



# **Southern Tier Catholic School Archbishop Walsh Academy**

## **Mission Statement:**

*Archbishop Walsh Academy is a private secondary school that welcomes and encourages enrollment from students of all faiths and socioeconomic backgrounds. Archbishop Walsh provides a rigorous, values-based education in an environment of student discipline and mutual respect, and through our Catholic Franciscan tradition, aims to develop compassionate global citizens who will engage in meaningful lives of leadership and service.*

## **2020-2021 Student / Parent Handbook**

**208 North 24<sup>th</sup> St.**

**Olean, NY 14760**

**Phone: (716) 372-8122**

**Fax: (716) 372-6707**

**Office Hours: 7:30am - 4:00pm Mon. - Fri.**

**[www.stcswalsh.org](http://www.stcswalsh.org)**

## 2020-2021 Board of Trustees

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**2020-2021**  
**Administration, Teachers, & Support Staff**

Alex Peterson	Music K-12	Alex.Peterson@walshstcs.org
Amber Kaple	First Grade	Amber.kaple@walshstcs.org
BethAnn Owens	3rd Grade Teacher, Elementary Curriculum Coordinator and Team Leader	BethAnn.Owens@walshstcs.org
Brittany Nichols	Kindergarten	Brittany.Nichols@walshstcs.org
Christine Miller	5-7 ELA, 5-6 Science, 5th Math	Christine.Miller@walshstcs.org
Conor Tingley	2nd Grade Teacher	Conor.Tingley@walshstcs.org
Cristy Ferry	School Secretary	Cristy.Ferry@walshstcs.org
Daniel Klice	Seneca Nation Resource Tutor	Daniel.Klice@walshstcs.org
Danielle Michel	IB Coordinator & TOK 11th & 12th grade	Danielle.Michel@walshstcs.org
Dr. Leslie Watson	College Counseling grades 8-12	Leslie.Watson@nzwatsons.com
Elizabeth Casey	PT Title 1 Reading Teacher (OCSD)	Elizabeth.Casey@walshstcs.org
Eric Dimartino	Business Manager, Athletic Director & Food Service Program Supervisor	Eric.DiMartino@walshstcs.org

Evelyn Cruz	IB Spanish 11-12, MYP Spanish 7-10, Supplemental Spanish	Evelyn.Cruz@walshstcs.org
Gary Alan Johnson	IB Physics 11-12, IB Math 11-12, Geometry 10th, Algebra 9th	Alan.Johnson@walshstcs.org
Janice Wolfe	Montessori Teacher	Janice.Wolfe@walshstcs.org
Jessica Policastro	Alumni Relations & Marketing, Grades 1 and 3 Religion, Morning Care	Jessica.policastro@walshstcs.org
Joe Butler	Instructional & Support Technology	Joe.Butler@walshstcs.org
Joe Sempolinski	Director of Development	Joe.Sempolinski@walshstcs.org
Karen Larson	Math teacher grades 5-8th, Religion 7th and 5th grade	Karen.Larson@walshstcs.org
Kathleen Kwiatkowski	School Nurse (OCSD) One day a week	Kathleen.Kwiatkowski@walshstcs.org
Kathleen Shay	K-12 Visual Arts	Kathleen.Shay@walshstcs.org
Katie Jodush	FT Social Worker ( Catholic Charities & Walsh/STCS) Aftercare Program Supervisor	Katie.Jodush@walshstcs.org
Lee Filbert	Assistant Principal/IB History	Lee.Filbert@walshstcs.org
Lois Housler	MS Science 6,7 & HS Biology & Earth Science	Lois.Housler@walshstcs.org
Margaret Tufino	Spanish 4-6, Religion 4, Supplemental and Accelerated Spanish, Elementary Technology	Margaret.Tufino@walshstcs.org
Marty Meddock	IB Chemistry 11th grade	Marty.Meddock@walshstcs.org

Mary Beth Garvin	Admissions & Student Life	Marybeth.Garvin@walshstcs.org
Mary Kichman	Academic Intervention Services (AIS) K-5, Religion 2nd grade	Mary.Kichman@walshstcs.org
Mary Lou Plesac	Director of Spiritual Life, Religion 9-12 & TOK 11	Marylou.Plesac@walshstcs.org
Maryann Cole	English 8-12 grade & Writing Workshop Coordinator	Maryann.Cole@walshstcs.org
Millie Jedrosko	Resource	Millie.Jedrosko@walshstcs.org
Nate Farnum	School Counselor, Director of International Baccalaureate Middle Years Program (MYP)	Nate.Farnum@walshstcs.org
Reston Petit	M-12 PE/Health	Reston.Petit@walshstcs.org
Sara Dash	Montessori, Title I Reading, Religion K, 1 and 2	Sara.Dash@walshstcs.org
Sarah Wheaton	4th Grade Teacher, Elementary Tech	Sarah.Wheaton@walshstcs.org
Sean Budd	Food Service/Chef	Sean.Budd@walshstcs.org
Thomas J. Manko	President & Principal	Thomas.Manko@walshstcs.org

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## **I. Introduction:**

Southern Tier Catholic School / Archbishop Walsh Academy (STCS/Walsh) provides a foundation for Christian living by integrating and nurturing faith through teaching and example and thereby becoming an extension of the teaching mission of the Roman Catholic Church. STCS/Walsh is a Christ-centered community which stimulates academic excellence and emphasizes family values and respect of self and others all in an atmosphere of kindness, love and understanding. We are committed to balancing physical, spiritual, intellectual and social growth for our students so they mature into responsible, self-disciplined citizens; developing and supporting a dynamic faculty and staff comprised of dedicated professionals; providing a physical facility conducive to reaching our goals; encouraging parental involvement of time and talent; continually developing and evaluating decisions, options and actions consistent with our mission, values and beliefs.

\*Please note that the school principal may revise regulations at any time when the principal deems necessary. Prior notice will be provided before changes become effective.

## **II. Academic Program:**

### **A. General Description:**

- a. STCS/Walsh is a Montessori through 12th grade educational institution.
  - i. The Montessori program for three and four year old children emphasizes a child-centered learning environment in which children are given both choice and responsibility in equal measure.
  - ii. The Kindergarten through 4th grade program provides a comprehensive skills program designed around differentiated instruction and project-based learning.
  - iii. The middle school years program (MYP), grades 5-10, develops student ability to think critically, originally, and with integrity. These thinking skills will lead to the development of the critical writing, analytical thinking, and community service requirements of the International Baccalaureate (IB) Diploma Programme.
  - iv. The capstone of a student's educational experience at STCS/Walsh is the IB Diploma Programme during the 11th and 12th grade. The Diploma Programme is a rigorous pre-university course of study designed for students in the 16-19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging

students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

B. Standardized Testing:

- a. At STCS/Walsh students in K-8 will take tests called Measures of Academic Progress® (MAP®) three times a year in fall, winter, and spring – usually in the months of September, January and June. We give students MAP tests to help provide data about your child’s instructional level and measure academic growth throughout the school year, and from year to year in the areas of math, reading, and language usage. Your child will take the tests on a computer. Following the 1<sup>st</sup> and final testing period, you will receive a report showing your child’s growth. January results are available upon request. MAP tests are unique in that they adapt to be appropriate for your child’s level of learning. As a result, each student has the same opportunity to succeed and maintain a positive attitude toward testing. MAP tests provide the opportunity to administer shorter tests and use less class time while still receiving detailed, accurate information about your child’s growth.
- b. At STCS/Walsh students in grades 8-12 will take the appropriate Regents examinations at the conclusion of regents credit courses. In addition, students will take the International Baccalaureate exams in May of their 12<sup>th</sup> grade year. Therefore, in addition to receiving an Archbishop Walsh Academy diploma, students may earn a basic or advanced Regents designation as well as an International Baccalaureate diploma.

C. Progress Reports:

- a. All students will receive a 5 week progress report after the midpoint of the 1<sup>st</sup> marking period. Subsequent progress reports will be prepared for students at academic risk. Academic risk is identified as receiving a 79% or lower in a course.

In addition, parents are kept informed of progress during each quarter by a variety of methods. Corrected tests, weekly folders (K-8), and graded class work are sent home for the purpose of keeping parents informed of their child’s progress. Phone calls and emails are also made informing parents of difficulties. Throughout the school year parents can use the eSchool (5-8) and Option C (9-12) parent portals to monitor their child’s progress. Information and access to the parent portals will be given during the 1<sup>st</sup> week of school. Google classroom is another resource to help students and parents stay connected to the learning experience. Teacher’s



will invite students to join google classroom early in the school year. Questions can be directed to the main office or guidance counselor. Parental inquiries should be directed to the appropriate teacher or the guidance counselor.

The use of discipline reports and discussion documentation are other means of keeping parents informed of class activities and student progress.

D. Grading:

- a. Grades K-2 will use Standards Based Report Cards. A numerical grading system will be used in all subject areas for Grades 3 through 12. No letter grades will be given to any student, K-12. Any student with a failing average at the conclusion of a quarter will not be eligible for honor rolls that quarter.

Honor Roll Criteria Grades 3-8:

High Honor Roll: 95 – 100%

Honor Roll: 90-94%

Merit Roll: 85-89%

Performance Key K-2:

4 = Exceeds Proficiency Standards

3 = Meets Proficiency Standards

2=Meets Basic Proficiency Standards

1 = Below Standards

N/A=Not assessed at this time

Honor Roll Criteria Grades 9-12:

High Honor Roll: 95-100%

Honor Roll: 90-94%

Merit Roll: 85-89%

E. Student Evaluation and Report Cards:

a. **Schedule for distribution:**

- i. Montessori: Twice a year, November and June
- ii. K-12: Four times a year, at the end of each ten week marking period

- b. Report cards are one way to report progress. Other progress indicators include but not limited to conferences, phone calls, and mid-quarter progress reports. Student achievement will be assessed through many means such as, but not limited to:

- i. Class participation
- ii. Class work/homework completion
- iii. Final examinations
- iv. Performance on projects\*
- v. Unit tests
- vi. Weekly tests and quizzes

*\*Please note that STCS/Walsh expects any project sent home to be independently completed by the student.*

All of these areas are to be considered when preparing quarterly marks for a student. The weight of each for purposes of calculating averages will be determined by local school process and regulation.

