Faculty members are free to make copies for their classes as needed. Copying large amounts in advance is discouraged in order to prevent waste and overage, as well as to encourage the use of individualized materials.

Laminator: The laminator is available for bulletin board and center materials. Special student projects may also be laminated. Care should be taken not to waste the laminate. If the laminator is turned on, it may not be left unattended. It must be turned off and unplugged.

Ellison: The Ellison die-cut machine is located outside the nurse's office. Faculty, staff, and supervised 7<sup>th</sup> and 8<sup>th</sup> grade students may use the machine.

LCD Projectors: There are four LCD projectors available. They are located in the office. Portable screens are available behind the stage. There is an automatic screen mounted on the wall in the auditorium.

Overhead Projectors: Several overhead projectors are available for any teacher's use.

Paper Cutter: There are 3 paper cutters in the nurse's room. For safety reasons, they may not be taken to classrooms. If they are used outside the nurse's room, they may not be left

unattended. No student may use these paper cutters. There is a safety cutter in the office for student use. This may be brought to the classrooms.

TV/VCR/DVD: There are several portable setups in the school. Adults must do any necessary moving of equipment. Older students are allowed to operate the equipment, but they may not move it.

Binding Machine: There is a binding machine available outside the computer room. It may be used by older students or staff anywhere in the building to bind student or class projects.

Amplifier: There is an amplifier/microphone available on the stage. Teachers are encouraged to allow students to use the machine for amplification when making presentations to the whole class.

### **Volunteers**

We encourage parent and parish volunteers. Such volunteers must have attended an Abuse Prevention Workshop and have undergone a CORI check by the diocese. All volunteers must meet with the principal prior to beginning their service in order to review school policies and to emphasize confidentiality.

### **Administrator's Right to Amend Handbook**

The school administration retains the right to amend the handbook for just cause. Teachers and staff members will be given prompt notification of any changes.

### **Diocese of Fall River Policy Manuals**

All schools in the Diocese of Fall River are subject to the policies of the Diocese of Fall River. The \*\*policy manuals of the Diocese of Fall River replace and supersede any contrary statement of policy, procedures, programs, or practices, including but not limited to, any such statement contained in any handbook or manual prepared by any school in the Diocese of Fall River.

\*\*These manuals are available to be read at the Catholic Education Center, 423 Highland Avenue, Fall River, MA 02720.

# Appendix

## **Bullying Prevention and Intervention Plan for the Diocese of Fall River**

“Every human being is created in the image of God and redeemed by Jesus Christ, and therefore is invaluable and worthy of respect as a member of the human family. The body of Catholic social teaching opens with the human person, but it does not close there. Individuals have dignity; individualism has no place in Catholic social thought. The principle of human dignity gives the human person a claim on membership in a community, the human family.” (Taken from Byron, William J. S.J., *Ten Building Blocks of Catholic Social Teaching*. (2010). America: The National Catholic Weekly. American Press Inc.)

This plan is to be an addendum to the parent/student handbook, and it will immediately become part of the policy book of the Diocese of Fall River. The plan will be available on the diocesan website as well as each school’s website.

The Diocese of Fall River will review and/or update the plan at least biennially. The school will give notice to and provide a comment period for families that have a child attending the school. The plan shall apply to students and members of the school staff, including but not limited to educators, administrators, school nurses.

Parents/guardians and students shall receive annual written notice of the relevant student-related sections of the plan.

All school staff shall receive annual written notice of the plan. The faculty and staff at each school shall be trained annually on the plan applicable to the school. Relevant sections of the plan relating to the duties of faculty and staff shall be included in the school employee handbook.

### **I. Definitions**

The Diocese of Fall River and Name of School prohibits bullying, cyber-bullying, and retaliation as defined below. Bullying, cyber-bullying, and retaliation can occur on or off school property, and during or outside of school hours.

“Bullying” is the repeated use by one or more students *or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional* of a written, verbal, or electronic expression or a physical act or gesture or any combination thereof, directed at a victim that: causes physical or emotional harm to the victim or damage to the victim’s property; places the victim in reasonable fear of harm to himself or of damage to his property; creates a hostile environment at school for the victim; infringes on the rights of the victim at school; or materially and substantially disrupts the educational process or the orderly operation of the school. ***For the purposes of this section, bullying shall include cyber-bullying.*** (Massachusetts General Laws c. 71 § 37O)

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**Bullying Prevention and Intervention Plan for the Diocese of Fall River**

**“Cyber-bullying”** is bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying shall also include: the creation of a web page or blog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyber-bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying. (Massachusetts General Laws c. 71 § 37O)

**“Retaliation”** against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying shall be prohibited. (Massachusetts General Laws c. 71 § 37O)

**“Hostile Environment”** is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student’s education. (Massachusetts General Laws c. 71 § 37O)

**“Aggressor”** is a student, or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional, who engages in bullying, cyber-bullying, or retaliation.