F. Safe Environment Program:

- a. *Safe Environment Programs* were mandated by the United States Conference of Catholic Bishops when they adopted the *Charter for the Protection of Children and Young People* in June 2002. As a result, the Diocese of Buffalo conducts criminal background checks for all school employees and volunteers. In addition, all adults over the age of eighteen, whether employed or volunteering at an institution or in a program associated with the Diocese of Buffalo, who have regular contact with youth under the age of eighteen are required to attend the “Protecting God’s Children” workshop. The main purpose of this initial training is to help the community become aware of the extent of the problem of child sexual abuse in society, and provide solutions to prevent abuse from occurring. Following attendance in the Protecting God’s Children workshop, individuals who attend are required to read periodic training bulletins along with periodic re-certification. This part of the program is called “Virtus” and is completed on-line. Registration for workshops and information about the program can be found at [www.virtus.org](http://www.virtus.org).

G. Diocesan Religion Curriculum:

- a. Religion classes will be conducted daily according to the *Diocesan Religion Curriculum* in order to:
  - i. Proclaim the message of Jesus, including the instruction on the sacraments.
  - ii. Foster a sense of community awareness.
  - iii. Motivate our students to service.
  - iv. Lead our students to prayer. Formal prayers are taught and spontaneous prayer is encouraged.
- b. Mass attendance is mandatory for all students when it is offered and scheduled.

During Mass, all students are welcomed and encouraged to sing as well as participate in the scripture readings and presentation of the gifts. Students who are Catholic and trained to be altar servers are strongly encouraged to participate as altar servers.

Students who are Catholic and have made their first communion are encouraged to receive the Eucharist. All other students are encouraged but not required to receive a blessing from the presiding priest.

All students are expected to stand and sit accordingly and respectfully during the entire liturgy. During the Ash Wednesday Mass, any student can receive ashes if they believe there is a personal reason they would like to do so.

Parents are invited to join our school community at these liturgies. On occasion, prayer services are held. Catholic and non-Catholic students will participate in all religion classes, liturgies and activities.

Montessori through eighth grade follow the recently updated Pre-K to 8 Diocesan religion curriculum: *Forming Disciples for the New Evangelization*. This curriculum looks at the six tasks of catechesis as six key elements of lived Catholic life so as to help young disciples in formation to realize the intimate connection between our Catholic faith and life.

- c. The six key elements are:
  - i. Knowledge of Faith
  - ii. Liturgy and Sacraments
  - iii. Morality
  - iv. Prayer
  - v. Education for Living in the Christian Community
  - vi. Evangelization and Apostolic Life
- d. High school religion classes follow the guidelines as recommended by the United States Conference of Catholic Bishops for Catholic high school students.
- e. In addition to the required *Diocesan Religion Curriculum*, our students participate in the following activities:
  - i. Celebration of the Liturgy, with student – teacher preparation
  - ii. Weekly study of Scripture of the Church year
  - iii. School celebrations of the church (i.e. Holy Days, Advent, Lent)
  - iv. Pastors' visits
  - v. Prayer services
  - vi. School assemblies with guest speakers
  - vii. Opportunities for community and service projects
  - viii. Spiritual guidance
  - ix. Religious retreats
  - x. Sacrament of penance and reconciliation

#### H. Music:

- a. Performance Art: Students are required to participate in the Christmas and Spring concerts. Their music grade will reflect this participation. A written excuse, submitted for and pending administrative approval, is required for any student unable to attend.

Concert Etiquette: Students and parents attending concerts should arrive promptly. Students should have proper attire as required by the school. The audience is to remain seated for the entire concert. Students will not be dismissed before the end of the entire performance.

Additionally, the audience must:

- i. Refrain from talking during performances.
  - ii. Turn off or silence all cell phone and other electronic equipment.
  - iii. Remove all hats.
  - iv. Quickly remove restless or crying children.
  - v. Ensure children remain seated and keep their feet from kicking other peoples' chairs.
  - vi. No food or drink is permitted in the performance area.
- b. Observing proper concert etiquette enables the audience and students to enjoy the concert and optimizes the quality of the student's performances. As a sign of appreciation the audience is encouraged to applaud with vigor at the conclusion of each selection.
  - c.

#### I. Physical Education:

- a. All children are required to participate in physical education (gym) classes, unless excused by the family doctor. This excuse must be in written form and is to be kept on file in the school office.

Proper gym attire is required as indicated below:

- i. Grades K-3: may stay in their uniforms or street clothes to participate in gym but must wear sneakers.
- ii. Grades 4-10: Proper attire includes tee shirt [no tank tops], shorts or pants [comfortable enough to move around in – no jeans or jean shorts), and sneakers [no platform sneakers].
- iii. All students K-10: Students that do not have his/her gym clothes will not be able to participate in regular gym activities. For safety reasons, jewelry is not to be worn during gym classes.

#### J. National Honor Society:

- a. Admission to the National Society is a privilege. Students must satisfy a rigorous set of criteria to gain admission and all students are encouraged to aspire to attain membership.

The National Honor Society admission criteria may be found on the school website ([www.stcswalsh.org](http://www.stcswalsh.org)) home page under the “High School” tab, once there click on “National Honor Society.”

K. Academic Honor Society:

- a. Admission to the Academic Honor Society is a privilege. Students must satisfy a rigorous set of criteria to gain admission and all students (grades 6<sup>th</sup>-9<sup>th</sup> grade) are encouraged to aspire to attain membership.

The Academic Honor Society admission criteria may be found on the school website ([www.stcswalsh.org](http://www.stcswalsh.org)) home page under the “High School” tab, once there click on “Academic Honor Society.”

L. Athletics/Extracurricular Activities:

- a. It is important to remember the student/athlete is a student first and foremost. Interscholastic athletics at Archbishop Walsh is a component of the health and physical education program and therefore is an integral part of the school’s total educational program.

Athletics should be a broadening experience in which harmony of the mind and body is created through striving for physical and mental excellence. This value building experience should be offered to as many students as possible. A well-coordinated program is vitally important to the morale of the school and our community.

A complete copy of the Athletic Handbook criteria may be found on the school website ([www.stcswalsh.org](http://www.stcswalsh.org)) home page under the “Athletics” tab, once there click on “Athletic Handbook.” Excerpts are highlighted below.

- i. **Sportsmanship**

1. Athlete-

- a. Be Courteous to visiting teams and officials.
    - b. Respect the integrity and judgement of officials, and accept their decisions without question.
    - c. Respect the facilities of the host school and the trust extended in being a host.

- d. Each athlete should realize that the true athlete does not give up, nor do they quarrel, cheat, or grandstand (showboat.)
  - e. Encourage their teammates and speak highly of them when talking to others, unity should be a priority on any team.
  - f. Respect the coach.
  - g. Be modest when successful and be gracious in defeat. A good sport does not offer excuses for failures.
2. Coach-
- a. Exemplify behavior that is representative of the educational staff, the school, and the community.
  - b. Demonstrate the highest ideals, desirable attitudes in personal behavior, good habits of courtesy and demand the same standards of the players.
  - c. Remember that the most important values are derived from playing the game fairly, and teach players that it is better to lose fairly than to win unfairly.
  - d. Maintain self-control at all times, accepting adverse decisions without loss of emotional control. Demonstrate to players how to interact with officials without humiliating them or being disrespectful.
  - e. Be a positive role model, develop good athletes as well as good citizens.
  - f. Respect the student/athlete.
3. Spectator-
- a. Represent the school just as distinctly as the players on a team.
  - b. Therefore, he/she has an obligation to be a good sport, encouraging through personal example the practice of good sportsmanship by others.
  - c. Understand that good sportsmanship involves applauding good team play, individual skills, and outstanding examples of sportsmanship and fair play exhibited by either team.
  - d. Treat visiting teams and officials as our guests and make them feel welcome.
  - e. Cheer for your team, not against the opposition.
  - f. Respect the judgement of officials, realizing that their decisions are based on fast moving game conditions as they observe them from their vantage point.

g. Be modest in victory and gracious in defeat.

ii. Student/Athlete Code of Conduct-

The following code of conduct pertains to all athletes who represent Archbishop Walsh. The endpoint of any athletic program is the participant. We, therefore, shall always insist on:

1. Fair, hard play at all times with a sincere respect for our opponents and competition.
2. Respect for officials and an appreciation for the job they are trying to perform.
3. Maintenance of conduct of the highest type on the field of competition, in and out of school.
4. Complete observance of training rules as determined by the coach. The coach is an adult and should be respected as such.
5. Faithful completion of school work as practical evidence of loyalty to school, team and parents.
6. Daily conduct becoming to that of a good school citizen.
7. Realization that it is an honor a privilege to represent one's school on an athletic team.
8. Treating equipment and facilities, both home and away, with proper respect.
9. Refraining from using profanity during contests and practices.
10. The strict prohibition of alcohol, drugs, and tobacco.
11. Upholding the values of the Catholic Church.

iii. Fan Behavior-

Any fan violating the good sportsmanship rules and policies will be warned to cease his or her actions. If the behavior continues, the fan will be asked to leave. Any inappropriate contact with other fans, coaches, athletes, or officials will result in immediate expulsion from the event site.

iv. Academic Probation & Ineligibility-

Students are expected to maintain passing grades and remain up to date with assignments in all subjects while participating in any

extracurricular activity. It is their responsibility to maintain excellence in the classroom. Review of grades will take place weekly each Monday at noon. Each review will determine a student's status as eligible, academic probation, or ineligible for the remainder of the week.

In the event that a student earns a failing grade (64 or below) in **2 or more classes** they will be placed on academic probation and be required to attend Academic Lab Monday, Tuesday and Friday after school. Academic Lab is from 3:15-4:00. Attendance is **mandatory. Failure to appear for ANY of the 3 days assigned for the week will result in a DETENTION.** Students earning a failing grade in **3 or more classes** will be ruled ineligible and will not be permitted to participate in practices or contests/events. The student will be required to attend Academic Lab after school. (\*Note-a student failing 1 or more classes for 4 consecutive weeks will also be designated as ineligible).

The purpose of the academic lab is to provide students with a structured environment in which to complete any work. Failure to attend academic lab for the full amount of time will result in the student being declared ineligible for practices or contests/events.

**Lab Expectations/Behaviors/Rules:** Failure to abide by these rules may result in Academic Lab attendance not counting towards eligibility.

- Only students on the Academic Lab list are permitted to be present in Academic Lab
- No cellphones or book bags are permitted in Academic Lab
- Academic Lab is a silent study period; there is to be no conversation
- Teachers requesting time to work with a student must arrive at Academic Lab and sign out their students

A student's status will be reviewed each Monday by **NOON**. The status will remain until the following Monday at **NOON**. Students who turn in all late work and achieve a passing grade by the next Monday at noon will be declared fully eligible and no longer be required to attend the academic lab. The Athletic Director will



review each student's progress on a weekly basis and provide a decision on their eligibility designation. This decision will be based on the following:

- a. Attendance at labs
- b. Work ethic during labs
- c. Discussion with teachers of classes in which students are behind/failing.
- d. Review of grades

Students who attend all lab sessions and put in an honest effort, as determined by the Athletic Director, to complete assignments and improve their grades will maintain their eligibility. Students who do not use this time effectively and fail to show progress will be declared ineligible for all extra-curricular activities.

### III. Academic Policies

#### A. Academic Honesty Policy

- a. To promote a culture of excellence aligned with the long tradition of the Franciscan values and the school's history, AWA/STCS students and faculty will promote and practice honesty, truth, integrity and the belief that these attributes are critical to the learning process and to lifelong success. Furthermore, as we seek to develop principled IB Learners in the MYP and DP, we aim for our students to "act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere" and to "take responsibility for [their] actions and consequences" (*IB Learner Profile*, Aug 2013). This policy assists students, as learners and as creators, in respecting all forms of intellectual property.
- b. **Academic honesty is the responsibility of all students and staff, who will maintain the following:**
  - i. Document and give credit for all work that is not your own. This includes help from parents, siblings and friends.
  - ii. Document and give credit for sources on all types of assignments, including presentations and papers.
  - iii. Cite sources and provide a bibliography of information from books, internet, primary source documents, images, graphics, periodicals, and other reference material. Students are encouraged to use the citation styles

taught in the course subject and that best suit the subject area, including formats such as MLA, APA, and Chicago styles.

- iv. Adhere to all exam rules.
  - v. Understand what the terms cheating, collusion, duplication of work, and plagiarism mean.
  - vi. Recognize and report any violation of the policy to the appropriate personnel.
  - vii. *(DP students only)* Sign a declaration to verify the authenticity of all assessments submitted to the IBO for marking
- c. **Academic honesty does not permit activities such as the following:**
- i. Copying homework, notes, or exam work from other students
  - ii. Taking information from sources (print, online, or otherwise) without providing appropriate attribution
  - iii. Using notes on an exam without explicit permission from your teachers.
  - iv. Fabrication of sources or source data
  - v. Providing unauthorized notes or tests answers.
  - vi. Handing in work completed by other persons.

**B. Definitions:**

- a. Malpractice– Any behavior that results in, or may result in, a student or group of students gaining unfair advantages in academic work. Malpractice includes but is not limited to plagiarism, collusion, duplication of work, cheating, and falsifying data/work.
- b. Plagiarism- Defined as the representation, intentionally or unwittingly, of the ideas, word or work of another person without proper, clear and explicit acknowledgment.
- c. Collusion- Supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another. This is not the same as collaboration, which involves students working together on a common assignment as permitted by the teacher. Collaboration is not a violation of academic honesty,
- d. Duplication of work– the presentation of the same work for different assessment components and/or core requirements (for Diploma students).
- e. Cheating– the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project
- f. Fabrication– the creation of false data or citations.

C. **Consequences for violations:** Pertains to instances of *intentional plagiarism*. Teacher's MUST report all instances of plagiarism to the office. Unintentional plagiarism, that is accidentally failing to properly cite sources, is part of the learning process whereas egregious and overt instances of plagiarism are subject to the following:

- a. 1st offense: Conference with teacher, parent notified, failing grade for assignment, opportunity to re-do assignment for partial credit, incident report recorded in student file
- b. 2nd offense: Conference with teacher/parent/principal, failing grade for quarter, incident report recorded in student file, detention issued
- c. 3rd offense: Conference with teacher/parent/principal, failing grade for school year, incident report recorded in student file, internal suspension.
- d. 4th offense: Conference with teacher/parent/principal, recommended dismissal from school

**D. Due Process:**

- a. The student may appeal the action to the principal. A second appeal may be made to the honesty board comprised of the school counselor, NHS president, IBDP coordinator, and admissions director.

**E. IB-specific consequences for Diploma Programme students:**

- a. Diploma Programme students are encouraged to fully review the IB General Regulations, accessible through the IB’s main website, <http://www.ibo.org>, or by viewing the document using the QR code at the right:



- b. Specifically, according to Article 21 of the General Regulations, DP students found guilty of academic misconduct will be given a penalty commensurate to the malpractice. This includes the possibility of an “N” (no grade) for a course:
  - i. If no grade is issued for a subject that contributes to a candidate’s IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate’s third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted. (*General Regulations: Diploma Programme*)
- c. Additional information on Diploma Programme eligibility and requirements can be found in the Assessment Policy below in this handbook.

**F. Language Policy**

- a. **Philosophy:**

- i. At Archbishop Walsh/STCS we believe that language forms the basis of all learning and all teachers at Archbishop Walsh/STCS are in effect language teachers. Through language, students are able to explore areas of interests, become lifelong learners, and communicate in a diverse, multicultural world. Being able to speak and write effectively in all classes, including the core components such as CAS, Extended Essay, and Theory of Knowledge, is a high priority for our IB Program.
- ii. English is the main language of instruction for all students and teachers at Archbishop Walsh Academy with the exception of foreign language classes in Spanish.

**b. Practices:**

**i. Language and Literature:**

We acknowledge the importance of including the teaching and learning of language continuously throughout the program. It is through language that crucial connections are made by students across the curriculum. Language and Literature is limited to the English language and students are taught English at all grade levels. All students are involved in Language and Literature learning from grades kindergarten through twelve and it aligns with the requirements of New York State standards, and the International Baccalaureate Language and Literature objectives for the MYP and DP programs

**ii. Language Acquisition:**

All Archbishop Walsh/STCS students pursue proficiency in a second language. We recognize the importance of students becoming culturally and linguistically proficient. Reading, writing, listening and speaking are all vital parts of language development and our students can develop these skills in Spanish. Students work along a continuum of Language Acquisition instruction from grades kindergarten through twelve. Emphasis on culture, grammatical structures, verbal and writing skills, and vocabulary development help students develop the tools they need to become effective, multilingual communicators. The Language Acquisition courses are assessed using the assessments required by New York State and the International Baccalaureate DP and MYP Language Acquisition objectives and assessment tools.

**iii. Language Development and Support across the curriculum:**

The following practices impact language development across the curriculum: Reading takes place in all subject areas. Teachers are encouraged to help students develop language skills by reading in all

classes while paying attention to student progress in reading comprehension and evaluating text complexity. Teachers use a variety of practices and tools to differentiate instruction for all levels of language proficiency.

Students are encouraged to read outside of the classroom. Students are encouraged to read for information and for pleasure. Students are encouraged to incorporate reading in their forms of communication by reading aloud, reading in groups, and reading expressively. Students are encouraged to develop their language skills through writing in all subject areas.

Writing skills are fostered by giving students real purpose for expressing themselves through writing. They are exposed to varied, challenging, and meaningful opportunities to write that correspond to the requirements of the subject area.

Students are provided ample opportunities to develop and utilize oral language across the curriculum. Teachers model the correct language usage in conversations and instructional presentations while maintaining sensitivity to the students' language proficiency and cultural background.

All students working towards the IB Diploma are actively involved in CAS activities and projects through the diploma years. Many of the projects and activities provide student opportunities to use the language of their heritage and develop their communication skills in both their mother tongue and English. Students are encouraged to select activities and projects that have personal deep meaning and many select projects that give back to the countries and cultures that their families represent.

c. **Language Support:**

- i. Even though the majority of the students at Archbishop Walsh/STCS are considered English speakers, within the student body are students who are bilingual and multilingual. These students are given opportunities to use the language of their heritage in many ways. Students are encouraged to use their mother tongue to enhance class discussions and presentations.

During class, students are encouraged to bring in their own language experiences and cultural observations to share with all students. This

practice supports the students' mother tongue while helping to promote a global mindedness among our students.

The media center contains a wealth of resources that support the development of mother tongue languages. Language A and B content is delivered with sensitivity to proficiency in these areas. Additional help and resources are provided by instructors in the Language A and B disciplines for students in need of help.

d. **Scope and Sequence for Language and Literature and Language Acquisition:**

- i. Language and Literature-
  - English/Language Art = Grades kindergarten through 10
  - IB English HL 1, 2 = Grades 11 and 12
- ii. Language Acquisition-
  - Spanish Culture/Basic Skills = Grades kindergarten through Grade 7
  
  - Spanish I = Grade 8
  
  - Spanish II = Grade 9
  
  - Spanish III = Grade 10
  
  - Spanish Abinitio 1,2 = Grades 11 and 12

e. **Special Needs Policy**

- i. Archbishop Walsh is committed to providing an appropriate education for all students in the least restrictive environment. Placement and services for students with disabilities are assigned in accordance with a student's Individualized Education Program (IEP) or 504 Plan, which is based on the student's unique needs. In addition academic intervention services are provided for students in need of educational support. The faculty and staff of Archbishop Walsh/STCS strive to build a community that is supportive of all students.

Individual needs may include, but are not limited to learning disabilities; autism spectrum disorders; and/or physical, sensory, medical or mental health issues. Archbishop Walsh/STCS believes in supporting all students, including those with special needs, to create conditions for the program that are as fair and equitable as possible.

When a potential learning challenge is identified by teachers, counselors, and/or parents a child study team is convened to discuss strengths and challenges of the identified student, review interventions implemented, and to create a plan for success. Possible outcomes of a child study meeting can include an action plan, a 504 plan, or referral to Committee on Special Education (CSE) for a possible Individualized Education Plan (IEP).

Adjustments will be made in the classroom setting to enable student success. (Possible adjustments include being seated in a specified area, extra time and/or private room for writing, quizzes and tests, use of keyboard, etc.) Any adjustments to teaching and learning that are made (as a result of an action plan, 504 Plan or IEP, ) are discussed in advance with parents and students with their best interests in mind. IEP accommodations can extend to New York State regents testing and IB DP Exams.

The Guidance Counselor meets with the student, parents, and teachers to discuss the necessary accommodations. The teachers work with the student and parents concerning how the student's needs will be met in their individual classrooms and decide on the best routes of communication for monitoring the student's progress. Teachers will inform the DP or MYP Coordinator if problems or concerns arise.

It is the DP Coordinator's responsibility to send the IEP or 504 plan to the IBO one year in advance of the IB DP Examinations. Once IBO informs of the parameters regarding the Special Consideration decision, the DP Coordinator shares that information with the student, parents, and teachers involved. During the May IB DP Exams, the DP Coordinator makes all necessary arrangements for said accommodations in compliance with the IBO's recommendations for special consideration.