**“Target”** is a student against whom bullying, cyber-bullying, or retaliation has been perpetrated.

**“Staff”** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals. (Massachusetts General Laws c. 71 § 37O)

*Bullying shall be prohibited: (i) on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other*

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*vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school and (ii) at a location, activity, function or program that is not school related, or through the use of technology or an electronic device that is not owned, leased or used by a school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school. Nothing contained herein shall require schools to staff any non-school related activities, functions or programs.*

*(Massachusetts General Laws c. 71 § 37O)*

## **II. Formal Procedure for Reporting**

Students are to report any and all bullying, cyber-bullying, and retaliation to teachers or staff.

Staff and teachers are to report any and all bullying, cyber-bullying, and retaliation to the principal or his or her designee.

Parents, guardians, and others are to report all bullying, cyber-bullying, and retaliation to the principal or his or her designee.

This reporting may be done verbally or in writing. This reporting of bullying, cyberbullying, or retaliation may be made anonymously; however, no disciplinary action shall be taken against a student solely on the basis of an anonymous report. The principal and his or her designee will respond to and investigate all **credible** reports of bullying, and ensure proper documentation. This investigation will provide for the following:

- **Safety of the target**

The principal or designee will take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidences. Responses to promote safety may include but are not limited to: predetermining seating arrangements in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the classroom schedule to reduce that aggressor’s access to the target. The

principal or designee will take additional steps to promote safety during or after the investigation, as necessary.

- **Protection of the reporter, witness, or provider of information during the investigation**

The principal or designee will implement appropriate strategies for protecting a student who has reported/witnessed or provided information during an investigation of a bullying situation. These responses may include but are not limited to the same responses noted for the safety of the target.

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- **Notification, including the parents of both the target and the aggressor, as well as notification of law enforcement**

a. Parents/Guardians: Upon determining that bullying or retaliation has occurred, the principal or designee will promptly notify the parents or guardians of the target and the aggressor of this, and of the procedures for responding to it. There may be circumstances in which the principal or designee contacts parents or guardians prior to any investigation. Notice will be consistent with state regulations at 603 CMR 49.00.

b. Notice to another school: If the incident involves students from more than one school, the principal or designee will notify by phone any and all schools so that each may take appropriate action.

c. Notice to Catholic Education Center: After determining that bullying has taken place, notice should be given immediately to the superintendent or his or her designee.

d. Notice to law enforcement: At any point after receiving a report of bullying or retaliation, if the principal or designee has a reasonable basis to believe that criminal charges may be pursued against the aggressor, the principal or designee will notify the local law enforcement agency. Notice will be consistent with the law and locally established agreements with the local law enforcement agency.

### **III. Investigation**

The principal or designee will investigate promptly all reports of bullying or retaliation and, in doing so, will consider all available information known, including the nature of the allegation(s) and the ages of the students involved.

During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Interviews may be conducted by the principal or designee, other staff members as determined by the principal or designee, and in consultation with the school counselor, as appropriate. To the extent practicable, and given his/her obligation to investigate and address the matter, the principal or designee will maintain confidentiality during the investigative process. The principal or designee will maintain a written record of the investigation.

### **IV. Determinations**

Amended 12/16/2013 !4

**Bullying Prevention and Intervention Plan for the Diocese of Fall River**

The principal or designee will make a determination based upon all of the facts and circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefitting from school activities. The principal or designee will: 1) determine what remedial action is required, if any, and 2) determine what responsive actions and/or disciplinary action is necessary. Depending upon the circumstances, the principal or designee may choose to consult with the students' teacher(s) and/or school counselor, and the target's or aggressor's parents or guardians, to identify any underlying social or emotional issue(s) that may have contributed to the bullying behavior and to assess the level of need for additional social skills development.

The principal or designee will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, if bullying or retaliation is found, what action is being taken to prevent further acts of bullying or retaliation. All notice to parents must comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

**V. Range of disciplinary actions that may be taken against an aggressor for bullying, cyber-bullying, or retaliation**

Each school in the Diocese of Fall River will include bullying, cyber-bullying and retaliation into the age appropriate disciplinary code that is included in the student/parent handbook. These disciplinary codes may include, but are not limited to, suspension and expulsion.

**VI. Any student who knowingly makes a false accusation of bullying, cyber-bullying, or retaliation shall be subject to disciplinary action up to and including suspension or expulsion.**

**VII. At the discretion of the principal or his or her designee, counseling or referrals to Catholic Social Services will be made available to targets, aggressors, and/or family members.**

***\*\*Nothing in this policy is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of bullying, as defined above, but nevertheless is inappropriate for the school environment.***