## G. Assessment Policy

### a. **Philosophy**

- i. Archbishop Walsh/STCS believes that assessment should support effective classroom instruction and learning. Therefore we evaluate student work as direct evidence of achievement with the standards and practices of the IB Diploma and MYP program courses as well as New York State, Diocese of Buffalo, and school curriculum requirements.

### b. **Principles of Assessment and Compliance with the IB**

- i. Archbishop Walsh/STCS recognizes the interdependency between teaching, learning, and assessment. We are guided by the following IB principles to support the profile of the IB Learner:
  1. Student achievement should be measured against clearly defined standards and expectations.
  2. Assessment tasks should support effective classroom instruction and learning.
  3. Assessment should include a wide variety of formative and summative assessment tasks and components and give students multiple opportunities to demonstrate their learning.
  4. Assessment practices should, when possible, reflect/accommodate the diversity of student needs, learning styles, and cultural experiences to provide an equitable learning experience for all students, including an emphasis on international and intercultural dimensions.
  5. The assessment system should give significant attention to higher order cognitive skills.
  6. Assessment results should be documented; timely and constructive feedback should also be given to students, parents, and other stakeholders.
  7. Assessment data should be analyzed and used to guide curriculum, assessment, and instructional practice.

**c. Assessment Procedures**

- i. Archbishop Walsh/STCS's assessment procedures evaluate the degree to which students have mastered advanced academic skills, including but not limited to the following examples:
  1. Critically analyzing and presenting of information
  2. Evaluating works of authors and artists
  3. Constructing arguments and formulating opinions
  4. Proposing creative solutions to problems
  5. Communicating effectively
- ii. Archbishop Walsh/STCS's assessment methods also measure the following basic competencies:
  1. Student proficiency in each essential skill and content area
  2. Student retention of knowledge
  3. Student comprehension of key concepts
  4. Student application of state standards and benchmarks



- iii. In addition to these academic skills, the Diploma Program and MYP assessment promotes an international perspective and intercultural skills and attitudes where relevant.
- d. **Purpose for Assessment**
  - i. Archbishop Walsh/STCS engages in the process of assessing its student body in order to:
    1. Offer multiple opportunities for the student to demonstrate learning
    2. Evaluate, support, improve, and motivate student learning and achievement
    3. Determine the effectiveness of curriculum and instruction
    4. Assess student performance according to national, state, district, and Diploma Program criteria and expectations
    5. Provide constructive feedback to students and other appropriate stakeholders
- e. **Assessment Practices - General**
  - i. Archbishop Walsh/STCS assesses its students by gathering and using our best professional expertise to analyze and interpret the data from a variety of source including:
    1. Ongoing and continual formative assessment by teachers
    2. Summative assessment projects/exams/performance tasks where appropriate
    3. Conversations and observations
    4. Self-assessment and peer-assessment
- f. **Assessment Practices - Diploma Programme**
  - i. All students in 11<sup>th</sup> and 12<sup>th</sup> grade will take the seven courses that are a part of the DP curriculum: Literature, Mathematics, Sciences, Visual Art, Individuals and Societies, Spanish, and IB Core. All students in 11th grade will also complete CAS (Community, Activity, Service) requirements.
  - ii. All students in 8<sup>th</sup>-12<sup>th</sup> grade, regardless of IB status, will take New York State Regents exams at the end of the appropriate years. Students who choose to pursue the IB Diploma will do so concurrent with the Regents diploma, not in place of it.
    1. **Assessment Options and Expectations**
      - a. IB Diploma Option  
Students who pursue the IB Diploma are required to be assessed in 6 subject classes (at least 3 at the higher level) and satisfactorily complete the IB Core, composed of Theory of Knowledge, the Extended Essay, and Creativity, Activity, Service (CAS). See Section III, Part M for detailed information on the full Diploma requirements.

b. IB Course Certification Option

Students who pursue course certification will be assessed and evaluated through the IB in any or all of the individual IB courses of their choosing, including CAS. For instance, a student who excels in biology and visual art may choose to submit the internal and external assessments in those two classes for evaluation by the IB. If the assessments meet or exceed the passing criteria and result in a passing grade for the course, the student earns a course certificate. Students may reserve the right to abstain from any course certification.

c. Students who pursue course certification must also complete a senior year capstone project that incorporates their knowledge and skills gained through the IB curriculum. The senior project involves written, oral, and visual components. Further details on the content and grading of the senior project will be made available to the students in the first marking period of the senior year. The IB DP coordinator will oversee the completion and presentation of the projects.

d. All students, regardless of whether they are pursuing a Diploma or Course Certification, will complete the appropriate internal and external assessments for each course. Students who are not seeking certification or a diploma will not sit for formal IB exams, but will take comparable final exams. These assessments, even those not submitted for DP evaluation, will contribute to the students' overall class grades. Faculty may choose to use the IB criteria for class grades or create separate rubrics for evaluation.

g. **Assessment Practices - Middle Years Program:**

i. All students in 6<sup>th</sup> and 10<sup>th</sup> grade will take the 8 subject areas that are a part of the MYP curriculum: Language and Literature, Mathematics, Sciences, Arts, Individuals and Societies, Language Acquisition, Physical Education and Health, and Design. In the final year of the program students will complete the personal project.

ii. In addition all students in 8<sup>th</sup>-10<sup>th</sup> grade will take New York State Regents exams at the end of the appropriate years.

h. **Local, State and National Testing Requirements:**

i. Archbishop Walsh follows the district mandated testing in the following areas:

1. SAT/ACT – 11<sup>th</sup> and 12<sup>th</sup> graders
2. NYS Regents: Algebra I, Geometry, Algebra II, Biology, Earth Science, Chemistry, Physics, Global History and Geography, US History and Government, English Language Arts, Spanish Check Point A, Spanish Check Point B – Grades 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders
3. PSAT – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> graders
4. NWEA MAP (Math, Language, Reading) – K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> graders

**i. Grading and Reporting - General**

- i.** At Archbishop Walsh/STCS, students receive grades consistently to recognize their performance and validate their learning. Teachers award credit to students for what they have achieved and for demonstrating what they know and understand. The students’ report cards will reflect class grades that adhere to the New York State as well as Diocesan standards.
- ii.** The recording and reporting of individual student achievement should occur through multiple media to allow for timely and detailed feedback to students, parents, and other stakeholders.
- iii.** Channels for recording and publishing grades include the following:
  1. Grade books and online gradebook system (E-school/Option C)
  2. Mid-quarterly progress reports and quarterly report cards
  3. Parent-teacher conferences

9<sup>th</sup>-12<sup>th</sup> Grade Performance Key

- 95 - 100 : A
- 90 - 94 : A-
- 87 - 89 : B+
- 85 - 86 : B
- 80 - 84 : B-
- 77 - 79 : C+
- 75 - 76 : C
- 70 - 74 : C-
- 67 - 69 : D+
- 65 - 66 : D
- 0 - 64 : F

3<sup>rd</sup>-8<sup>th</sup> Grade Performance Key

Performance Key K-2:

A=93-100

B=85-92

C=77-84

D=70-76

4 = Exceeds Proficiency Standards

3 = Meets Proficiency Standard

2 = Meets Basic Proficiency Standards

1 = Below Standards

N/A = Not assessed at this time

**j. Grading and Reporting - Diploma Programme**

- i.** While a student's class grades are used to help predict DP grades, class grades do not guarantee a similar grade in the DP course.
- ii.** Students who are pursuing either the Diploma or Course Certification will also have separate DP grades for each internal and external assessment completed toward the Diploma/Certification.
- iii.** Subject/TOK/EE Assessments –IB subject-specific grade descriptors (found on the IB teacher's online curriculum centre) are used as the basis for awarding IB internal and external assessment grades, in addition to any assessment-specific mark schemes for the individual subject components. The student's answer is assessed according to a 'best-fit' practice, when the marks given fit with majority of descriptors in the IB mark-bands. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers re-read both of the descriptors in question and choose the descriptor which most appropriately describes the candidate's work.
- iv.** CAS- Student progress in CAS is monitored and evaluated by the CAS Coordinator, who will assign a pass/fail grade at the end of the year. Students also receive a weekly CAS grade that is factored into their IB Core grade on the report card. Routine submission of reflections and project developments is expected to in order for students to maintain a passing mark.
- v.** The DP subject areas use the following 7-point scale, where a 4 is needed to pass at the Higher Level and a 3 is needed to pass at the Standard Level:
  - 7: Excellent
  - 6: Very Good
  - 5: Good
  - 4: Satisfactory
  - 3: Okay
  - 2: Poor
  - 1: Very Poor

- vi. The Theory of Knowledge assessments and Extended Essays receive the following grades that are converted into DP points using the matrix below:
- A: Excellent performance
  - B: Good performance
  - C: Satisfactory performance
  - D: Mediocre performance
  - E: Elementary performance

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

k. **Grading and Reporting - Middle Years Program**

- i. Currently, teachers inform students of their proficiency in IB subject area objectives by sharing their achievement levels on the MYP rubrics for each criterion. These rubrics provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement toward each objective within the criterion. Teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.
- ii. Summative assessment tasks are formal assessments that take place at the end of the teaching and learning process (IB Unit) to assess a student's knowledge and understanding, usually against a fixed set of standards. They will be developed as part of the IB units and assessed with reference to the relevant MYP subject group objectives and assessment criterion.

1. Year 1 Objectives and Assessment Criterion used to guide learning in 6<sup>th</sup> Grade
  2. A blend of Year 1 and Year 3 Objectives and Assessment Criterion used to guide learning in 7<sup>th</sup> Grade
  3. Year 3 Objectives and Assessment Criterion are used to guide learning in 8<sup>th</sup> Grade Assessment rubrics will be developed and applied to all summative assessment tasks. These rubrics should link the Assessment Criteria level of achievement descriptors with task-specific clarifications, i.e. redrafting the value statements in each achievement band in specific reference to the work being assessed. Teachers will endeavor to create rubrics using student-friendly language in parallel to the IB criteria.
- iii.** Summative assessment rubrics are scaled on four achievement level bands (1-2, 3-4, 5-6, 7-8), reporting on a scale of 0-8 for each criterion assessed in the summative task. A well-constructed rubric should:
1. Support learning by providing clear guidance for performance.
  2. Provide transparency to the process for students, their families and teachers.
  3. Provide clear, measurable evidence of learning.
  4. Link generic descriptors to task-specific clarifications.
  5. Be useful in curriculum review, in helping identify what content has been taught.
- iv.** Teachers are encouraged to share these rubrics with the students in the early stages of the unit to empower students by familiarizing them with the expectations of the task, leading them to greater understanding of the MYP assessment criteria.
- v.** Teachers of year-long courses must assess each of the International Baccalaureate's four grading criteria and strands for each subject area twice per year, ideally at least once during each semester.
- vi.** All IB students will be assessed in each subject group according to the four IB MYP Assessment Criteria and progress towards completion of New York State standards resulting from the learning developing in their IB Units during the course of the year. Summative assessments for each class will be reported in correlation to the four MYP objectives utilizing a 1-8 scale. For each student, the school will produce a mid-year (semester) and end-of-year IB MYP Summary of Achievement and Class Reports for each IB subject group, reporting achievement levels in the four assessment criteria and a holistic final IB grade in each subject. Students will continue to receive grades on a 100 point scale on formative assessments

and summative assessments through use of the conversion chart below to satisfy requirements of the district and final transcripts.. Grades will continue to be communicated as outlined above, including through teacher communications, google classroom, eschool/optionc online portals, progress reports, and quarterly report cards.