Amended 12/16/2013

## Book Order Form

## Classroom Supply List

## Personal Day Request Form

## Field Trip Form

## Maintenance Request

## Maintenance Request - Technology

## Parent Contact Log

### Professional Resource Books

Title	Author
<b>101 Tips for Motivating Students</b>	<b>Master Teacher</b>
<b>101 Tips for Testing and Grading</b>	<b>Master Teacher</b>
<b>15 Instant and Irresistible Learning Centers</b>	<b>Majorie Fields and Deborah Hillstead</b>
<b>365 After School Activities</b>	
<b>365 Things to Make and Do (2 copies)</b>	
<b>40 Rubrics &amp; Checklists to Assess Reading and Writing</b>	<b>Adele Fiderq</b>
<b>8 Step Model Drawing</b>	<b>Bob Hogan</b>
<b>101 Language Arts Activities</b>	<b>Trudy Aarons</b>
<b>A Common Sense Guide to Multiage Practices: Primary Level</b>	<b>J. Grant &amp; B. Johnson</b>
<b>A Comprehensive Guide To Readers Theater</b>	<b>Alism Black</b>
<b>A Different Kind of Classroom</b>	<b>Robert Marzano</b>
<b>A Notebook for Teaching</b>	<b>Northeast Foundation for Children</b>
<b>A Prayer Book for Catholic Families</b>	<b>Loyala Press</b>
<b>A Quiet Place with Jesus</b>	<b>Anne Joan Flanagan</b>
<b>A Teacher's Guide to Cognitive Type Thinking and Learning Style</b>	<b>Carolyn Marnchur</b>
<b>A Teacher's Guide to Working with Paraeducators</b>	<b>Jill Morgan</b>
<b>A Working Reading List for Catholic Students Adol.</b>	<b>Catharine M. Kealey</b>
<b>A Working Reading List for Catholic Students Child.</b>	<b>Catharine M. Kealey</b>
<b>Acting It Out</b>	<b>Joan Starkie</b>
<b>Action Alphabet</b>	<b>EduPress Brochure</b>
<b>Activating and Engaging Habits of Mind</b>	<b>Costa Kallick</b>
<b>Activating the Desire to Learn</b>	<b>Bob Sullo</b>
<b>Active Questioning</b>	<b>Nancy Johnson</b>
<b>ADD/ADHD Alternatives in the Classroom</b>	<b>Thomas Armstrong</b>
<b>After School Adventures</b>	<b>Harriet Kinghorn</b>
<b>Aids: Catholic Educational Approach to HIV</b>	<b>NCEA Taskforce</b>
<b>All Sorts of Book Reports</b>	<b>Julia Ring Alarie</b>
<b>Along Came A Spider</b>	<b>Donna Cooner</b>
<b>Alphabet Fun and Games</b>	<b>Jill Coudron</b>
<b>Alphabetivities</b>	<b>Claudia Krause</b>
<b>Amazing Days</b>	<b>Randy Harelism</b>
<b>Arts with the Brain in Mind</b>	<b>Eric Jenson</b>
<b>Assessing and Reporting on Habits od Mind</b>	<b>Costa Kallick</b>
<b>Assessing Learning in the Classroom</b>	47 <b>Karen Loman</b>

<b>Assessment &amp; Intervention for Struggling Readers</b>	<b>Karen Loman</b>
<b>Assessment &amp; Intervention for Struggling Readers</b>	<b>Lois Bridges</b>
<b>Assessment: Continuous Learning</b>	<b>Sharon McDonald</b>
<b>Bags</b>	<b>Gerardus Vervoot</b>
<b>Beginnig Calculator Math</b>	<b>Daniel Pilarczyk</b>
<b>Believing Catholic</b>	<b>Jeff Sprague</b>
<b>Best Behavior</b>	<b>Carsm-Dellosa</b>
<b>Best Bulletin Board Book Ever</b>	<b>Ardith Cole</b>
<b>Better Answers</b>	<b>Alfie Kohn</b>
<b>Beyond Discipline</b>	<b>Karen Szymusiak</b>
<b>Beyond Leveled Book</b>	<b>Eleanor Therese Barnside</b>
<b>Bible Rosary: The Life of Jesus</b>	<b>Dove Publication</b>
<b>Bible Stories Coloring Book</b>	<b>Linda Wedwick</b>
<b>Book Match</b>	<b>Amy Welborn</b>
<b>Book of Heros</b>	<b>Patricia Wolfe</b>
<b>Brain Matters</b>	
<b>Brainstorming Activties</b>	<b>M. Beaudoin</b>
<b>Breaking Culture of Bullying and Disrespect Grades K-8</b>	<b>Theodore R. Sizer</b>
<b>Breaking Ranks in Middle School</b>	<b>Debby Zambo</b>
<b>Bright Beginnings for Boys</b>	<b>Barbara Gruber</b>
<b>Bright Ideas</b>	<b>Jane Braunger</b>
<b>Bright Ideas For Teahers</b>	<b>Robert Marzano</b>
<b>Building a Knowledge Base in Reading</b>	
<b>Building Background Knowledge for Academic Achievment</b>	<b>Jeff Zwiers</b>
<b>Building Better Boards Catholic Education</b>	<b>Anne Conzemius</b>
<b>Building Reading Comprehension Grades 6-12</b>	<b>Robert Marzano</b>
<b>Building Shared Responsibility for Student Learning</b>	<b>Suzanne Glover</b>
<b>Builidng Academic Vocabulary</b>	<b>Trevor Romain</b>
<b>Bulletin Board Smorgasboard</b>	<b>Amy Hamra</b>
<b>Bullies are a Pain In the Brain</b>	<b>Rachel Cracchiolo</b>
<b>Bully Proof</b>	<b>Maureen Carroll</b>
<b>But I Only Have 45 min.</b>	<b>Rev. Peter M.J. Stravinskask</b>
<b>Calender Activities</b>	<b>National Conference of Catholic Bishops</b>
<b>Cartwheels on the Keyboard</b>	<b>Peter Klein</b>
<b>Catholic Encyclopedia</b>	<b>Jane Kliester</b>
<b>Catholic Household Blessings</b>	<b>Judy Hartwig</b>
<b>Catholic Source Book</b>	<b>Joan Patano Vos</b>
<b>Caught Ya! Crammar With a Giggle</b>	<b>Basil Pennington</b>
<b>Celebrate Winter</b>	<b>Carole Marsh</b>
<b>Celebrating School Liturgies</b>	<b>Robert Marzano</b>

<b>Challenges in Prayer</b>	<b>Kathie Barrs</b>
<b>Childrens Daily Prayer</b>	<b>Carolyn Monchur</b>
<b>Classroom Cooking!</b>	<b>Carole Fleming Charters</b>
<b>Classroom Management that Works</b>	<b>Linda Holliman</b>
<b>Classwise</b>	<b>Marie M. Clay</b>
<b>Cognitive Type Theory and Learning Style</b>	<b>Becky Bailey</b>
<b>Community Craft Book</b>	<b>Claudia Breznau</b>
<b>Complete Guide to Classroom Centers</b>	<b>Rob Faricy</b>
<b>Concepts About Print</b>	<b>Linda Albert</b>
<b>Conscious Discipline</b>	<b>Patricia Pavelka</b>
<b>Container Crafts</b>	<b>B. Marlowe</b>
<b>Contemplating Jesus</b>	<b>Phoebe Bell Ingraham</b>
<b>Cooperative Discipline</b>	<b>Valerie Ellery</b>
<b>Coping with Standards, Tests and Accountability</b>	<b>Dale Seymour</b>
<b>Countdown to the First Day of School</b>	<b>Caroline Clark Myers</b>
<b>Create Independent Learners</b>	<b>Lee Heffernan</b>
<b>Creating and Sustaining the Constructivist Classroom</b>	<b>Laurie Rozakis</b>
<b>Creating Managing Learning Centers</b>	<b>Imogene Forte</b>
<b>Creating Strategic Readers</b>	<b>Reis et al</b>
<b>Creative Constructions</b>	<b>NCTM</b>
<b>Creative Craft Activities</b>	<b>ASCD</b>
<b>Critical Literacy and Writers Workshop</b>	<b>Dianne L. Fergusm</b>
<b>Critical Thinking</b>	<b>Jeff Zwiers</b>
<b>Curriculum and Project Planner</b>	<b>H. Johnson</b>
<b>Curriculum Compacting</b>	<b>Robin Cohen</b>
<b>Curriculum Evaluation Standard for School Mathemaics</b>	<b>Kristen Nicholson-Nelson</b>
<b>Curriculum Handbook</b>	<b>Jim Grant</b>
<b>Designing Personalized Learning for Every Student</b>	<b>Eric Jenson</b>
<b>Developing Academic Thinking Skills Gr. 6-12</b>	<b>Patricia Pavelka</b>
<b>Developing Critical Awareness at the Middle Level</b>	<b>Char Forster</b>
<b>Developing Essential Literacy Skills</b>	<b>Diane Heacox</b>
<b>Developing Students Multiple Intelligences</b>	<b>Donna VanderWeide</b>
<b>Developmental Education in an Era of High Standards</b>	<b>Forstein</b>
<b>Different Brains, Different Learners</b>	<b>Carol Ann Tomlinson</b>
<b>Differentiated Assignments</b>	<b>Carol Ann Tomlinson</b>
<b>Differentiated Instruction</b>	<b>Carol Ann Tomlinson</b>
<b>Differentiating Instruction in the Regular Classroom</b>	<b>Marilee Sprenger</b>
<b>Differentiating Instruction Tool Box</b>	<b>Mary Kathleen Glavich</b>