**IB MYP Grade Conversion Chart**

8	95-100
7	90-94
6	85-89
5	80-84
4	75-79
3	70-74
2	65-69
1	60-64
0	50-59

**1. Communication between Students and Faculty**

i. Teachers use a variety of formative and summative assessments to foster student learning.

1. Formative Assessments

Formative assessments, such as homework and classwork, allow students to be informed about the development of their learning skills. Routine formative assessments help students improve their skills, realize their potential, and set goals. Some marking will be conducted as peer-marking and self-marking, where the students actively engage in understanding the marking criteria (e.g. rubrics) in order to enhance their skills. Feedback between teacher and student will take the form of in-class discussions, written feedback, and individual conferences.

2. Summative Assessments

Summative assessments--including but not limited to tests, final exams, essays, internal/external assessments, and presentations--are used to measure outcomes of student learning.

3. DP Exams

Students pursuing the IB Diploma or Course Certification will take all relevant exams at the end of their senior year. Students must inform the DP Coordinator of their intent to register for exams before November 15 of the student's senior year. **Students' families will be responsible for the cost of any fees incurred due to changes in registration, including additions and withdrawals from exams, after the November 15 deadline.**

These exams are scheduled and created by the IB and administered by the DP coordinator and staff. Exam results are available on July 6 of each year; students should work with the DP coordinator to verify access to IBIS in order to view grades. Disputes over grades may result in the student pursuing a formal Enquiry upon Result. The student's family will pay for the corresponding cost of the enquiry.

Students will receive counseling from the DP teachers and coordinator in order to make choices regarding their diploma options. Faculty will estimate student grades on all external assessments and provide students with a realistic prediction of their DP subject grades in the student's senior year. The coordinator will ensure that the students' choices match their academic strengths and capabilities, and the counseling will be informed by term grades and class performance. Parents may request meetings with the IB DP Coordinator and/or subject teachers at any time.

Students are provided with some supervised study periods during the week as well as with time after school. The IB Study Lounge provides a structured learning environment for students to work independently or collaboratively. Students in need of further help should refer to the Special Needs Policy in Section III above in this handbook, which outlines possibilities for additional arrangements related to assessment.

**m. IB Diploma Requirements**

- i. The IB Diploma will be awarded to a student who meets all of the following conditions:
  1. CAS requirements have been met and a passing mark awarded.
  2. The candidate's cumulative points, totalled from all subjects and core requirements, are 24 or more.



3. There is no “N” grade (given for academic misconduct) awarded for Theory of Knowledge, the Extended Essay, or a contributing subject.
4. There is no grade “E” awarded for Theory of Knowledge and/or the Extended Essay.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s or below awarded (HL or SL).
8. The candidate has earned at least 12 points on HL subjects.
9. The candidate has earned at least 9 points on SL subjects.
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

#### **IV. Community Service Hours:**

- A. A culture of volunteerism, respect and care of the school and community environment is part of the educational process at our schools. Therefore, both in-school and out-of-school community service hours are required each year. This requirement applies to grades 7 – 12, but we encourage students in all grades to volunteer and become part of their community. Opportunities for community service for students in grades K-6 will be embedded in the curriculum; however, K-6 students may also perform acts of community service on an individual or small group basis given appropriate adult supervision.
- B. In grades 7-12, students are required to complete a minimum of 30 hours of community service for each school year. Fifteen (15) hours must be in-school service and 15 hours must be out-of-school community service hours. Failure to complete community service hours by the end of any given school year will result in grade level retention. In addition seniors will not be permitted to participate in the graduation ceremony if they have not completed the full requirement of hours.
- C. It is important to note that students who pursue the International Baccalaureate (IB) Diploma must complete Creativity, Activity and Service projects (CAS) over the two year period of junior and senior year. It is possible that the 60 community service hours required by Archbishop Walsh Academy may also be applied to the CAS requirements by the IB Diploma Programme. For complete details please refer to an IB guide or the school IB Coordinator (see pages 2 and 3 for listing).
- D. Community service hours are fun especially when completed with other students. The school will be sponsoring various opportunities throughout the year for both in-school service and out-of-school community service. Therefore, students should have plenty of opportunity to participate in organized service projects and to complete their hours.

- E. Students are welcome to devise their own out-of-school community service projects. However, students must gain pre-approval of their plans for community service by submitting a community service approval form to the guidance counselor. (Appendix A)
- F. To assist students with the pacing of their hours, each student’s report card will reflect the number of hours completed. Specifically, students are advised to complete at least 7.5 community service hours per 10 week marking period.
- G. Hours must be submitted on the **Community Service** form (Appendix A) to the guidance counselor. The form must be filled out and signed by a supervising adult (not a parent). Community service should be done in the spirit of volunteerism and helping people in need (not family members).
- H. Inappropriate behavior of any type while representing the school in community service hours (either in-school or out-of-school community service) will result in the consequences outlined in the Discipline Process Section of this document (Section XXII H).

**V. School Hours:**

Breakfast:	7:25-7:55 a.m.
Montessori:	8:00 a.m. – 11:30 a.m. (half day) 8:00 a.m. - 3:10 p.m. (full day)
Kindergarten - 12 <sup>th</sup> :	8:00 a.m. - 3:10 p.m; Tardy after 2 <sup>nd</sup> bell at 8:00 a.m.
Lunch periods:	
Montessori:	11:00-11:30 a.m.
Kindergarten -1st Grade:	11:05-11:35 a.m.
2nd - 3rd Grade:	11:08-11:38 a.m.
4th Grade:	11:10-11:40 a.m.
Grades 5-12:	11:48-12:18 p.m.

**VI. Attendance:**

- A. Classroom attendance is integral to the learning process. It is the policy of STCS / Walsh to promote a sound attendance policy which will in turn lead to the development of skills,

habits, understanding and knowledge. Irregular attendance directly attributes to students being at risk for poor performance.

- B. Students in 7<sup>th</sup> – 12<sup>th</sup> grade are not allowed more than 12 absences (approved or unapproved) for a half year course or 24 absences (excused or unexcused) for the school year. Attendance is tracked through the guidance office and at every 6, 12, & 18 absences children will receive an attendance step ladder explaining the procedure for such absences. Students will not receive credit for an individual course if they exceed the absence limit. If the student fails and must retake the course, the guidance office will facilitate the course sign up process and any expense will be the responsibility of the parent. Students in grades 9-12 must complete 28 credits in order to graduate.
- C. For all grades (K-12<sup>th</sup>), the state does not recognize any distinction between excused and unexcused absences, although some absences can be justified when reviewing the records. Reasonable (“excused”) absence allowances include, but are not limited to the following:
  - a. Sickness
  - b. Death in Family
  - c. Inclement Weather: Please look for closing announcements in the following places: Remind App, (Please contact the Main Office at 716-372-8122 or [cristy.ferry@walshstcs.org](mailto:cristy.ferry@walshstcs.org) for directions about how to sign up for the Remind App.) 95.7FM, Television stations 2, 4 and 7, The Mix radio 101.5, WGWE-FM radio, school website [www.stcswalsh.org](http://www.stcswalsh.org), school email and the school Facebook book page.
  - d. Religious Observance
  - e. Required Court Appearance
  - f. Official college visits for grades 11 & 12 (with advance approval).
- D. Due to the amount of material that is taught during the school day, we stress the need for students to be present on a daily basis. Extended vacations during the academic year are considered unexcused absences. Students will be required to obtain missed assignments upon their return. All activities missed and materials covered on tests remain the student’s responsibility.
- E. All students are required to be in homeroom on time (2<sup>nd</sup> bell at 8:00am); students are considered tardy if they are not in their homeroom by the bell. Students in grades 5 - 12 will receive a lunch detention for any unexcused tardy.
- F. Students are also required to be on time for individual classes. Students not in their scheduled class on time will be marked tardy by the teacher and will receive a lunch detention.
- G. The following procedures must be followed when your child will be absent or tardy:
  - a. Parent notifies the main office and the homeroom teacher of the absence/tardiness.

- b. Students who are tardy MUST report to the office with a parent/guardian and sign in.
- c. A written excuse MUST be completed by the parent giving the specific reason for absence/tardiness within 2 days of the actual occurrence and submitted to the homeroom teacher. If an excuse is not received within the 2 days, the absence is recorded as unexcused.
- d. Early Release:
  - i. In grades K-4, a note must be submitted to the homeroom teacher when a student is going to be released early. The parent or guardian must come to the school office and sign out the student.
  - ii. In grades 5-12 students must present a note to the homeroom teacher and keep it with them to present to the dismissal teachers. The parent or guardian must come to the school office and sign out the student. *(Parents are encouraged to make appointments after the school day when possible)*
  - iii. If a student is absent from school his/her parent assumes the responsibility for his/her whereabouts. The school must obtain a signed “excuse” from that parent or guardian stating:
    - 1. The student’s name
    - 2. Date and day(s) absent from school
    - 3. The reason for absence. The “excuse” is a legal document that is kept on file and may be admitted in court as documentary evidence.
  - iv. In the case of separation or divorce, the parent with custody is required to provide the school with a notarized copy of the custody section of the divorce decree. We will abide by the requirements of the Buckley Amendment regarding the rights of non-custodial parents.
  - v. On any day a student is absent from school, his/her parent must phone the school office (372-8122) by 8:30 a.m. to explain the absence. If the school does not receive a phone call the school office will call the home of any student not in attendance starting at 9:00am to determine attendance status for the day.
  - vi. On a day the student returns to school from an absence, he/she must report to the main. At this time an excuse, written by the parent, is to be presented stating days absent/tardy and reasons for absence/tardy.
  - vii. Students who are absent or tardy:
    - 1. Are required to complete classwork and homework assignments.
    - 2. Are to make up any testing within 5 school days of the absence. It is the student’s responsibility to arrange a time with the teacher to take a test or complete work. Often the test will be given after

school. Failure to make up the testing according to the policy will result in an automatic reduction in grade.