<b>Differentiating Textbooks</b>	<b>Deborah Meier</b>
<b>Differentiation</b>	<b>Marsha Sprague</b>
<b>Differentiation in Practice 5-9</b>	<b>Bev Wirt</b>
<b>Differentiation in Practice K-5</b>	<b>Debbie Silver</b>
<b>Differentiation Through Learning Styles and Memory</b>	<b>Mary Smith</b>
<b>Discipline Made Easy</b>	<b>Roz Abisch</b>
<b>Discovering and Exploring Habits of Mind</b>	<b>Carol Cimino</b>
<b>Discovering their Voices</b>	<b>Renate Nymmela</b>
<b>Discovering What Works for Struggling Readers</b>	<b>Anita E. Woolfolk</b>
<b>Drumming To the Beat of A Different Marcher</b>	<b>Jill Lewis</b>
<b>Easy Art</b>	<b>Dick Corbett</b>
<b>Easy to Make Holiday Fun Things</b>	<b>SDE</b>
<b>Educating Young Adolescents</b>	<b>Charlotte Danielson</b>
<b>Education on the Edge of Possibility</b>	<b>Mary Angela Shaughnessy</b>
<b>Educational Psychology</b>	<b>Max Bell</b>
<b>Educators on the Frontline</b>	<b>Clarence Enzler</b>
<b>Effort and Excellence in Urban Classrooms</b>	<b>Margaret Allen</b>
<b>Eleventh Annual National Conference on Best Practices Resource Book</b>	<b>Clarence Enzler</b>
<b>Enhancing Program Practice</b>	<b>Gloeckler Allen</b>
<b>Ethics and the Law</b>	<b>Vito Perrone</b>
<b>Everyday Math Reference Manual</b>	<b>Betsy Caprio</b>
<b>Everymans Way of Cross</b>	<b>Rick Wormeli</b>
<b>Everyones a Star</b>	<b>Rick Wormeli</b>
<b>Everyones Way of Cross</b>	<b>Debbie O'Neal</b>
<b>Exceptional Students in Regular Classrooms</b>	<b>Michael Kettig</b>
<b>Expanding Student Assessment</b>	<b>Mark O'Shea</b>
<b>Experiments In Prayer</b>	<b>Mitsuo Okudo</b>
<b>Fair Isn't Always Easy</b>	<b>Michael Mayer</b>
<b>Fair Isn't Always Equal</b>	<b>Pamela Chanko</b>
<b>Family Countdown to Easter</b>	<b>Irene C. Fountas</b>
<b>Flirting or Hurting</b>	<b>Lori Jameson Rog</b>
<b>From Rigorous Standards to Student Achievements</b>	<b>Patricia L. Scharer</b>
<b>From Standards to Success</b>	<b>Ruth Charney</b>
<b>Fun with Oragami</b>	<b>Sharon Northey</b>
<b>Grammar Mobile Book</b>	<b>Mary Dall</b>
<b>Grammar Tales</b>	<b>Jan Fair</b>
<b>Guided Reading</b>	<b>Terrell Young</b>
<b>Guided Reading Basics</b>	<b>Nancy Paulu</b>
<b>Guiding Writers K-3</b>	<b>Rachel Cracchiolo</b>
<b>Habits of Goodness</b>	<b>Bernadette Stankard</b>

<b>Handbook on Differentiated Instruction for Middle and High Schools</b>	
<b>Hands in Faith</b>	<b>Karen Durica</b>
<b>Handy Math</b>	<b>Neila A. Connors</b>
<b>Happily Ever After</b>	<b>Mark Twain Media</b>
<b>Helping Your Child Learn Science</b>	<b>Michael Simkins</b>
<b>Holiday Cards</b>	<b>Susan Finney</b>
<b>How Each Child Learns</b>	<b>S. Kletzein</b>
<b>How to Organize PD</b>	<b>Rachel A Karchmer</b>
<b>How We Do School</b>	<b>Rosalie Fink</b>
<b>I can write like that</b>	<b>Anthony Flores</b>
<b>If You Don't Feed the Teachers they eat The Students!</b>	<b>Anthony Flores</b>
<b>Implementing Standards Based Education</b>	<b>Paula Rutherford</b>
<b>Improving Study and Test Taking Skills</b>	<b>Char Forster</b>
<b>Increasing Student Learning</b>	<b>Wayne E. Nelson</b>
<b>Independent Reading Activities</b>	<b>Regie Routman</b>
<b>Informational Text in the K-3 Classroom</b>	<b>Regie Routman</b>
<b>Innovative Approaches to Literacy</b>	<b>Caroline Clark Myers</b>
<b>Innovative Discipline</b>	<b>Marilee Sprenger</b>
<b>Inspiring Independent Learning</b>	<b>Althier Lazar</b>
<b>Inspiring Reading Success</b>	<b>Deborah McCann</b>
<b>Instant Boarders</b>	<b>Robert M. Hama</b>
<b>Instant Bulletin Boards</b>	<b>Shelley Wepner</b>
<b>Instruction of All Students</b>	<b>School Based Planning Team</b>
<b>Integrating and Sustaining Habits of Mind</b>	<b>V. Posey</b>
<b>International Playtime</b>	<b>Harry Daniels</b>
<b>Interventions for Struggling Learners</b>	<b>Darlene Ritter</b>
<b>Invitations</b>	<b>Jean Stangl</b>
<b>Invitations</b>	<b>Elizabeth Ruth Obbard</b>
<b>Jumbo Holiday Handbook</b>	<b>Renate Nummela Caine</b>
<b>Learning and Memory</b>	<b>Amy Viets</b>
<b>Learning to be Literacy Teachers in Urban Schools</b>	<b>Jill Ostrow</b>
<b>Let Us Gather</b>	
<b>Lets Say Grace</b>	<b>Phyllis Von Wezeman</b>
<b>Library Story Hour A-Z</b>	<b>Lori Jamism Roy</b>
<b>Linking Literacy and Technology</b>	<b>John Rotelle</b>
<b>Literacy Collaborative Primary &amp; Lesley University</b>	<b>Louis J. Cameli</b>
<b>Literature Circles: A Complete Guide for Middle Grades</b>	<b>William T. Stokes</b>
<b>Literature Circles: Voice and Choice in Book Clubs and Reading Groups</b>	<b>Char Forster</b>
<b>Literature-Based Activities</b>	<b>The Schraff Center</b>