## **VII. Arrival:**

### **A. Morning Care Program:**

- a. Students may begin arriving at school at 7:00 a.m. Students must report to the Cafeteria immediately. The Cafeteria will be staffed at this time.
- b. Students will obey school rules of conduct, show respect, and obey adult monitors.
- c. Students will be sent to their homeroom when the 1<sup>st</sup> bell rings at 7:50am
- d. No electronic devices for Montessori through 4<sup>th</sup> grade, 5<sup>th</sup> - 8<sup>th</sup> grades may have electronic devices in the lobby.
- e. M-4 must stay in the cafeteria, 5-8 grade must stay in the cafeteria or lobby, 9-12 grade may be at their lockers ( students may not go into any classroom before the 7:50 am bell without permission.)

### **B. School Day:**

- a. At 8:00 a.m., a bell will ring which indicates the start of the school day. All students are expected to be in their homerooms by this time.
- b. Anyone arriving after 8:00 a.m. is considered tardy and must report to the main office.
- c. Announcements will begin at 8:05 a.m. Students should be quiet and attentive. All students are expected to stand respectfully during the prayer and Pledge of Allegiance.
- d. Homeroom ends at 8:10am (8:07am on Wednesday and Thursday) at which time students are to report to their 1<sup>st</sup> period class.

## **VIII. Dismissal:**

- A. Busing: Students who require busing will exit the main door to board these buses at the appropriate time.
- B. Parental Release:
  - a. Grades K-4 will be dropped off to the lobby by the child's teacher.

- b. Grades 5-12 will be dismissed in an orderly fashion by their 9<sup>th</sup> period class at 3:10pm to the main lobby.
  - c. Please pick up students by 3:15pm; students in grades K-4 will not be allowed to stand outside and wait for a ride. Any students not picked up by 3:15pm will be escorted to the After Care Room located in the Clare House.
  - d. If parents are not able to pick their child up at the lobby, please designate either an older child in the family or a friend from a higher grade to escort the younger one to the car. (Appendix D)
- C. Early Release:
- a. If a student must leave the school before dismissal, parents / guardians must write a note.
    - i. K-4 The student must give the note to the homeroom teacher before school begins at 8:00am.
    - ii. 5-12 The student is responsible for informing their teachers in all the classes they will be missing and will provide the note to the teachers whose classes they will be missing.
  - b. The student must come to the office where the parent / guardian or authorized person must meet them and sign out the student. Students will not be released until the office has called them down.
  - c. Illness: If a student becomes ill in school, they may not leave school without a parent /guardian or authorized adult. Students will meet this person in the main office where he/she will sign out the student. A student may not call home without permission. The secretary will place calls home for students in grades K-4 grade.
- D. For the above reasons and students' general safety and protection, please make sure that all phone numbers, both home and cell, are up to date and on file at the main office.
- E. If there are any changes in a student's transportation arrangements, the school must be notified in writing.

Any parent or guardian picking up a student from the **After Care Program** must be identified on the **After Care Program** permission form and prepared to show identification if not the primary placement parent/guardian.

## **IX. Registration / Release of Students:**

- A. It is imperative that divorced or separated parents file the most recent copy of the court certified custody section of the divorce/separation decree with the principal's office. The school will not be held responsible for failing to honor arrangements that have not been made known or changes that may occur to the original decree.

## **X. Emergency Forms:**

- A. Parents will be asked at the time of enrollment and reenrollment to fill out **Emergency Contact Information** forms and return them by the specified deadline. This form lists the names of those to be contacted in case of an injury or sudden illness.
- B. Under the law, schools may give nothing more than first aid treatment. Immediate notification of parents will be made when hospitalization or emergency medical care is required, or the school nurse is not on the premises.

## **XI. Visitors:**

- A. All visitors to STCS/Walsh are to report to the Main Office upon entering the building to sign in and receive a visitor's pass.
- B. Students are not permitted to have visitors on the school property at any time during the school day, unless visitors have permission from the principal or designee.

## **XII. Emergency School Closing:**

- A. Please note that if your home school district is closed or delayed for any reason it is not necessarily the case that STCS/Walsh will also be closed or delayed. ***However, for the safety of families and students, if the home school district in which the child resides is closed due to inclement weather, students do not have to attend school on that day.*** Therefore, please check local media, email, school Facebook page, and the school website to determine the status.
- B. In the event of an emergency dismissal, children will be sent to their homerooms to await dismissal. Parents or the individuals designated to pick up the student must enter through the main doors. Parents will be given further direction.
- C. When applicable, the media will be notified that the school is dismissing early. In the event the children are unable to leave the building at the end of the school day, school personnel will be responsible to provide for the children's health and safety.
- D. School closing will be announced on 95.7 FM., Channels 2, 4, and 7, school email, Remind App, school website, and the school Facebook page.

### **XIII. First Aid and Administration of Medicine:**

- A. First Aid services are provided to all students by the nurse or school personnel who have been trained in Basic First Aid and Adult/Child CPR. In cases of extreme emergency, 911 would be called along with the parents.
- B. New York State Education guidelines state that oral medications, including non-prescription (over-the-counter) drugs, may be administered by school personnel, if a parent submits a written request for medication administration on the appropriate form. The following procedure must be followed:
  - a. The child's physician must request in writing that a specific medication be given, prescribe the dose to be given, the time and duration of the treatment, and the reason for the medication to be given.
  - b. The parent should sign the request asking that school personnel give the medication.
  - c. The medication should be delivered directly to the office by the parent.
  - d. The medication must be clearly labeled with adequate instructions.
  - e. The medication will be kept in a secure place in the office.
  - f. Most antibiotics can be taken before and after school, at dinner, and bedtime. Ask your doctor to establish times that a medication can be taken at home instead of during the school day.

### **XIV. Medication on Field Trips:**

- A. Medication that is taken by a student must be documented with the Nurse. When a class is taking a day or extended field trip- ALL medication, even over-the-counter, needs to have the proper forms filled out for the staff member who will be administering the medication on the trip. This includes items such as, but not limited to Dramamine, aspirin, as well as prescription drugs. Forms are available in the office and online.
- B. No medication will be allowed on the trip if the forms are not completely filled out.
- C. Please note that all forms must be submitted to the main office ONE (1) WEEK prior to the actual date of the field trip. The school nurse must process all the forms and make sure that all the medications are clearly labeled in the original pharmacy box. It is the parent's responsibility to submit all appropriate forms to the main office by the specified time. For classes that will go on multiple trips throughout the year, it may be to your benefit to have the duration of treatment stated as "All Day Field Trips." This would cover all the possibilities.



## **XV. Picture Release:**

- A. During the school year there may be opportunities to have students' pictures in the news media and used in school communications. A photo permission section is included in the admissions paperwork and there is also a copy available at the main office.

## **XVI. Student Acceptable Computer Use Policy:**

- A. The Internet is a global network connecting a multitude of computers and is an environment of independent, unregulated resources that can change on a daily basis. This resource is used similar to the way books, magazines, newspapers, and videos are used in an educational setting.
- B. STCS/Walsh is preparing students by offering up- to-date computer resources to complete the curriculum.
- C. It is the general expectation that the school's resources are to be used in a reasonable, efficient, ethical, moral, and legal manner in accordance with the beliefs and policies of STCS/Walsh. Administrators reserve the right to review any computer or internet files and communications to maintain system integrity and ensure that students are using the system responsibly. Computer use will be monitored by teachers, but students are responsible for following the guidelines for appropriate use and bear the consequences for misuse.
- D. The following are NOT permitted:
  - a. Sharing individually assigned passwords.
  - b. Accessing, displaying or sending pornographic or offensive material, whether written or graphic.
  - c. Accessing, displaying or sending materials that are derogatory towards race, religion, culture, ethnic group, gender or sexual orientation.
  - d. Using the Internet for transmission of materials in violation of local, state or federal regulations/ law.
  - e. Using obscene language.
  - f. Violating copyright laws.
  - g. Tampering, misusing, abusing or vandalizing hardware, software or security.
  - h. Trespassing on others' files, folders or work.
  - i. Downloading music.
  - j. Installing software including screensavers.
  - k. Using school resources for non school activities.
  - l. Accessing social network sites on school equipment.

- m. Sending offensive, harassing or threatening messages or repeatedly sending unsolicited email after being asked to stop.
  - n. Using instant messenger or google chats
- E. Additionally, it is important for students to maintain their own integrity and respect the privacy of others in cyberspace. Students put themselves and others in danger when they post personal messages online. Parents are encouraged to monitor home use so as to avoid difficult situations where personal messages and information are hurtful to others. Any student postings to internet sites that are slanderous or defamatory to Southern Tier Catholic School or Archbishop Walsh students, staff, or administration will result in disciplinary action toward the student and may be prosecuted under the law.

## **XVII. Admissions:**

- A. **Montessori:** Students must be 3 years of age before December 1<sup>st</sup>, toilet trained, and successfully complete the school readiness assessment. This program is not a substitute for Kindergarten.
- B. **Kindergarten:** Students must be 5 years of age on or before December 1st of the current school year and successfully complete a battery of school readiness assessments.
- C. **Grades 1-12:** Students must successfully complete the application process. More information can be obtained by contacting our Admissions Office at (716) 372-8122 or accessing the school's website ([www.stcswalsh.org](http://www.stcswalsh.org)) under the "About Us" tab, once there click "Policies".
- D. Requirements for admission to the above programs also include, but are not limited to:
  - a. A birth certificate
  - b. A record of immunization
  - c. A current physical from a physician
  - d. Acceptance of responsibility for tuition payment

For more information please refer to the **Admission Policy** available on the school website homepage under the "About Us" tab.

**Administration reserves the right to decline admission.**

## **XVIII. School Records:**

Consistent with the provisions of the **Family Education Rights and Privacy Act (FERPA)** of 1974, official records, files and data directly related to their child(ren) are available to parents to review upon written request to the school administration, and must be reviewed in the presence of the principal or principal designee.

## **XIX. Transfer Procedures:**

- A. The procedure for transfer to STCS/Walsh follows:
  - a. Contact the Director of Admissions for an appointment.
  - b. Arrange to have all records sent to STCS/Walsh from the former school.
  - c. All transfer students must complete the entire application and admissions process to be considered for admittance.
- B. It is important to note that STCS/Walsh honors the promotion and retention policies of the student's home school.
- C. In transferring pupils from STCS/Walsh, parents are expected to follow these procedures:
  - a. Discuss the reason for the transfer with the Director of Admissions or Principal.
  - b. Sign a release for academic and health records to be sent to the receiving school.
  - c. Pay tuition balance in full and for any lost/damaged school equipment and materials.