<b>Magic Mixtures</b>	<b>Linda Campbell</b>
<b>Magnificat</b>	<b>Carol Dechant</b>
<b>Making Connections Teaching and the Human Brain</b>	<b>Dorothy P. Hall</b>
<b>Making Faith Fun</b>	<b>Caroline Clark Myers</b>
<b>Making Problems, Creating Solutions: Challenging Young Mathematicians</b>	<b>E. Keene</b>
<b>Making RTI Work</b>	<b>McDougal Littell</b>
<b>Many Saints, Many Ways</b>	<b>C. Politano</b>
<b>Marvelous Minlessons for Teaching Beginning Writing</b>	<b>C. Chapman</b>
<b>Mary Says Yes</b>	<b>Linda and Bruce Campbell</b>
<b>Mary's Journey</b>	<b>Bruce Campbell</b>
<b>Math Activities Worksheet Masters</b>	<b>Thomas Armstrong</b>
<b>Math Strategies You Can Count On</b>	<b>Bearl Brooks</b>
<b>MCFL Pro-Life Reference Journal</b>	<b>ISTE</b>
<b>Mindful Learning: 101 Proven Strategies</b>	<b>National Research Council</b>
<b>Momma's Enchanted Supper</b>	<b>JoAnn Portalupi</b>
<b>Month By Month Reading, Writing for Kindergarten</b>	<b>John Batchelor</b>
<b>More Creative Craft Activities</b>	<b>Rebecca Simpson</b>
<b>Mosaic of Thought</b>	<b>Miliken Publishing</b>
<b>Multi-Language Visual Glossary</b>	<b>Theresa Scheihing</b>
<b>Multiage and More</b>	<b>Bee Gee Hazell</b>
<b>Multiple Intelligence Centers and Projects</b>	<b>Bee Gee Hazell</b>
<b>Multiple Intelligences and Student Achievement</b>	<b>Bee Gee Hazell</b>
<b>Multiple Intelligences Handbook</b>	<b>Bee Gee Hazell</b>
<b>Multiple Intelligences In the Classroom</b>	<b>Lee Canter</b>
<b>My Kindergarten Super Workbook</b>	<b>Jacque Melin</b>
<b>National Educational Technology Standards</b>	<b>Barbara C. Cruz</b>
<b>National Science Education Standards</b>	<b>Linda Silvey</b>
<b>Nonfiction Craft Lessons</b>	<b>Margaret Schroder</b>
<b>North American Lighthouses Coloring Book</b>	<b>Marilyn Jager Adams</b>
<b>Open Worksheets for Creative Teaching</b>	<b>Greta Lipson</b>
<b>Our Global Village</b>	<b>J. Arter</b>
<b>Our Treasured Heritage</b>	<b>Christian Brothers</b>
<b>Paper Crafts for the Holidays</b>	<b>M. Basil Pennington</b>
<b>Paper Plate Animals</b>	<b>Frank McCorry</b>
<b>Paper Plate People</b>	<b>NCTM</b>
<b>Paper Shapes Projects</b>	<b>Maurice J. Elias</b>
<b>Parents On Your Side</b>	<b>A. Vincent Ciardiello</b>
<b>Passport to Learn</b>	<b>Carol Koechlin</b>
<b>Passport to Learning</b>	<b>Rachel Cracchiolo</b>
<b>Pattern Blocks Coloring Books</b>	<b>Rev. Isaias Powers</b>
<b>Peel and Put</b>	<b>Melissa Forney</b>

<b>Phonemic Awareness in Young Children</b>	<b>Jim Trelease</b>
<b>Pitfalls and Potholes</b>	<b>Helen Irlen</b>
<b>Poetry Writing Handbook</b>	<b>Kimberely Tunnell</b>
<b>Practice with Student-Involved Classroom Assessment</b>	<b>PHEME PERKINS</b>
<b>Prayer Forms</b>	
<b>Praying by Hand</b>	<b>Patricia Altman</b>
<b>Preventing Substance Abuse</b>	<b>Joan Harwell</b>
<b>Professional Development Schools</b>	<b>C. Stumpf</b>
<b>Professional Standards for Teaching Mathematics</b>	<b>Kathryn Brady</b>
<b>Promoting Social &amp; Emotional Learning</b>	<b>Peter Johnson</b>
<b>Puzzle Them First</b>	<b>Loyola University Press</b>
<b>Q Tasks</b>	<b>Dove Publication</b>
<b>Quick Fun Art</b>	<b>Charlebois/Holden/Mange</b>
<b>Quiet Places with Mary</b>	<b>W. Ellenwood Post</b>
<b>Quit It!</b>	<b>Alex Molnar</b>
<b>Razzle-Dazzle Writing</b>	<b>Jacqueline Grennon Books</b>
<b>Read-Aloud Handbook</b>	<b>Kimberely Tunnell</b>
<b>Reading By the Colors</b>	
<b>Reading Comprehension</b>	
<b>Reading the New Testament</b>	<b>Education Center</b>
<b>Reading&amp; Writing w/ Picture Books</b>	<b>Julie Craig Foudy</b>
<b>Ready to Use Literature 7-12</b>	
<b>Ready-to-use Tools and Materials for Remediating for Specific Learning Disabilities</b>	<b>Shannon O'Day</b>
<b>Recipes for Reading and Math</b>	<b>L. Dorn &amp;C. Soffos</b>
<b>Rules in School</b>	<b>Marsha Spears</b>
<b>Running Records: A Self-Tutoring Guide</b>	<b>Beverly Tyner</b>
<b>Saints and Feast Days</b>	<b>Beverly Tyner</b>
<b>Saints for Children Coloring Book</b>	<b>Catharine Walker</b>
<b>Saints for Kids by Kids</b>	<b>Michael Carotta</b>
<b>Saints, Signs and Symbols</b>	<b>Elizabeth McKinnon</b>
<b>School Reform Proposals</b>	<b>Sharon Hulckel</b>
<b>Schooling by Design (found in white binder)</b>	<b>Richard Stiggins</b>
<b>Schooling for Life</b>	<b>Stanley Fagum</b>
<b>Science Comprehension</b>	<b>Charlotte Danielson &amp; Thomas L. McGreal</b>
<b>Science Education Standards</b>	<b>ELP</b>
<b>Science Encyclopedia</b>	<b>ELP</b>
<b>Science in a Box</b>	<b>ELP</b>
<b>Seeds For Little Sprouts</b>	<b>ELP</b>
<b>Self Management</b>	<b>Jane Schall</b>
<b>Setting the Stage for Creative Writing</b>	<b>Linda Campbell</b>
<b>Shaping Literate Minds</b>	<b>Richard Walker</b>

<b>Shared Reading Coach Tools</b>	<b>Michele Anstey</b>
<b>Small Group Reading Instruction</b>	<b>D. Diffly &amp; C. Sassman</b>
<b>Small-Group Reading Instruction</b>	<b>Susan Winebrenner</b>
<b>Smart Tests</b>	<b>Susan Winebrenner</b>
<b>Sometimes We Dance Sometimes We Wrestle</b>	<b>Elaine Prizzi</b>
<b>Special Day Celebrations</b>	<b>Roe Smith</b>
<b>Steward Saints for Everyday</b>	
<b>Student-Involved Classroom Assessment</b>	
<b>Successful Mainstreaming</b>	<b>Eric Jenson</b>
<b>Teacher Evaluation</b>	<b>Kay A. Chick</b>
<b>Teacher Evaluation and Student Achievement</b>	<b>Rosanne Kurteat</b>
<b>Teacher-Tested Ideas for Classroom Management</b>	
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<b>The Blessed Mess</b>	<b>Sharon MacDonald</b>
<b>The Book of Virtues</b>	<b>Thomas Sergiovanni</b>
<b>The Brain Compatible Classroom</b>	<b>Jim Trelease</b>
<b>The Classroom of Choice</b>	<b>Houghton Mifflin</b>

<b>The Classroom Teacher's Guide to Instructional and Curricular Modifications</b>	<b>Kay Dunbar</b>
<b>The Competent Classroom</b>	<b>Maurice Dilasser</b>
<b>The Complete Letter Book-Multisensory Activities</b>	<b>Dorothy P. Hall</b>
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<b>The Multiage Handbook</b>	<b>Janet Allen</b>
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<b>The Teacher's Guide to Building Blocks</b>	<b>Nicolas Ayo</b>
<b>The Teachers Toolbox for Differentiating Instruction</b>	<b>Cythia H Brock</b>
<b>The Teachers Toolbox for Differentiating Instruction</b>	<b>Carol Cummings</b>
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<b>The Winter Calender Collection</b>	<b>Steve Stahl</b>
<b>The Writing Teachers Toolbox</b>	<b>Mary Tomaira and Allison Zmuda</b>
<b>Themes Familiar</b>	<b>Martha Green</b>
<b>Thinking About Objectives</b>	<b>Paul Gorski</b>

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<b>Wondeful Rooms Where Children Can Bloom</b>	<b>Merle Froschl</b>
<b>Word Power What Every Educator Needs to Know</b>	
<b>Works for Me Winning Tips</b>	<b>Leo M. Schell</b>
<b>Workshops That Work</b>	<b>Alan A. Glatthorn</b>
<b>Yardsticks</b>	
<b>You Can Handle Them All</b>	<b>Nan Stein</b>

## Professional Development Videos

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<p>Instructional Strategies for the Differentiated Classroom</p> <ol style="list-style-type: none"> <li>1. Learning Contracts</li> <li>2. Intelligence Preferences</li> <li>3. Tiered Assignments</li> <li>4. Complex Instruction</li> <li>5. RAFT</li> <li>6. Centers</li> <li>7. WebQuests</li> </ol>	<p>ASCD</p>
<p>At Work in the Differentiated Classroom</p> <ol style="list-style-type: none"> <li>1. Planning Curriculum and Instruction</li> <li>2. Managing the Classroom</li> <li>3. Teaching for Learner Success</li> </ol>	<p>ASCD</p>
<p>Balanced Assessment: Improving Student Achievement and Standardized Test Results</p> <ol style="list-style-type: none"> <li>1. A Comprehensive Approach</li> <li>2. Using a Range of Assessment Tools</li> <li>3. Reflective Assessments</li> </ol>	<p>ASCD</p>
<p>What Works in Schools</p> <ol style="list-style-type: none"> <li>1. School Factors</li> <li>2. Teacher Factors</li> <li>3. Student Factors</li> </ol>	<p>ASCD</p>
<p>Curriculum Mapping: Charting the Course for Content</p> <ol style="list-style-type: none"> <li>1. The Essentials of Mapping</li> <li>2. Putting Mapping to Work</li> </ol>	<p>ASCD</p>
<p>Using Classroom Assessment to Guide Instruction</p> <ol style="list-style-type: none"> <li>1. Techniques for Classroom Assessment</li> <li>2. The AssessmentInstruction Link</li> <li>3. The Role of Classroom Assessment in School Improvement</li> </ol>	<p>ASCD</p>