## **XX. Transportation:**

Children from outlying districts might be eligible to receive bus transportation through their home school district. Parents must request directly from their home school in writing for bus services before **\*\*April 1<sup>st</sup>\*\*** for the coming school year. Please contact your home school district for details.

## **XXI. Tuition:**

As part of the tuition process parents and guardians will be given the tuition rates and asked to sign a tuition agreement.

Parents have the choice to make monthly payments through the tuition management system, SMART Tuition, or a lump-sum payment paid directly to the school. Financial assistance is

available through STCS/Walsh and the Foundation of the Roman Catholic Diocese of Buffalo. Applications, for both, are available in the admissions office.

## **XXII. Authority of Teachers and School Personnel:**

The authority of each teacher, substitute teacher, tutor, teacher aide, coach, lunchroom monitor librarian, parent volunteer, kitchen worker, custodian and secretary applies to all children at all times in all places and also at school activities held off campus. Any student who is disobedient or disrespectful toward any of the above people, or who breaks a safety rule, or violates another individual's basic right, can expect to receive disciplinary action.

## **XXIII. Student Behavior:**

### **A. Expectations:**

- a. Students are expected to treat themselves, each other, and adults with respect.
- b. Older students are expected to watch out for younger students' safety and comfort.
- c. Students should greet adult visitors to their classroom properly.
- d. Students are expected to follow all school rules.
- e. Students must follow any and all dress codes outlined. (Appendix C & D) which is found on the school website ([www.stcswalsh.org](http://www.stcswalsh.org)) home page under the "About Us" tab, once there click on "Policies
- f. In the hall, students will stay on the right side and travel quietly
- g. During fire drills, students will maintain quiet and order, following teachers' instructions
- h. Students are expected to be cooperative and courteous at all times. These expectations apply to all school activities, both on and off campus as well as on the bus.

### **B. Unacceptable Behavior:**

- a. The following are unacceptable behaviors in school or on school property such as, but not limited to:
  - i. Immoral or Scandalous behavior
  - ii. Abusive Language
  - iii. Gum Chewing
  - iv. Bullying

- v. Lying
  - vi. Cheating
  - vii. Insubordination
  - viii. Disrespect
  - ix. Tardiness for class
  - x. Fighting
  - xi. Threatening Abuse
  - xii. Gambling
  - xiii. Vandalism
  - xiv. Disregard for the moral teachings of the Catholic Church
  - xv. Substance Abuse
  - xvi. Sexual Harassment
  - xvii. Possession of drugs or weapons
- b. While students are encouraged to report violations, false reports will not be tolerated and may result in consequences outlined in the Discipline Process Section of this document. (Section XXIII H.)

C. Dignity and Treatment of Others:

- a. Students at STCS/Walsh are expected to demonstrate respect, integrity, strong character, and moral values at all times. The way a student speaks and acts reflects what he/she believes and values. Demonstrating respect for students, faculty, staff, and visitors is mandatory. At no time should another person feel threatened or disrespected verbally, electronically, or physically. Use of obscene, profane, or suggestive language is prohibited. Destruction of school or private property within or around the school and stealing will not be tolerated. Behaviors including and related to fighting, hazing, insubordination and other such behaviors are not permitted.

Violation of this process for grades 5 – 12 may result in acceleration of the progressive discipline process, outlined in Section XXIII H, to the stage of immediate suspension OR expulsion, depending on the severity of the violation.

Students, parents, and any others who witness a violation of the dignity and treatment of others must make a report to the appropriate teacher, counselor, and/or administrative personnel. The form of this report may be verbal, written, or in an email and must include the reporter's name and contact information. Identifying information of the reporter will be held in strict confidentiality.

D. Appearance and Dress Code:

- a. Establishing our students' ability to understand and then comply with professional and neat attire while at school is part of the educational process. Therefore, the STCS/Walsh **Dress Code** will be in effect per the description at [www.stcswalsh.org](http://www.stcswalsh.org), on the school website homepage under the "About Us" tab, once there click on "Policies." The **Dress Code** will be enforced and is expected to be followed explicitly every day unless directed otherwise. Attention to detail is important in the dress code. Students must take responsibility for their own attire when attending school; professionalism and a neat and clean appearance are expected.

The first week of school, students out-of-compliance with the **Dress Code** for any reason will be given notice of the violation and their parents will be notified.

Varsity athletes will be permitted to wear their team jersey during school when there is a home game.

- b. Non-compliance of the uniform-dress code will result in the following:
  - i. Grade K-4:
    1. After two violations a non-compliance report will be sent home by the classroom teacher
    2. Upon the occurrence of a third violation the following steps will be taken:
      - a. A call will be placed to the parents at work/home to bring the item necessary to be in compliance.
      - b. Students will stay in the office until such time as the required item is brought to school or the student is taken home.
  - ii. Grade 5 – 12:
    1. Beginning the second week of school, students who are not in compliance will be issued a lunch detention for dress code violations and a non-compliance report will be sent home.
    2. Repeated violations will result in the student being subject to the school's progressive discipline process outlined in Section XXIII H of this document.
    3. Students in grades 5-12 must be cognizant of the additional dress code requirements for **Prom/Formal/ Semi-formal event Dress Code** and **Dress Down**. These policies can be found on the school website homepage ([www.stcswalsh.org](http://www.stcswalsh.org)) under the tab "About Us," once there click on "Policies."

- E. Electronic Device Use: *The school is not responsible for any missing or stolen personal electronic devices brought onto the school premises.*
- a. The use of cell phones, tablet computers, music players, earbuds/headphones, and other electronic amusement devices are a privilege subject to a student's responsible use in accordance with the Electronic Device Use policy. **Students in grades 5<sup>th</sup>-12<sup>th</sup> grades may bring an electronic device to school.**
  - b. Students in grades 5-12 must place all electronic devices in their locker or on silent by the second bell (8:00am). Students found in violation of the electronics device use policy must surrender the electronic device until it can be picked up by a parent/guardian. Failure to surrender the device will be considered an act of "insubordination" which is defined as refusing to comply with a directive from an administrator, a member of the faculty or staff, a Priest or Sister, member of the Board of Trustees, and/or a substitute employee.
  - c. Students will have access to their devices during lunch, and at the request of local classroom teachers. All other times during the day devices are to be kept in the student's locker, on silent.
  - d. For grades M-4: It is recommended that students **NOT BRING** a device.
  - e. For grade 5 – 12: In addition to surrendering the electronic device, students will also be subject to the school's progressive discipline process outlined in Section XXII H of this document.
- F. School Issued Equipment/Materials:
- a. All school equipment and material issued to a student must be cared for properly and returned to the school in the same condition as it was received, either at year end or as requested by the school.
  - b. Any school equipment or school material issued to a student for his/her temporary use must be replaced or reimbursed by the student and parent in the event that it is lost, damaged, or stolen. If a student/parent fails to replace or reimburse the school for missing or damaged equipment or material, the student/parents will be billed appropriately.
  - c. For grades K-6 all damaged or lost equipment must be paid for before the child receives his/her final report card.

- d. For grade 7-12 consequences for violations are outlined in Section XXIII H. of this document. Failure to honor the bill for reimbursement of equipment and material may result in suspension or expulsion from the school.

G. Search and Seizure:

- a. School personnel are free to enter a child's desk, back-pack, or locker at any time. The following materials, including but not limited to, may not be brought to school:
  - i. Guns, firearms, bombs
  - ii. Alcoholic beverages of any type
  - iii. Drugs (except where procedures for medication have been followed)
  - iv. Fireworks
  - v. Immoral or pornographic materials
  - vi. Tobacco, tobacco products or electronic cigarettes
- b. Illegal items and materials (i.e. drugs, weapons, fireworks), may be turned over to law enforcement authorities. Other items will be given to the child's parents. Appropriate disciplinary actions will follow such an incident. The student may also face separate civil and/or criminal charges.

H. Discipline Process:

a. **Grades K-4:**

- i. The following processes may be invoked for student misbehavior at the teacher's and school administrator's discretion.
  1. Verbal Warning
  2. Written Notification to Parent(s) or Guardian(s)
  3. Probation
  4. Reprimand
  5. Lunch detention
  6. Suspension from Participation in Athletic Events
  7. Suspension from Social or Extracurricular Activities
  8. Suspension from Other Privileges
  9. Exclusion from a Particular Class
  10. In-School Suspension
  11. Involuntary Transfer
  12. Suspension, not in excess of five days
  13. Suspension, in excess of five days

b. **Grade 5-12:**

- i. Lower level violations:



Violations including but not limited to being tardy, uniform violation, cell phone use, gum, etc. will result in a lunch detention to be served during the next available lunch time with issuing faculty/staff member or in the main office and includes approved fulfillment of a written reflection. Repeated lower level violations may result in the student being subject to the school's progressive discipline process outlined below.

ii. Higher level violations:

Violations including but not limited to swearing, insubordination (failure to follow a direct order from an adult), fighting/physical violence, repeated excessive mistreatment of peers, lying, etc. will result in a standard detention to be served on the next Thursday as scheduled and includes approved fulfillment of a written reflection. Violations will follow the progressive process outlined below.