<p>Teaching Students with Learning Disabilities in the Regular Classroom</p> <ol style="list-style-type: none"> <li>1. Adjusting for Learner Needs</li> <li>2. Using Learning Strategies</li> </ol>	ASCD
<p>Guided Reading</p> <ol style="list-style-type: none"> <li>1. Guided Reading in Grade 1- Patricia Cunningham</li> <li>2. Guided Reading in Grades 2 3 - Dorothy Hall</li> <li>3. Guided Reading in the Upper Grades - Jim Cunningham</li> </ol>	Carson-Dellosa
<p>Mentoring Teachers To Mastery I</p> <ol style="list-style-type: none"> <li>1. Conquering The First Day, First Week, and First Month</li> <li>2. Teaching for Results</li> <li>3. Ensuring Students Learn: Practice, Feedback, &amp; Assessment</li> <li>4. Classroom Management at Its Best</li> <li>5. Being The Best You Can Be</li> </ol>	The Master Teacher
<p>Mentoring Teachers To Mastery II</p> <ol style="list-style-type: none"> <li>1. Developing the Strongest Possible Foundation for Instruction and Learning</li> <li>2. Strategies for Increasing Learning and Retention</li> <li>3. Teaching Students to Think Critically and Creatively</li> <li>4. Practical Approaches for Sharpening Your Instructional Effectiveness</li> <li>5. Proven Philosophies and Strategies for Grading &amp; Testing</li> </ol>	The Master Teacher
<p>Discipline Techniques You Can Master In A Minute</p> <ol style="list-style-type: none"> <li>1. Key Attitudes and Strategies for Maximizing Your Options</li> <li>2. Approaches and Actions to Get the Responses You Want</li> <li>3. Handling Chronic or Habitual Discipline Problems</li> <li>4. Critical Mistakes That Cause or Perpetuate Misbehavior</li> </ol>	The Master Teacher
<p>Integrating Technology Into The Classroom</p> <ol style="list-style-type: none"> <li>1. Laying The Groundwork for Successful Technology Integration</li> <li>2. Specific Strategies and Hints for Using Classroom Technology To Its Fullest Potential</li> <li>3. Making Internet Research and Email Powerful Classroom and Curriculum Tools</li> <li>4. Utilizing the Internet as a Curriculum Resource and Publishing Tool in the Classroom</li> </ol>	The Master Teacher
<p>When Students Write - Ralph Fletcher and JoAnn Portalupi</p> <ol style="list-style-type: none"> <li>1. Building a Writing Community</li> <li>2. Teaching Writing Skills in Context</li> <li>3. Literature That Supports Writing</li> <li>4. Craft Lessons to Stretch Young Writers</li> </ol>	Stenhouse

Models for Explicit Teaching: Teaching Reading Pre-K - 3 1. Balanced Literacy 2. Guided Reading	Stenhouse
Developing Independent Learners: A Reading/Writing Workshop Approach 1. Exploring Literature in Third Grade 2. Conducting Research in First Grade	Stenhouse
Count to Five and Say I=am Alive: Two Poetry Workshops - Rosen and Nichols (Stenhouse) 1. Illustrated Poems 2. Words, Rhyme, and Metaphor	Stenhouse
A Day in a Multiage Classroom - Ellen Thompson	Crystal Springs Books
The Nuts and Bolts of Multiage Classrooms	Crystal Springs Books
Multiage Classrooms Professional Inquiry Kit	ASCD
Differentiating Instruction for MixedAbility Classrooms Professional Inquiry Kit	ASCD
Creating Sound Classroom Assessments - Rick Stiggins	ATI
Teacher Talk: Staff Development Guide	FASE
Understanding by Design	ASCD
ASCD Professional Inquiry Kits 1. Curriculum Integration 2. Multiage Classrooms 3. Differentiating Instruction for Mixed-Ability Classrooms	ASCD
Building Academic Background Knowledge	ASCD
The Brain and Learning 1. New Knowledge and Understanding 2. Classroom Applications 3. Changing Schools to Reflect New Knowledge 4. What Parents Need to Know	ASCD
A Visit to Classrooms of Effective Teachers 1. Covering the first day, first week, first month 2. Teaching for results 3. Ensuring Students Learn 4. Classroom Management at its Best 59 5. Being the Best You Can Be	ASCD
Motivation: The Key to Success in Teaching and Learning (Parts 1-3)	ASCD
Lesson Plans for Integrating Technology into the Classroom 1. Laying the Groundwork for Successful Technology Integration 2. Specific Strategies and Hints 3. Making Internet Research and E-Mail Powerful Classroom Tools 4. Utilizing the Internet as a Curriculum Resource and Publishing Tool	The Master Teacher
Running Records	Peter H. Johnston

Teacher Talk: The Math Trail	FASE
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