1. First violation – 1 hr Thursday detention (to be completed through approved fulfillment of a written reflection, working on assignments, copying of the policy, or service as designated by the detention monitor)
2. Second violation - 2 hr detention (to be completed through approved fulfillment of a written reflection, working on assignments, or copying of the policy for 1 hr and service for 1 hr as designated by the detention monitor)
3. Third violation - In school suspension (to be completed under supervision for 1 complete school day through working on assignments provided by teachers)
4. Fourth violation - In school multiple day suspension (to be completed under supervision for 1 complete school day through working on assignments provided by teachers)(consisting of 2 days of non-attendance at school, no participation in extracurricular events including sports practices or games, no credit for missed homework or missed tests)
5. Fifth violation – Out of school suspension (consisting of 1-5 days of non-attendance at school, no participation in extracurricular events including sports practices or games, no credit for missed homework or missed tests)
6. *It is important to note that any step in this discipline process may be accelerated given the gravity of the specific offense. Expulsion from the school may be considered by administration dependent*

upon number or severity of violations. Violation counts reset each semester.

iii. Lunch Detention:

At the discretion of the teacher a lunch detention may be issued for failing to turn in an assignment. A lunch detention consists of the student eating lunch and working on missing assignments in the classroom of the issuing teacher. The teacher will notify the parent/guardian of the violation and subsequent detention the day that it occurs. The lunch detention is also used as part of the lower level violations for grades 5-12 outlined in section H above. After repeated violations the teacher may issue a standard detention and the student is subject to the progressive discipline process outlined in Section H of this document.

iv. Detention:

When a detention is issued the student will receive a detention slip and a duplicate will be given to the school counselor. The teacher issuing the detention will contact the parent/guardian within 24 hours of issuance to provide notification and detail. Each Tuesday the School Counselor will contact the student and parent/guardian to schedule the detention. Each 1 hour detention is held on Thursdays 3:15pm-4:15pm. A detention issued after scheduling notices are sent out on a Tuesday will be scheduled for the next Thursday detention held. Each 2 hour detention and in-school suspension will be scheduled by school administration. Repeat violations of the same category will result in the student moving through the progressive discipline policy as outlined in Section XXIII H of this document. A student's violation count will be reset after the completion of the 1st semester.

v. Probation:

1. A student may be placed on probation for a specified time for serious or continued misconduct which does not require immediate drastic action. The following procedures are to be followed:
  - a. A conference including the parents, student and principal and sometimes the teacher is held to discuss the nature of the misconduct and the terms of the probation.
  - b. A written account is made of the agreements reached at the conference, with a copy given parents. The student and parents are made aware that the student has been given a

definite period of time in which to conform to the behavior code of the school community.

vi. Suspension:

1. New York State Education Law permits suspension of a student for:

- a. Insubordination or disorderly conduct otherwise endangers the health, safety, morals, health, or welfare of others.
- b. Any behavior interrupting the educational process of the school. In suspending students, the following directives should be observed:
  - i. Parents are to be informed of the decision for suspension and reasons for the actions before the suspension date.
  - ii. For out of school suspension a conference must be held with the parent(s) or legal guardian(s) within 48 hours of receiving the notice.
  - iii. A written record of the suspension, including the date, reasons, and conference with the parent(s) report that clearly indicates the consequences of the suspension is to be kept on file and placed in the student's disciplinary file.
- c. In-school suspension indicates that a student will not be permitted to attend classes, but will be supervised and provided with study assignments to be done during the suspension.
- d. Out-of-school suspension indicates that the student will not attend school but will be provided with study assignments during the days of suspension.

vii. Appeal Process:

1. Students who feel they have been issued a detention due to *tardiness* in error have the right to appeal the detention. Students must submit a written appeal and request a meeting with the principal or the principal's designee within 24 hours of the issuance of the detention. An appeal that is not submitted in a timely manner will not be considered and the detention will be served. The ruling on the appeal will be issued prior to when the detention is scheduled to be served.

2. All other detentions and in school suspensions are not subject to appeal.
  3. Appealing an out-of-school suspension or expulsion will require a written appeal by the student and parent requesting a meeting with the assistant principal within 48 hours of the suspension notice. Should this meeting not materialize within the time frame due to parent or student failure to respond, the school will consider that the parent and student have waived their right to appeal. Should the parent and student disagree with the assistant principal's decision, the student and parent may appeal in writing to the school president within 48 hours of receipt of the assistant principal's decision. All decisions of the school president are final.
- viii. Academic Lab:
1. Academic lab takes place daily from 3:10-4:00 p.m. Students are assigned to academic lab as outlined in Section II L of this document.
  2. **Lab Expectations/Behaviors/Rules:** Failure to abide by these rules may result in Academic Lab attendance not counting towards eligibility.
    - Only students on the Academic Lab list are permitted to be present in Academic Lab
    - No cellphones or book bags are permitted in Academic Lab
    - Academic Lab is a silent study period; there is to be no conversation
    - Teachers requesting time to work with a student must arrive at Academic Lab and sign out their students

## **XXIV. Cafeteria Policy**

### **A. Lunchroom Rules**

- a. Keep conversation at a reasonable voice level.
- b. When finished eating, return your tray to the proper disposal area.
- c. Deposit all litter in the wastebasket.
- d. Leave table, chairs, and floor around your place clean and neat for others.
- e. All food items must remain in the cafeteria.
- f. Stack chairs at your table before leaving the cafeteria

- g. Remain seated in the cafeteria for the total lunch period after returning your tray to proper disposal area. You cannot leave without permission from a teacher or monitor.
- h. **NO STUDENTS ARE PERMITTED IN THE KITCHEN AREA WITHOUT EXPRESS PERMISSION FROM THE KITCHEN STAFF.**

## **XXV. Alcohol, Tobacco, and Drug Policy**

Archbishop Walsh Academy/STCS is a Drug-Free and Tobacco Free Zone. The school seeks to develop the individual student spiritually, intellectually, physically and psychologically. The fulfillment of this philosophy and mission entails the provision of an environment within which the individuals grow in their responsibility to themselves and all other persons. This atmosphere must be preserved from all unnecessary obstacles to achieving this goal.

Because the use of alcohol, tobacco, and drugs has been demonstrated to be a serious obstacle to the physical well being of persons, and serious impediments to their growth spiritually, intellectually, physically and emotionally, the following policy is prescribed for Archbishop Walsh Academy/STCS.

### **A. Prevention**

- a. The school will provide students with information and activities focused on abstaining from the use of Prohibited Substances. Such information and activities will address the legal, social, and health consequences of use of Prohibited Substances and will provide information about effective techniques for resisting peer pressure to use Prohibited Substances. The school will work in partnership with students, parents, social service organizations, and local law enforcement to reduce risks for students where possible.

### **B. Intervention**

- a. The school provides assistance through appropriate school staff, such as social workers, and guidance counselors, to intervene and counsel students who are involved with Prohibited Substances and to assist students in continuing their education. Information will be provided, as appropriate, about outside programs and resources that are available to assist students. It may be necessary to involve law enforcement dependent on the violation.

### **C. Prohibited Conduct**

- a. Students are prohibited from consuming, possessing, furnishing, selling, receiving, buying, manufacturing or being under the influence of prohibited substances before, during and after school hours:

- i. At school, in any school building or on any school premises;
- ii. In any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities;
- iii. Off school property at any school-sponsored or school-approved activity, event or function (such as a field trip or athletic event) where students are under the jurisdiction of the school unit;
- iv. At any time or place if the student's conduct directly and substantially interferes with the operation, discipline or welfare of the schools.

**STUDENTS ARE ALSO PROHIBITED, AT SCHOOL OR DURING SCHOOL ACTIVITIES, FROM OFFERING OR ACCEPTING TO FURNISH, SELL, RECEIVE OR BUY PROHIBITED SUBSTANCES OFF SCHOOL PREMISES.**

Students who participate in co-curricular and extracurricular activities are subject to additional rules and sanctions.

**D. Prohibited Substances**

- a. The term "Prohibited Substance" shall include, but not be limited to:
  - i. Alcohol
  - ii. Scheduled drugs
  - iii. Controlled substances
  - iv. Tobacco products of any kind
  - v. Electronic vaporizer devices, including but not limited to e-cigarettes, e-hookahs, vape pens, or similar devices
  - vi. Prescription drugs not prescribed for the student
  - vii. Any substance possessed or used for ingestion to produce an intoxicating effect (including but not limited to aerosols, paints, solvents and glue)
  - viii. Steroids or any performance-enhancing substances
  - ix. Paraphernalia – implements used for distribution or consumption of a prohibited substance
  - x. Any look-alike drug or substance that is described as or is purported to be a prohibited substance defined in this section.

**E. Consequences for Policy Violations**

- a. **Prohibited Substances Other Than Paraphernalia and Tobacco Products Consuming, possessing, buying, receiving or being under the influence of a Prohibited Substance other than paraphernalia and tobacco products.**
- b. First Violation in a School Year
  - i. The student will receive 1 day of in-school suspension and will be ruled ineligible for any extracurricular activity until further notice. The student will be required to meet with a school social worker or substance abuse

counselor and participate in an appropriate educational program. If the student fails to comply with the action plan, further disciplinary action may be imposed.

- ii. ***The student's parent(s)/guardian(s) are required to attend a meeting with appropriate school staff.***

c. Second Violation in a School Year

- i. The student will receive 3 days of in-school suspension and will be suspended from all extracurricular activities for the remainder of the current semester. The student must meet with a school social worker or substance abuse counselor and comply with any action plan developed by the social worker or substance abuse counselor. If the student fails to comply with the action plan, further consequences may be imposed.
- ii. ***The student's parent(s)/guardian(s) are required to attend a meeting with appropriate school staff.***

d. Third Violation in a School Year

- i. The student will receive in-school suspension for 5 days and will be suspended from all extracurricular activities indefinitely. The student may be referred to the Principal for consideration of possible expulsion.

e. **Furnishing, selling or manufacturing a Prohibited Substance other than paraphernalia and tobacco products.**

f. First Violation

- i. The student will receive in-school suspension for 5 days and will be suspended from all extracurricular activities indefinitely. The student may be referred to the Principal for consideration of possible expulsion. Law enforcement may be contacted.

g. **Paraphernalia, Tobacco and Electronic Vaporizer Device Violations**

h. First Violation in a School Year

- i. The student will receive 1 day of in-school suspension and will be ruled ineligible for any extracurricular activity until further notice. The student will be required to meet with a school social worker or substance abuse counselor and participate in an appropriate educational program. If the student fails to comply with the action plan, further disciplinary action may be imposed.
- ii. ***The student's parent(s)/guardian(s) are required to attend a meeting with appropriate school staff.***

i. Second Violation in a School Year

- i. The student will receive 3 days of in-school suspension and will be suspended from all extracurricular activities for the remainder of the current semester. The student must meet with a school social worker or

substance abuse counselor and comply with any action plan developed by the social worker or substance abuse counselor. If the student fails to comply with the action plan, further consequences may be imposed.

j. Third Violation in a School Year

- i. The student will receive in-school suspension for 5 days and will be suspended from all extracurricular activities indefinitely. The student may be referred to the Principal for consideration of possible expulsion.



*Southern Tier Catholic School*  
*Archbishop Walsh Academy*  
*School Policy Compliance for Academic Year 2020-2021*

**Acknowledgement of Policies and Consequences**

By signing below you acknowledge you have read and understand the policies above. You also accept that if found in violation of these policies, the student will be expected to serve the consequences outlined and the parents/guardians will be expected to support the schools' enforcement of these consequences.

Student Name (print) \_\_\_\_\_

Student Signature \_\_\_\_\_

**Parent/Guardian Name**  
**(print)** \_\_\_\_\_

**Parent/Guardian**  
**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_